



Head of Faculty – The Arts Position Information Document

Position Title	Head of Faculty – The Arts
Employment	Permanent Academic Staff
Position of Responsibility	POR 2
POR Commencement	19 January 2027
POR Conclusion	18 January 2030
Full Time Equivalent (FTE)	1.00 FTE
POR Line Release	1 Teaching Line (0.17 FTE)
Line Manager	Head of Senior School

Rostrevor College is a Catholic College owned and governed by Edmund Rice Education Australia Colleges; the local community and Principal are empowered with the responsibility of plotting the future course for the College; a course that best captures the aspirations of local families. In doing so, we use The EREA Colleges Charter and the four touchstones of Gospel Spirituality, Justice and Solidarity, Inclusive Community and Liberating Education to shape our planning as a contemporary College that is grounded in the Edmund Rice Tradition.

BROAD PURPOSE

Leadership in learning requires shared responsibility and works best in collaboration. The Head of Faculty oversees and works alongside teachers in pedagogy, curriculum trends, and assessment and reporting, for their respective faculty. The Head of Faculty has an inclusive interest in Years 7 to 12 and whole College matters and works co-operatively with colleagues who are involved in the academic development and welfare of students. The Head of Faculty holds a special mandate for the religious life at Rostrevor College, with a particular emphasis on the Catholic and Edmund Rice traditions that inform the educational program.

The Head of Faculty will oversee the pedagogy, curriculum trends, and assessment and reporting processes and outcomes in their faculty. In conjunction with the Director of Teaching & Learning and Director of Data & Innovation, the Head of Faculty will be responsible for the curriculum affairs of Rostrevor College across Years 7 to 12 and will contribute to the development and strengths of the learning culture of the College.

The Head of Faculty (POR 2) will:

- Actively contribute to the Catholic dimension and values of the College.
- Work closely with the Deputy Principal, Head of Senior School and members of the College Leadership Team (CLT) to maintain the highest standards across all facets of College life.
- Understand, and respond to, current pedagogy and curriculum trends as determined by SACE Board, ACARA and Catholic Education South Australia, College's Strategic Plan and Edmund Rice Education Australia improvement agenda.
- Work collaboratively with colleagues, parents/caregivers and EREA and CESA personnel to facilitate student development across the College.
- Be a collaborative, consultative leader, that considers the collective wisdom of other Leaders, peers and staff, using reflective practices to ensure best practice models are always implemented.
- Use contemporary research and the AITSL standards to guide continuous improvement in teaching.
- Be empathetic to the needs of the young people entrusted to their care.
- Promote conditions allowing students to achieve their maximum potential

KEY AREAS OF WORK

Curriculum Leadership and Development

- In collaboration with the Director of Teaching & Learning and Director of Data & Innovation, support subject teachers in the delivery of the South Australian Certificate of Education (SACE) and the Australian Curriculum.
- Review and modify existing courses and structures as required so that they respond to changing SACE and Australian Curriculum requirements.
- Develop and maintain a Faculty Handbook for staff outlining, assessment components and corresponding weightings; moderation processes and drafting/marking expectations; safety procedures (if relevant); faculty procedures, etc.
- Ensure faculty procedures align with whole-school policies for assessment, reporting, and academic integrity.
- In collaboration with subject teachers design consistent learning and assessment tasks.
- Map the curriculum as it relates to the faculty.
- Contribute annually to the development of the College Curriculum Handbook, Course Counselling processes, and stationery requirements pertinent to the faculty.
- Support the Director of Teaching & Learning and Director of Data & Innovation in the implementation of new initiatives that enhance the learning culture of the College.
- Work closely with the Director of Teaching & Learning, and other key leadership staff in curriculum planning, subject selection, and transition of students to the College.
- Support teachers in the collection and analysis of data to enhance learning and teaching.
- Lead data informed practice within the faculty by reviewing student achievement data and coordinating targeted interventions.

Teaching, Assessment and Pedagogy

- Ensure that all teachers of the faculty complete programs of work and assessment plans.
- Oversee and monitor compliance with College expectations for teacher programs, lesson preparation, mark books and assessment details, including the use of performance standards for assessment, and the adherence to SEQTA expectations. Assure the quality and consistency of examinations in the faculty.
- Assist in the coordination and conduct of examinations.
- Facilitate regular cross-marking and moderation processes within the faculty.
- Oversee assessment and reporting, ensuring consistency and equity for all learners.
- Support teachers in developing strategies to assist at-risk students in their subject classes.
- Map, coordinate, and manage curriculum excursions related to the learning area.
- Conduct regular formal and informal classroom observations of faculty teachers to support consistent pedagogical practice and adherence to Faculty and College expectations.

Student Learning, Support and Wellbeing

- Be able to share collective wisdom of the faculty and lead students to achieve personal excellence.
- In collaboration with the Inclusive Education Coordinator (7-12) and Heads of House, assist subject teachers in differentiated learning to cater to all learners.
- In collaboration with Heads of House, support learners and provide differentiation strategies to support both learning and wellbeing.
- Oversee the monitoring of academic results in the faculty and coordinate subject specific interventions to support at-risk students as required.
- Support teachers in further developing their knowledge and understanding of contemporary pedagogies to enhance the learning area.
- Work in collaboration with other staff to ensure that academic success is recognised and celebrated within the learning area.

Staff Leadership and Development

- Coordinate and oversee the induction of new faculty staff, ensuring they are familiar with College and faculty procedures, teaching expectations, and student wellbeing processes.
- Work collaboratively with subject teachers to form a cohesive, professional team.
- Encourage and support the professional development and learning of staff within the faculty.
- Conduct faculty meetings in a productive manner that invites the involvement of all members.
- Participate in annual and probation reviews for staff within the faculty.
- Assist the Principal with the selection and appointment of staff within the faculty as required.
- Support the induction of new staff to the faculty.
- Develop a structured mentoring or support plan for new and early career teachers, providing regular feedback and guidance.
- Monitor and support probationary staff within the faculty, providing timely feedback and recommendations to the Head of Faculty and Head of Senior School.

Operations, Resources and Other Responsibilities

- Be responsible for the ordering and management of resources required for the faculty.
- Be responsible for the preparation of an annual Budget for the faculty.
- Promote and attend events associated with the faculty, as required.
- Respond to other duties as assigned by the Principal, Deputy Principal, and Head of Senior School through due process of consultation and negotiation.

POSITION OF RESPONSIBILITY REQUIREMENTS

- Ensure staff are aware of and follow WHS policy and procedures described on Complispace
- Participate in training designed to support their responsibilities.
- Ensure staff in their faculty/department attend training and induction designed to inform and protect them about risks associated with their work.
- Encourage the formal reporting of hazards and incidents arising in the workplace
- Inform School Leadership about hazards or issues which do or could affect health and safety and over which they cannot exercise control.
- Respond appropriately to staff reporting work related psychosocial issues which have the potential to affect health, e.g. conflict between staff, bullying, harassment, and violence.
- Participate in workplace audits, inspections, incident investigations and other WHS activities on request.

PERFORMANCE REVIEW

- All employees are required to proactively participate in the College's Performance Development Program including periodic review.

SPECIFIC REQUIREMENTS

- Applicable First Aid Certificate relevant to the role requirements.
- Current and acceptable Working with Children Clearance and screening to work in Catholic Education SA.
- Current valid Responding to Risks of Harm, Abuse and Neglect – Education and Care certificate.
- Relevant certifications or registrations required for the safe and effective execution of the role.
- Be aware of, and comply with, clearance, compliance and screening procedures for employees, volunteers and contractors

WORK HEALTH & SAFETY

This role is deemed to be a Worker under the South Australian Work Health and Safety (WHS) Act 2012.

As a Worker, while at work you must:

- Take reasonable care for your own health and safety.
- Take reasonable care that your actions or omissions do not adversely affect the health and safety of other persons.
- Comply, in so far as you are reasonably able to, with any reasonable instruction given by the employer.
- Cooperate with any reasonable policy or procedure of the employer that is related to health and safety at the workplace that has been notified to workers.

Reference: Division 4, Section 28 – SA WHS Act 2012

This position information document indicates the general nature and level of work performed by the incumbent and is not a comprehensive listing of all responsibilities, tasks, and outcomes.