

Position Description

Title: Director of Student Data and Performance

Senior School Campus



This Position Reports to: Deputy Head Senior School - Learning and Teaching

Department: Studies

Date: August 2024

PREAMBLE

As a staff member of The Southport School, it is crucial that you understand the underpinning philosophy and aims of this school, its routines and administration, and more importantly, that you actively support the Anglican Ethos of the School. The School Prayer gives a clear understanding of the School Aims.

Make us a truly Christian Community where education embraces the whole of life. With the school may we find acceptance, healing and growth through faith in Christ and in turn service to others.

OUR TSS VALUES

We are a TEAM

We work together in a spirit of trust, loyalty, inclusion and mutual respect. We persist and encourage each other to do our best each day.

We are a community of SCHOLARS

We learn every day and our interests and different approaches bring diversity of opportunity and enrich our understanding of the world.

We are here to SERVE

We contribute positively to our classes, our teams, our school, our families, and our communities, learning to lead and to improve the world in which we live.

STUDENT PROTECTION IN ANGLICAN SCHOOLS

Anglican Schools and Education & Care Services are committed to providing environments where children and young people receive the highest standard of care, where their rights are supported, and they have opportunity to thrive and be fruitful. Such environments nurture and safeguard the intelligence, dignity, safety and wellbeing of each child or young person, by placing them at the centre of thought, values and actions.

As reflected in our Ethos, our vocation is education, driven by a vision of humanity, shaped by the image of God made visible in Jesus, present in every human being.

- Every child: made in the image and likeness of God.
- Every child: loveable and loved, unique and unrepeatable.
- Outstanding education for the flourishing of people and the good of community.

Our faith is lived. We are hospitable and welcoming communities, who embody compassion, kindness, fairness, justice and love, and where exceptional pastoral care is practiced.

Working and serving the best interests of children and young people is in everyone's best interest. This is achieved through sustaining living and learning environments that are safe, supportive and stimulating. Specifically, we:

- place emphasis on genuine engagement with children and young people.
- create conditions that reduce the likelihood of harm to children and young people.
- create conditions that increase the likelihood of identifying harm where it exists; and
- respond swiftly and appropriately to any concerns, disclosures, allegations or suspicions.

This commitment is sought to be consistently reflected through the decisions and behaviour of all persons within the School or Service, who are guided by effective governance, policies, tools and processes. This fosters a child safe culture, where acting in children and young people's best interests is at the heart of what we do.

PURPOSE OF THIS DOCUMENT

To provide the team member with the key selection criteria, specific duties and responsibilities and general responsibilities against which your appointment to, and performance in the job, will be assessed.

As part of the team, you will be expected to know the policies and procedures that govern some of the tasks you will be performing.

KEY SELECTION CRITERIA, QUALIFICATIONS AND EXPERIENCE:

Selection Criteria

- Outstanding ability to lead whole school programs to improve student outcomes.
- Demonstrated understanding of school improvement through the understanding and analysis of data.
- Outstanding organisational skills with the proven ability to work within tight timeframes and capacity to effectively manage multiple projects.
- Demonstrated knowledge of, and experience in, school organisation, policy and procedures including the ability to implement policies and procedures that promote efficiency, clarity and successful student outcomes.
- Demonstrated commitment to nurturing positive relationships between students, teachers and stakeholders.
- Demonstrated excellent written and verbal communication skills and interpersonal skills necessary to work with all members of the school community.

Qualifications and Experience

- Education - Degree or Experience:
A Bachelor of Education and ideally a Master of Educational Leadership
- Teacher Registration:
Must hold valid teacher registration.

Additional requirements:

- Provide a recent criminal history check certificate – must be within 2 months of appointment.
- Hold a current First Aid Certificate that includes CPR.

DUTIES AND RESPONSIBILITIES FOR THE POSITION

This part of the document outlines the responsibilities required to competently perform the duties of the position. Of course, you will also be required to perform any other duties that the Headmaster, or their delegate, may direct you to perform, and which could reasonably be considered relevant to the position.

SPECIFIC DUTIES AND RESPONSIBILITIES

The Director of Student Data and Performance is appointed by the Headmaster and works in collaboration with, and under the immediate direction of, the Deputy Head Senior School - Learning and Teaching. As a member of the senior school Studies team, the Director of Student Data and Performance assists and advises in areas of organisation, operational policy and procedure and major decision-making regarding student outcomes.

The key function of this role is to share, with the Deputy Head – Head of Learning and Teaching and the Studies team, in the strategic leadership of the school.

The role holder will be required to form a significant partnership with Deputy Head Senior School - Learning and Teaching in effectively leading, planning and communicating policy and procedure which promotes and supports a focus on student outcomes.

Key responsibilities:

The Director of Student Data and Performance is a member of the senior school Middle Leadership team, the Studies team and the Heads of Department team and therefore attendance at these meetings is required.

Data Leadership:

- Develop a Data Plan for the senior campus
- Lead the Data Team
- Source and evaluate learning and teaching data to improve student learning outcomes.
- Provide strategic and specialist advice and professional learning support to teaching staff regarding relevant and suitable learning and teaching data purpose and use.
- Provide technical support and direction to teaching staff in best use of technology for data analysis.
- Work closely with Heads of Departments to use subject specific data, assisting them to review and enhance practice.
- Work closely with the Pastoral Team regarding student specific data, assisting them in their pastoral tracking of students.
- Under the support and direction of Deputy Head – Head of Learning and Teaching, monitor internal systems for reporting and tracking integration.
- Be the school point of contact regarding maintenance and updates for external analytics software.
- Provide professional learning to teaching staff on best use of external analytics software.
- Lead whole school goal setting and mentoring programs.
- Work with the Deputy Head – Head of Learning and Teaching, to monitor and track students of concern.
- Work with the Dean of Pedagogy and Teacher Development to identify areas for pedagogical development using student outcomes evidence.
- Work with the Studies Team Leader to oversee the calculations and analysis of ATAR estimates.
- Provide data celebrations opportunities with students.
- Oversee the administration of House Colours awards.
- Keep abreast of best practice in the areas of data tracking, pedagogy and student learning, specific to young men, through on-going professional reading and research, and provide for the professional learning of staff in line with these developments.
- Under the direction and support of the Deputy Head – Head of Learning and Teaching, provide support for staff regarding the use of data to enhance student outcomes through whatever whole school improvement approaches the School undertakes.

Student protection and child safety responsibilities

- Ensuring a comprehensive understanding of all relevant policies, procedures, guidelines and reporting protocols at The Southport School.

- Creating and maintaining a safe and secure environment where students feel physically and emotionally protected.
- Recognising signs of abuse, neglect, harm, and inappropriate behaviours and conduct of students, staff, volunteers, visitors and other persons engaging with the students.
- Immediately report suspicions of harm or disclosures to a Student Protection Officer, or the Director of Student Protection, or the Headmaster concerns and disclosures as a mandatory reporter.
- Educate students about their own personal safety, empowering them to understand and assert their boundaries and seek help if they feel unsafe.

GENERAL DUTIES AND RESPONSIBILITIES

Ensure all school policies and procedures are complied with by:

- Complying with legal obligations of an education establishment including complying with established industrial relations practices and requirements.
- Compliance with the Student Protection Policy and Procedures including ensuring that the well-being of all students is closely monitored, and any concerns are reported to the appropriate support and leadership staff.
- Understanding that at no time does any worker have the authority to reprimand any student or any co-worker, but to take responsibility to report any issue to the Dean of Students or any member of the School's senior management panel.

Ensure a safe and healthy work environment is provided for students, employees and visitors by:

- Complying with the Workplace Health and Safety Legislation and Regulations.
- Complying with The Southport School Workplace Health and Safety Policy
- Implementing documented basic safety and security practices.
- Preventing hygiene risks and problems through implementation and adherence to policy and procedures.

Display positive interpersonal skills needed for the delivery of quality service, with a particular emphasis on communication and teamwork by:

- Communicating effectively one on one in the workplace.
- Communicating and participating effectively as a member of a team in the workplace.
- Providing confidential employee and client relations for counselling and any grievance procedure that may take place.
- Presenting a positive, professional and dynamic image of the School to employees, clients and visitors at all times.
- Initiating and driving the business forward by directly representing the School's ethos and motto.
- Demonstrating the very highest level of personal insight, initiative and maturity in all that is done and to display a sense of flexibility and willingness to work as an integral member of the team.