

Position Description

Position Title: Head of Personal Development, Health and Physical Education (P-12)

Responsible to: Director of Curriculum and Learning

Qualifications and Experience:

The incumbent will:

- hold a four-year degree or teaching qualification with recognition to teach PDHPE in NSW schools (minimum). A Masters Degree in Education or a related discipline is desirable
- hold membership to a relevant professional learning community or association.
- have experience in an academic leadership role within a school with a strong background in reporting, assessment and teaching alignment across P-12 years
- show evidence of a strong commitment to girls education and understanding of the Dalton educational model
- show evidence and commitment to their own ongoing professional learning and that of the teachers they have led
- be familiar with the NSW Office of the Board of Studies Assessment and Certification procedures
- have recent HSC marking or examination writing experience.

The Primary Objectives of the Position

Assessment, Curriculum and Reporting Matters

- Plan, collaborate, implement, and evaluate P-12 teaching programs
- Plan, collaborate implement, and evaluate of P-12 assessment tasks
- Report student progress in P-12 PDHPE to key stakeholders (students, parents, faculty, executive, etc.)
- Identify and rectify deficiencies in P-12 PDHPE programs and assessments as required
- Align P-12 PDHPE teaching and assessment practices with cross curricular, early learning, middle school, senior PDHPE and Ascham goals
- Evaluate and disseminate emerging issues regarding PDHPE curriculum and assessment from state and national authorities
- Ensure that PDHPE assessment protocols are consistent with those articulated by the Office of the NSW Board of Studies, especially those relating to Stage 6 and HSC Certification
- Meaningfully contribute the Ascham Academic and Curriculum team

Academic Leadership to Staff

- Continually engage and articulate the debate surrounding PDHPE discipline knowledge so staff
- Set and maintain professional teaching and learning goals for PDHPE staff
- Set and maintain high standards of professional conduct for PDHPE staff
- Engage PDHPE in meaningful dialogue and professional learning around PDHPE curriculum
- Encourage and share exemplary teaching practices that improve student achievement in PDHPE
- Identify and encourage staff to participate in evidence-based PDHPE professional learning activities
- Provide assistance and coaching to PDHPE staff as required or requested
- Conduct annual Professional Development Reviews of all teaching staff in the PDHPE management team
- Articulate departmental needs and issues to executive as required through appropriate channels
- Supervise and allocate practicum teaching placements within the PDHPE department
- Lead and administer the annual Dalton Review for the PDHPE Department

Academic Leadership to Students

- Provide a point of contact and reference within the Ascham student community as an expert of health and physical education matters
- Liaise with Ascham students to ensure their individual and group-learning needs are being met through challenging and engaging PDHPE curricula
- Monitor the progression and achievement of Ascham students within PDHPE and celebrate these achievements widely throughout the Ascham community

Specialist Administration Duties

- Store and maintain PDHPE consolidated faculty records regarding assessment, programming, and teaching
- Provide faculty oversight and direction regarding school policies
- Administer PDHPE department budget
- Allocate staff to teaching responsibilities in accordance with school workload policies
- Review all Senior School, Fiona and Hillingdon PDHPE student reports (P-12)
- Chair PDHPE management meetings as required by school policy
- Liaise with parents and executive on matters regarding conflict between students and members of the PDHPE department
- Monitor and appraise staff health and welfare
- Apply vigilant occupational health and safety protocols regarding the conduct of PDHPE at Ascham

Whole School Duties

- Lead and participate in whole school functions as required
- Lead and participate in whole school programs as required
- Undertake other duties, at the request of the Head of School or delegated authority, which generally fall within the scope of this position description.

Leading Teacher Descriptors for Ascham Head Teacher (PDHPE) based on Australian Institute for Teaching and School Leadership (AITSL) Standards

Lead teachers are recognised and respected by colleagues, parents/carers and the community as exemplary teachers. They have demonstrated consistent and innovative teaching practice over time. Inside and outside the school they initiate and lead activities that focus on improving educational opportunities for all students. They establish inclusive learning environments that meet the needs of students from different linguistic, cultural, religious and socio-economic backgrounds. They seek to improve their own practice and to share their experience with colleagues. They are skilled in mentoring teachers and pre-service teachers, using activities that develop knowledge, practice and professional engagement in others. They promote creative, innovative thinking among colleagues. Lead teachers apply skills and in-depth knowledge and understanding to deliver effective lessons and learning opportunities and share this information with colleagues and pre-service teachers. They describe the relationship between highly effective teaching and learning in ways that inspire colleagues to improve their own professional practice. They lead processes to improve student performance by evaluating and revising programs, analysing student assessment data and taking account of feedback from parents/carers. This is combined with a synthesis of current research on effective teaching and learning. Lead teachers represent the school and the teaching profession in the community. They are professional, ethical and respected individuals inside and outside the school.

Know Ascham students and how they learn in accordance with the Dalton Plan

1. Lead colleagues to select and develop PDHPE teaching strategies to improve student learning using knowledge of the physical, social and intellectual development and characteristics of students.
2. Lead processes to evaluate the effectiveness of PDHPE teaching programs using research and workplace knowledge about how students learn.
3. Evaluate and revise school PDHPE learning and teaching programs, using expert and community knowledge and experience, to meet the needs of students with diverse linguistic, cultural, religious and socioeconomic backgrounds.
4. Develop PDHPE teaching programs that support equitable and ongoing participation of Aboriginal and Torres Strait Islander students by engaging in collaborative relationships with community representatives and parents/carers.
5. Lead colleagues to evaluate the effectiveness of PDHPE learning and teaching programs differentiated for the specific learning needs of students across the full range of abilities.
6. Initiate and lead the review of school policies relating to PDHPE in order to support the engagement and full participation of students with disability and ensure compliance with legislative and/or system policies.

Know PDHPE content and how to teach it in accordance with the Dalton Plan

1. Lead PDHPE initiatives within the school to evaluate and improve knowledge of PDHPE content and teaching strategies and demonstrate exemplary teaching of PDHPE using effective, evidence-based learning and teaching programs.
2. Lead PDHPE initiatives that utilise comprehensive PDHPE content knowledge to improve the selection and sequencing of content into coherently organised learning and teaching programs
3. Lead colleagues to develop PDHPE learning and teaching programs using comprehensive knowledge of curriculum, assessment and reporting requirements
4. Lead PDHPE initiatives to assist colleagues with opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.

5. Monitor and evaluate the implementation of PDHPE teaching strategies within the school to improve students' achievement in literacy and numeracy using evidence based knowledge and student data
6. Lead and support PDHPE colleagues within the school to select and use ICT with effective PDHPE teaching strategies to expand learning opportunities and PDHPE knowledge for all students

Plan for and implement effective teaching and learning using the Dalton Plan

1. Demonstrate exemplary practice and high expectations and lead PDHPE colleagues to encourage students to pursue challenging goals in all aspects of their education.
2. Exhibit exemplary practice and lead PDHPE colleagues to plan, implement and review the effectiveness of their PDHPE learning and teaching programs to develop students' knowledge, understanding and skills.
3. Work with PDHPE colleagues to review, modify and expand their repertoire of teaching strategies to enable students to use knowledge, skills, problem solving and critical and creative thinking.
4. Model exemplary skills and lead PDHPE colleagues in selecting, creating and evaluating resources, including ICT, for application by teachers within or beyond the school.
5. Demonstrate and lead by example inclusive verbal and non-verbal communication using collaborative strategies and contextual PDHPE knowledge to support students' understanding, engagement and achievement.
6. Conduct regular reviews of PDHPE teaching and learning programs using multiple sources of evidence including: student assessment data, curriculum documents, teaching practices and feedback from parents/carers, students and colleagues.
7. Initiate PDHPE relevant processes to establish programs that involve parents/carers in the education of their children and broader school priorities and activities

Create and maintain safe and supportive learning environments at Ascham

1. Demonstrate and lead by example the development of productive and inclusive PDHPE learning environments across the school by reviewing inclusive strategies and exploring new approaches to engage and support all students.
2. Initiate strategies and lead PDHPE colleagues to implement effective classroom management and promote student responsibility for learning.
3. Lead and implement behaviour management initiatives to assist colleagues to broaden their range of PDHPE teaching and learning strategies.
4. Evaluate the effectiveness of student wellbeing policies and safe working practices using current school and/or system, curriculum and legislative requirements and assist colleagues to update their practices
5. Review or implement new policies and strategies to ensure the safe, responsible and ethical use of ICT in PDHPE learning and teaching.

Assess, provide feedback and report on student learning at Ascham

1. Evaluate school assessment policies and strategies to support colleagues with: using assessment data to diagnose PDHPE learning needs, complying with PDHPE curriculum, system and/or school assessment requirements and using a range of assessment strategies.
2. Model exemplary practice and initiate programs to support colleagues in applying a range of timely, effective and appropriate feedback strategies.
3. Lead and evaluate moderation activities in PDHPE that ensure consistent and comparable judgements of student learning to meet PDHPE curriculum and school or system requirements.

4. Coordinate student performance and program evaluation using internal and external student assessment data to improve PDHPE teaching practice.
5. Evaluate and revise reporting and accountability mechanisms in the school to meet the needs of students, parents/carers and colleagues.

Engage in ongoing professional learning

1. Use comprehensive knowledge of the Australian Professional Standards for Teachers to plan and lead the development of professional learning policies and programs that address the professional learning needs of colleagues and pre-service teachers.
2. Initiate collaborative relationships to expand professional learning opportunities, engage in research, and provide quality opportunities and placements for pre-service teachers.
3. Implement professional dialogue within the school or professional learning network(s) that is informed by feedback, analysis of current research and practice to improve the educational outcomes of students.
4. Advocate, participate in and lead strategies to support high-quality professional learning opportunities for colleagues that focus on improved student learning.

Engage professionally with Ascham colleagues, parents/carers and the community

1. Model exemplary ethical behaviour and exercise informed judgements in all professional dealings with students, colleagues and the community.
2. Initiate, develop and implement relevant policies and processes to support colleagues' compliance with and understanding of existing and new legislative, administrative, organisational and professional responsibilities.
3. Identify, initiate and build on opportunities that engage parents/carers in both the progress of their children's learning and in the educational priorities of the school.
4. Take a leadership role in professional and community networks and support the involvement of colleagues in external learning opportunities.