



Head of Department (Secondary Campus)

Role Description

About Arden Anglican School

Arden is a non-selective Anglican School providing a co-educational, Pre-School to Year 12 education. It seeks to attract, retain, and develop dedicated, highly effective, values-oriented staff for all positions. At Arden, we are committed to providing a positive work environment in which staff are valued and encouraged to develop professionally.

Arden is a Christian community centred on the good news of Jesus Christ. Arden's ethos is of high expectations and a commitment to academic and professional excellence. The School aims to attract and retain the best possible teachers and support staff, who are experts in their field and highly committed to the continuous improvement of their professional practice. The School's focus is to engage staff who have a passion for lifelong learning and believe in each student's unique value. Arden welcomes applications from people of faith who are committed to the Christian aims of the School.

Arden is committed to being a Child Safe organisation. All staff are required to help always maintain a child safe culture, and to act in every child's best interest and to keep them safe from harm. The School has zero tolerance for child abuse.

There is a strong collegial culture of mutual trust and support between staff and school leaders. All levels of governance are committed to embodying the Christian values of the School, and a culture of servant-minded leadership is fostered at all levels.

All staff must be committed to positive and caring relationships because they are important to successful student learning and the high level of family involvement that exists at Arden in all aspects of school life.

Our Vision and Mission

Vision

Arden strives to be an inspiring learning community that engages the mind, nurtures the spirit, and nourishes the body in a caring Christian environment.

Arden graduates are curious, courageous and compassionate men and women with an enduring passion for learning who transform the communities in which they live and work.

Mission

Centred on the Christian faith and finding joy in God, Arden provides an exceptional co-educational learning experience that nurtures the uniqueness of confident, capable global citizens.

Workplace Expectations

Professional Practice

- Foster supportive positive professional relationships
- Demonstrate a sensitive and compassionate work ethic, underpinned by the Christian values of the School
- Demonstrate a duty of care to staff, students and visitors in relation to their physical and emotional wellbeing
- Undertake and comply with mandatory training and regulatory requirements as determined by the School
- Attend School meetings, as requested, including outside of usual work hours
- Participate in professional learning, as requested, including outside of usual work hours
- Any other duties and activities as required by the School Principal (or delegate)

Work Health & Safety (WHS)

- Participate in the development of a safe and healthy workplace
- Adhere to safe work procedures ensuring ongoing adherence to any instructions given for personal safety and health as well as that of others
- Remain familiar with emergency and evacuation procedures, including the location and use of emergency equipment (e.g. first aid kits, fire blankets)
- Report any injury, hazard or illness immediately in accordance with the School's policies and procedures

Child Safety

- Actively participate in the School's zero tolerance for child abuse and commitment to embedding Child Safety in approaches to daily work tasks and involvement in School approved activities
- Model a commitment to providing, so far as reasonably practicable, an environment in which students feel respected, valued and encouraged to reach their full potential
- Commit to understanding professional boundaries and the nuances of appropriate student and staff interactions in the workplace
- Demonstrate an understanding of the need to report suspected (observed or perceived) abuse, neglect, mistreatment and risk of harm

Role classification

Staff are employed at a classification level and assigned to a role rather than appointed to a position.

Staff may be re-assigned to other roles at the same classification over time, in line with organisation priorities and/or personal development plans.

The below is intended to describe the general nature and level of work being performed; it is not intended to be construed as an exhaustive or limiting list of responsibilities and expectations of the position. Any additional daily tasks are as advised by the Line Manager and are not identified in this Role Description.

The responsibilities, expectations and tasks relevant to this role may be varied at the Principal's discretion, to ensure the operational needs of the School are continually being met.

Professional Review

This Role Description in conjunction with any published (current) Professional Standards for Middle Leaders will be relied on as a framework for professional review. This role description has been designed to complement and be considered in addition to the School's Classroom Teacher Role Description.

Role	Head of Department (HOD)
Campus	Secondary (Epping)
Department	PDHPE
Line Manager	Director of Teaching and Learning (Secondary)
Direct Reports	Department Staff
Industrial Instrument	Independent Schools (Teachers) Multi-Enterprise Agreement 2025
FTE	Full time 1.0 FTE
Qualifications	<ul style="list-style-type: none"> □ Recognised teaching qualification/s (required) □ Master of Educational Leadership or similar (desired)
Accreditation	<ul style="list-style-type: none"> □ NESA Proficient Teacher Accreditation (minimum) (essential); Highly Accomplished or Lead Teacher (desired)
Compliances	<ul style="list-style-type: none"> □ Valid NSW Working with Children Check Certificate □ First Aid [HLTAID012] [HLTAID011] □ CPR [HLTAID009] □ OCG Child Safe eLearning – Keeping Children Safe (or equivalent) □ NCCD eLearning – Disability Standards for Education (or equivalent) □ WHS/Emergency Procedures eLearning (or equivalent)
Skills, Knowledge & Experience	<ul style="list-style-type: none"> □ Strong interpersonal skills that foster a collaborative environment □ Demonstrated effective leadership and exemplary teaching practices □ Ability to communicate effectively with staff, students, parents and broader Arden community members □ Demonstrated knowledge and expertise in their professional practice, and experience in teaching stage 4, 5 and 6 in a subject within the department □ Demonstrated understanding of the knowledge, skills and pedagogy applicable to the breadth of subjects within the department
Role Profile	<p>The HOD is expected to demonstrate leadership practices underpinned by emotional intelligence characteristics in all professional dealings with staff, students and wider community members. In particular, the HOD is expected to display self-awareness, self-regulation, motivation, empathy and social skills in all that they do.</p> <ul style="list-style-type: none"> □ Under the guidance of the Director of Teaching and Learning, the HOD will support the development of the quality of teaching and learning of the class teachers within their department and be responsible for developing the strategic direction of the department in line with the School's Mission and Vision; implementing change and managing the activities, finances and resources on a daily operational basis. □ The HOD is expected to continually monitor the performance of all department staff and immediately report, in the first instance, any performance concerns to the Director of Teaching and Learning. The HOD is expected to work collaboratively and collegially with the Director of Teaching and Learning (or delegate) to identify and respond to concerns, in a timely manner, applying fair and due process, in support of the School's commitment to best practice implementation of its Teaching and Learning Framework to achieve the best educational outcomes for Arden students.
Role Function [daily tasks]	<p>The Head of Department, throughout their daily work practice, is expected to</p> <p>Professional Practice and Leadership</p> <ul style="list-style-type: none"> □ model effective leadership and exemplary teaching practices

- be open-minded, curious and consistently willing to examine and revise (based on evidence) their individual beliefs by listening to differing points of view from students, staff and the wider school community members, demonstrating a genuine professional interest in their learning and wellbeing
- challenge school and department norms, cultures and practices that prevent improved student learning, inclusion, engagement and wellbeing
- demonstrate perseverance and resilience, recognising that it may take several attempts to gather the necessary and appropriate information before being able to resolve a challenging problem
- lead, pragmatically and collaboratively, the analysis and resolution of complex problems directly related to teaching and learning
- build a culture of trust in which teaching and learning improvement is shared, well supported and competently led
- reflect on own professional practices and seek feedback to engage in a continuous cycle of growth and development as an effective leader

Lead Teaching and Learning Practices

- ensure teachers within the department respect, engage collaboratively and make adjustments for students with a disability
- ensure accurate records of communications with parents and/or external stakeholders relevant to student wellbeing and educational outcomes are maintained in the Pastoral Care Module of Schoolbox for the individual student
- ensure that all Teaching and Learning approaches and implementation methodology aligns with the School's strategic plan
- manage and lead assessment tasks, including delegating responsibilities across the department in a fair and equitable transparent manner
- manage and lead assessment processes that are reliable, timely, valid and compliant with NESA as well as internal School policies and procedures
- lead the implementation of the departments teaching cycle (designing learning including knowledge and skills and relevant pedagogical approaches, assessment, feedback and reporting, and evaluation)
- oversee and encourage teacher participation in student curriculum and co-curricular activities to support and enrich student learning
- lead, review and endorse teaching and learning programs written by teaching staff, to ensure they meet mandatory NESA requirements and form a basis for a shared quality approach to teaching within the department
- continually evaluate and review the effectiveness of teaching and learning programs, through analysis of student achievement data and feedback from students
- model a delegative leadership approach to support department staff cohesion, respect and trust
- attend School meetings and professional development/learning events, including outside of usual work hours

Management of Staff

- model exemplary communication, presentation and interpersonal skills
- facilitate time-effective department meetings that have a focus on learning, growth and innovation ensuring records of meeting agendas, minutes and relevant supporting documents are maintained and accessible by all department staff
- mentor new staff members and beginning teachers within the department
- engage in collaborative and respectful feedback conversations that encourage staff to improve their practice and develop their career
- manage the design, implementation and routine review of department goals in keeping with best practice approaches and in continual support of the Schools values

- demonstrate consultative and collaborative approaches to implementing change
- encourage a collaborative approach to support staff in developing and implementing innovative approaches
- raise performance concerns as soon as identified to reduce the risk of negative impacts on department relationships and/or student learning outcomes
- ensure department staff demonstrate the highest standards of professional practice
- in conjunction with the Director of Teaching and Learning, organise the allocation of teaching staff to each course and Year Group in a consultative manner
- manage, develop and communicate internal assessment and reporting schedules and processes for all courses within the department
- in collaboration with HR, and other relevant stakeholders, participate in the recruitment cycle of new staff including Induction
- support department teachers, as needed, working towards Proficient accreditation status

Professional Learning

- foster a collaborate growth culture, which incorporates feedback and reflective practice
- provide regular feedback to staff on their teaching practice and develop processes to enable the impact of practice on student learning to be evaluated collaboratively
- support teachers to access, collect and interpret a range of student evidence and research data to inform teaching decisions and evaluate learning progress and achievement, engagement and wellbeing for individual students and student cohorts
- deliver professional learning to fellow department members, and encourage members of the department to deliver professional learning in line with their skills and expertise
- lead, train, guide and support department staff to develop and expand their professional learning and practice opportunities (eg, HSC marking involvement)
- attend conferences and professional learning events, including outside of usual work hours, to ensure that professional knowledge and practice remains current
- Professional and Community Engagement
- liaise with Year Coordinators regarding academic and behavioural issues with students
- work with external governing bodies (eg NESA) and relevant affiliated associations, as needed
- engage in professional networks and associations to build productive links with the wider community to continually improve teaching and learning
- effectively manage parent and student feedback relevant to student learning within the department, escalating concerns and/or complaints, as required
- demonstrate positive and cohesive working relationships with students, staff and wider community members in keeping with the School's Code of Conduct

Work Health & Safety (WHS) Committee

- actively engage in WHS Team meetings to support whole-school risk management and communications
- conduct regular risk assessments and manage hazards specific to high-risk operations
- maintain department-specific WHS protocols aligned with best practice
- ensure staff receive targeted WHS training, as required.

- monitor compliance with WHS legislation and internal policies
- use incident data and feedback to drive safety improvements

PE Venues and Equipment

- maintain equipment to be utilised for a variety of physical education experiences to support the programs
- manage disruptions due to wet weather by liaising with external venues to allow for physical education lessons to continue
- plan a varied and engaging physical education program utilising off-site venues for double practical lessons

Administration

- implement effective and streamlined administrative and record keeping systems and processes ensuring the accurate recording of student results and effective use of the Pastoral Care Module of Schoolbox in so far as it directly relates to a student. All staff records must be advised and provided to HR.
- ensure all documentation, including teaching and learning programs (scope and sequences and units of work), resources and work samples are stored in the appropriate MTeams Folders
- manage department staff adherence to deadlines and ensure all individual student adjustment records are annotated and submitted as needed
- ensure units of work are consistent with scope and sequences and that they meet mandatory ACARA (The Australian Curriculum, Assessment and Reporting Authority) and NESA (NSW Educational Standards Authority) compliance requirements, including coverage of the NESA syllabus outcomes and content, alignment with the ACARA Australian Curriculum, including cross-curriculum priorities and general capabilities, and resources and equipment
- ensure official NESA updates and News related to all areas of curriculum and teaching and learning are considered and implemented as required
- manage NESA Schools Online deadlines as appropriate to the subject area
- prepare and manage the annual department budget ensuring a list of resources and equipment is maintained