

Position Description

Title: Head of Academic Talent Development Programs
(Promotional Position)
Senior School Campus



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

Department: Academic Talent Development

Date: October 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

- Demonstrated capacity to lead high quality programming for gifted and talented students.
- Demonstrated understanding and experience in the implementation of gifted and talented programs in the middle school (Australian Curriculum) and senior schools (QCAA – QCE).
- Demonstrated understanding of current school and QCAA policies and procedures.
- Demonstrated commitment to nurturing positive relationships between students, teachers, and stakeholders.
- Demonstrated excellent communication skills and interpersonal skills necessary to work with all members of the school community.

Qualifications and Experience

- Education and Degree:
A Bachelor's degree in Education with a further specialisation in a related field, such as a Masters of Education with a specialisation in gifted and talented, which provides the necessary pedagogical knowledge and practical teaching experience.
- Teacher Registration:
Must hold valid teacher registration with the QCT.
- Subject Knowledge:
Demonstrate a strong foundation and an in-depth understanding of the Australian curriculum, including the essential concepts and skills at the secondary level.
- Professional Development:
Demonstrated engagement in ongoing professional development that enhances teaching skills, keeping up to date with curriculum changes, and staying informed about best practices in education. Participation in workshops, conferences, and professional learning communities that contribute to continuous growth as an educator.

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 Head of Academic Talent Development in The Southport School holds a crucial role in ensuring the smooth operation of the department and promoting academic excellence. Responsibilities include leading identification and programming for academically gifted students, including collaboration with the relevant specialist teachers and school leaders. The Head of ATD collaborates with staff to create effective teaching strategies, provides professional development opportunities, and ensures the smooth running of all ATD programs, activities, and excursions.

The Head of ATD plays a pivotal role in fostering a positive learning environment, addressing student and parent concerns, and promoting student engagement and achievement. Additionally, they liaise with other school departments, coordinate ATD programs, and adhere to relevant educational policies and regulations.

Key responsibilities:

The Head of Department role is a member of the Middle Leadership and HOD teams and therefore attendance at these meetings is required. The role of a Head of Department will:

- Oversee ATD program development and implementation.
- Oversee the implementation of the school LMS, within the ATD department.
- Manage and lead all programs within the department.
- Collaborate with staff to develop effective and innovative teaching strategies and resources and support specialised ATD programs.
- Collaborate with Heads of House, Heads of Department, and classroom teachers to support the needs of gifted and talented students within the regular classroom.
- Collaborate with additional learning needs team and the Director of ATD at the Preparatory School to ensure best practice and seamless student transition to senior school.
- Provide professional development opportunities for teachers to enhance their skills and knowledge in gifted and talented education.
- Ensure compliance with educational policies, regulations, and standards, including school internal assessment and academic integrity policies and procedures.
- Address student and parent concerns and maintain effective communication.
- Analyse student data and use it to inform instructional decisions and interventions.
- Develop and implement departmental goals and objectives in line with the School Strategic Plan.
- Develop and regularly update individualised learning plans for gifted and talented students.
- Collaborate with other department heads and school administrators.
- Manage departmental budgets and resources effectively.
- Stay updated with educational research and best practices.
- Support teachers in managing student behaviour and discipline aligned to best practice in gifted and talented education and focused on the social emotional needs of the gifted.
- Plan and organise departmental events and activities.

- Represent the department in school-wide initiatives and committees.
- Develop and maintain relationships with external stakeholders, such as universities and educational organisations.
- Promote inclusive education practices and cater to diverse student needs, including the needs of twice-exceptional students, aligned to their Education Support plans.
- Ensure effective transition programs for students moving between grade levels.

Teaching expectations and responsibilities:

- Plan and deliver effective lessons that align with the curriculum.
- Utilise best practice, evidence based pedagogical techniques.
- Identify areas of improvement and develop strategies to address student challenges.
- Communicate effectively with students, parents, and guardians about student progress.
- Maintain accurate records of student attendance, grades, and behaviour including assessing and evaluating student performance (homework, projects and assessments) and providing timely and constructive feedback.
- Collaborate with colleagues to develop and align curricula.
- Stay updated with current trends, research and best practices in education including attending professional development workshops and conferences to enhance teaching skills.

Communication and student behaviour responsibilities

- Establish, explicitly teach and enforce clear expectations of positive behaviour.
- Implement effective behaviour management strategies consistently.
- Foster positive relationships with students and collaborate with parents and support staff.

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.