

Roles and Responsibilities Head Teachers 2024

5 August 2024



Sydney Distance Education High School



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1. Introduction

The purpose of this document is to communicate Head Teacher roles and responsibilities across the school. It is especially important in a school with large faculties and a significant number of educational support Head Teachers that there is a shared understanding of the work done by executive staff. In addition, this publication provides professional learning support for teachers interested in executive positions.

2. Head Teacher Role Description

The Department of Education *Assistant Principal and Head Teacher Role Description* is included in this document. The role description includes key accountabilities under two headings.

- Leading teaching and learning.
- Developing self and others.

Head Teachers are accountable to the Deputy Principals and the Principal. They support the leadership, improvement and management of the school, within statewide guidelines and government policies.

At Sydney Distance Education High School, executive teach students and lead high expectations within the Explicit Teaching and Quality Teaching Models. Staff work together to provide quality individualised education through the development and delivery of flexible blended learning and other school and Strategic Improvement Plan (SIP) priorities.

This Roles and Responsibilities document summarises major aspects of each executive position in addition to responsibilities that may be common across roles such as Faculty Head Teacher responsibilities. All executive are members of the school self evaluation team and most contribute to the Annual School Report.

Head Teachers are responsible for ensuring staff compliance with the 1992 Disability Discrimination Act – Disability Standards. They support students making Disability Provision applications to NSW Education Standards Authority (NESA) (Head Teacher Teaching and Learning (Learning and Support with Library)), they make provision for students to participate in school assessment tasks (Head Teachers Faculty), and they oversee the development and implementation of Personalised Learning and Support Plans (PLSPs) for students with disabilities (Head Teacher Teaching and Learning (Learning and Support with Library) with Head Teachers Faculty and teachers).

This Roles and Responsibilities Head Teachers document is revised throughout each year. The staff, student and courses information is updated during the first part of Term 2 based on data from the end of Term 1 which is submitted to the Department of Education and to Rural and Distance Education.

3. Leadership

The leadership expectations for executive positions are outlined as general selection criteria for advertised positions. Applicants for executive positions must demonstrate the capacity to provide successful educational leadership in six areas.

- Successful teaching experience with capacity to initiate improvement in teaching, learning and classroom practice.
- Knowledge of curriculum, assessment and student welfare with the ability to lead and design quality, inclusive teaching and learning programs.
- Educational leadership skills to build the capacity and manage the performance of individuals and teams.
- Well developed communication and interpersonal skills with the capacity to build relationships and engage students, staff and parents.
- Ability to plan and manage resources effectively and equitably to support teaching and learning.
- Knowledge of and commitment to the Department's Aboriginal education policies.

A document supporting applicants in addressing the general selection criteria is available on the Department intranet, [*Executive and principal positions – a guide for addressing the general selection criteria*](#).

Sydney Distance Education High School



Roles and Responsibilities Head Teachers, Curriculum 2024

Summaries of courses, students and staff are completed at the beginning of Term 2. The staff summaries are based on information in the school database and reflect the amount of time each teacher works (teaching allocation) in a particular faculty. The summaries are based on student enrolment information submitted to Department on the last day of Term 1. Non-faculty non-teaching allocations make up the balance of teaching entitlement.

At the start of Term 2 2024, there were 160 permanent teachers (1.0 - 101, 0.9 - 1, 0.8 - 6, 0.7 - 2, 0.6 - 20, 0.4 - 23, 0.3 - 3 and 0.2 - 4); 47 temporary teachers (1.0 - 13, 0.8 - 6, 0.6 - 12, 0.4 - 10, 0.3 - 1, 0.2 - 5) and 14 (4.4 FTE) casual teachers with 4 staff working across more than one of these categories, making a total of 221 teachers filling 158.1 positions. In the first part of Term 2, the school's teacher entitlement grew to 171.9.

Head Teachers, Curriculum

Faculty Head Teachers in general have the following roles and responsibilities in addition to specific responsibilities as outlined on the following pages.

- Oversee the professional development of all members of the faculty to ensure Department, NESA and school policies, priorities, processes, targets and guidelines inform the practices and procedures of their staff.
- Facilitate a collegial and co-operative culture to support team effectiveness and individual development and monitor the implementation of teacher roles and responsibilities.
- Oversee the development and maintenance of faculty programming for Stages 4, 5 and 6.
- Oversee and monitor course outlines, course programming and assessment tasks / schedules.
- Oversee blended learning development and delivery, including web lesson timetables.
- Oversee staff in their implementation of strategies to support identified students eg those with PLPs and PLSPs.
- Oversee staff in their implementation of strategies to support students to meet HSC minimum standards in literacy and numeracy.
- Manage faculty assessment marks and grades.
- Manage faculty Stage 4, 5 and 6 reporting.
- Teach students.
- Allocate new students and monitor faculty student allocations.
- Coordinate the issuing of warning letters where appropriate.
- Manage faculty aspects of regular student reviews.
- Coordinate and approve faculty study days, excursions, field service visits, professional learning and variation of routine applications.
- Organise staffing and work programs for flexible learning projects, where applicable.
- Advise students and supervisors of course requirements and suitability.
- Manage issues related to student behaviour, as required.
- Liaise with DP (7-9) regarding ongoing staffing changes.
- Employ casual and temporary teachers to cover staff absences.
- Ensure faculty casuals and temporary teachers meet mandatory training requirements.
- Coordinate faculty casual pay advice on a weekly basis.
- Supervise Performance & Development Plans for all members of the faculty.
- Supervise and mentor new and beginning teachers including accreditation process.
- Develop and manage annual faculty budget.
- Purchase, maintain and organise faculty resources.
- Liaise with Welfare Head Teachers, Year Advisers, and the Student Wellbeing Team re students' progress.
- Liaise with staff responsible for enrolments and single course provision.
- Liaise with WHS team regarding staff welfare / WHS concerns.
- Liaise with members of distance education networks, where applicable.
- Oversee faculty items for school publications eg newsletter.
- Coordinate faculty meetings.
- Attend executive and staff meetings.

Creative and Performing Arts (CAPA)

Faculty – courses and students (May 2024)

Courses: Years 7-10	Students	Courses: Years 11-12	Students
Music Yr 7	8	Music 1 Yr 11	37
Visual Arts Yr 7	8	Music 2 Yr 11	15
Music Yr 8	47	Photography, Video & Digital Imaging Yr 11	32
Visual Arts Yr 8	47	Visual Arts Yr 11	40
Music Yr 9	7	Visual Design Yr 11	24
Photographic & Digital Media Yr 9	28	Music 1 Yr 12	19
Visual Arts Yr 9 200 hours	20	Music 2 Yr 12	11
Visual Design Yr 9	15	Photography, Video & Digital Imaging Yr 12	6
Music Yr 10 (MU101)	3	Visual Arts Yr 12	15
Music Yr 10 (MU102)	11	Visual Design Yr 12 (VD12)	4
Photographic & Digital Media Yr 10 (PDM101)	17	Visual Design Yr 12 (VD12B)	1
Photographic & Digital Media Yr 10 (PDM102)	17		
Visual Arts Yr 10 (VA101)	10		
Visual Arts Yr 10 (VA102)	34		
Visual Design Yr 10 (VD101)	7		
Visual Design Yr 10 (VD102)	8		

Faculty – staff summary (May 2024)

	Number			FTE			Total staff in faculty	
	Permanent	Temporary	Casual	Permanent	Temporary	Casual	Number (Head Count)	FTE
1.0	10	1		10.0	1.0		20	15.3
0.9								
0.8		2			1.6			
0.7								
0.6	2			1.2				
0.5								
0.4	1	1		0.4	0.4			
0.3		1			0.3			
0.2		1	1		0.2	0.2		
0.1								
Total	13	6	1	11.6	3.5	0.2		

Faculty – students summary (May 2024)

Years 7-10	287
Years 11-12	204
Total	491

School

- Finance Team, Member.
- Learning Hub Coordinator.
- Other responsibilities as negotiated with executive.

English

Faculty – courses and students (May 2024)

Courses: Years 7-10	Students	Courses: Years 11-12	Students
English Yr 7	5	English Advanced Yr 11	25
English Yr 8	23	English Standard Yr 11	89
English Yr 9	64	English Studies Yr 11	109
English Yr 10	125	English Extension Yr 11	5
		English Advanced Yr 12	14
		English Standard Yr 12	47
		English Studies Yr 12	41
		English Extension 1 Yr 12	2

Faculty – staff summary (May 2024)

	Number			FTE			Total staff in faculty	
	Permanent	Temporary	Casual	Permanent	Temporary	Casual	Number (Head Count)	FTE
1.0	10			10.0			20	15.5
0.9								
0.8		1	1		0.8	0.8		
0.7	1			0.7				
0.6	2	1		1.2	0.6			
0.5								
0.4	1		2	0.4		0.8		
0.3								
0.2	1			0.2				
0.1								
Total	15	2	3	12.5	1.4	1.6		

Faculty – students summary (May 2024)

Years 7-10	217
Years 11-12	332
Total	549

School

- Other responsibilities as negotiated with executive.

History (& Aboriginal Studies)

Faculty – courses and students (May 2024)

Courses: Years 7-10	Students	Courses: Years 11-12	Students
History Yr 7	3	Aboriginal Studies Yr 11	23
History Yr 8	12	Ancient History Yr 11	51
History Yr 9	65	Modern History Yr 11	41
History Yr 9 Elective	15	Society and Culture Yr 11	34
History Yr 10	128	Aboriginal Studies Yr 12	14
History Yr 10 Elective (E1)	16	Ancient History Yr 12	25
History Yr 10 Elective (E2)	11	History Extension Yr 12	4
		Modern History Yr 12	18
		Society & Culture Yr 12	27

Faculty – staff summary (May 2024)

	Number			FTE			Total staff in faculty	
	Permanent	Temporary	Casual	Permanent	Temporary	Casual	Number (Head Count)	FTE
1.0	6	2		6.0	2.0		16	11.8
0.9								
0.8	1			0.8				
0.7								
0.6	1	2		0.6	1.2			
0.5								
0.4	1	1		0.4	0.4			
0.3								
0.2	1	1		0.2	0.2			
0.1								
Total	10	6		8.0	3.8			

Faculty – students summary (May 2024)

Years 7-10	250
Years 11-12	237
Total	487

School

- Other responsibilities as negotiated with executive.

Mathematics

Faculty – courses and students (May 2024)

Courses: Years 7-10	Students	Courses: Years 11-12	Students
Mathematics Yr 7	5	Mathematics Standard Yr 11	87
Mathematics Yr 8	21	Mathematics Advanced Yr 11	25
Mathematics Yr 9	62	Mathematics Extension 1 Yr 11	6
Mathematics Stage 5.1 Yr 10	75	Numeracy Yr 11	27
Mathematics Stage 5.2 Yr 10	38	Mathematics Extension 1 Yr 12	5
Mathematics Stage 5.3 Yr 10	11	Mathematics Extension 2 Yr 12	13
		Mathematics Standard 1 Yr 12	3
		Mathematics Standard 2 Yr 12	40
		Mathematics Advanced Yr 12	20

Faculty – staff summary (May 2024)

	Number			FTE			Total staff in faculty	
	Permanent	Temporary	Casual	Permanent	Temporary	Casual	Number (Head Count)	FTE
1.0	10	1		10.0	1.0		17	14.1
0.9								
0.8	1			0.8				
0.7								
0.6	1	1		0.6	0.6			
0.5								
0.4	2			0.8				
0.3	1			0.3				
0.2								
0.1								
Total	15	2		12.5	1.6			

Faculty – students summary (May 2024)

Years 7-10	212
Years 11-12	226
Total	438

School

- Work Health and Safety Team, Member.
- Finance Team, Member.
- Women's Contact, NSWTF.
- Other responsibilities as negotiated with executive.

PDHPE

Faculty – courses and students (May 2024)

Courses: Years 7-10	Students	Courses: Years 11-12	Students
PD Health PE Yr 7	8	Community & Family Studies Yr 11	79
PD Health PE Yr 8	47	Exploring Early Childhood 1U Yr 11	11
PD Health PE Yr 9	110	Life Ready Yr 11	
Physical Activity & Sports Studies Yr 9	13	PD Health PE Yr 11	
PD Health PE Yr 10 (PDP10)	124	Sport, Lifestyle & Recreation 2U Yr 11	45
PD Health PE Yr 10 (PDP10P)	91	Sport, Lifestyle & Recreation 1U Yr 11	1
Physical Activity & Sports Studies Yr 10 (PAS101)	9	Community & Family Studies Yr 12	30
Physical Activity & Sports Studies Yr 10 (PAS102)	13	Exploring Early Childhood 1U Yr 12	5
		PD Health PE Yr 12	41
		Sport, Lifestyle & Recreation Yr 12 (SLR12)	6
		Sport, Lifestyle & Recreation Yr 12 (SLR12B)	6
			57

Faculty – staff summary (May 2024)

	Number			FTE			Total staff in faculty	
	Permanent	Temporary	Casual	Permanent	Temporary	Casual	Number (Head Count)	FTE
1.0	13	3		13.0	3.0		21	18.5
0.9								
0.8								
0.7	1			0.7				
0.6	1			0.6				
0.5								
0.4	1	1	1	0.4	0.4	0.4		
0.3								
0.2								
0.1								
Total	16	4	1	14.7	3.4	0.4		

Faculty – students summary (May 2024)

Years 7-10	415
Years 11-12	509
Total	924

School

- Other responsibilities as negotiated with executive.

Science

Faculty – courses and students (May 2024)

Courses: Years 7-10	Students	Courses: Years 11-12	Students
Science Yr 7	5	Biology Yr 11	65
Science Yr 8	22	Chemistry Yr 11	20
Science Yr 9	65	Earth & Environmental Science Yr 11	42
Science Yr 10	125	Marine Studies Yr 11	34
		Physics Yr 11	37
		Biology Yr 12	24
		Chemistry Yr 12	17
		Earth & Environmental Science Yr 12	25
		Marine Studies Yr 12 (MS12)	9
		Marine Studies Yr 12 (MS12B)	5
		Physics Yr 12	21

Faculty – staff summary (May 2024)

	Number			FTE			Total staff in faculty	
	Permanent	Temporary	Casual	Permanent	Temporary	Casual	Number (Head Count)	FTE
1.0	10			10.0			23	15.8
0.9								
0.8		1			0.8			
0.7								
0.6	2	2		1.2	1.2			
0.5								
0.4	4	1		1.6	0.4			
0.3								
0.2	1		2	0.2		0.4		
0.1								
Total	17	4	2	13.0	2.4	0.4		

Faculty – students summary (May 2024)

Years 7-10	217
Years 11-12	299
Total	516

School

- Chemical Safety in Schools Coordinator.
- Other responsibilities as negotiated with executive.

Social Sciences

Faculty – courses and students (May 2024)

Courses: Years 7-10	Students	Courses: Years 11-12	Students
Geography Yr 7	2	Business Studies Yr 11	63
Geography Yr 8	11	Economics Yr 11	32
Commerce Yr 9	16	Geography Yr 11	39
Geography Yr 9	65	Legal Studies Yr 11	68
Commerce Yr 10 (100 hrs)	7	Studies of Religion 2U Yr 11	29
Commerce Yr 10 (200 hrs)	16	Studies of Religion 1U Yr 11	6
Geography Yr 10	124	Business Studies Yr 12	23
		Economics Yr 12	21
		Geography Yr 12	31
		Legal Studies Yr 12	27
		Studies of Religion 2U Yr 12	18
		Studies of Religion 1U Yr 12	1

Faculty – staff summary (May 2024)

	Number			FTE			Total staff in faculty	
	Permanent	Temporary	Casual	Permanent	Temporary	Casual	Number (Head Count)	FTE
1.0	12	1		12.0	1.0		17.2	21
0.9								
0.8	1	1		0.8	0.8			
0.7								
0.6		1			0.6			
0.5								
0.4	3		2	1.2		0.8		
0.3								
0.2								
0.1								
Total	16	3	2	14.0	2.4	0.8		

Faculty – students summary (May 2024)

Years 7-10	241
Years 11-12	358
Total	599

School

- Other responsibilities as negotiated with executive.

Technological & Applied Studies (TAS) with Computing Studies

Faculty – courses and students (May 2024)

Courses: Years 7-10	Students	Courses: Years 11-12	Students
Technology Yr 7	8	Agriculture Yr 11	23
Technology Yr 8	47	Computing Applications Yr 11	9
Agricultural Technology Yr 9	5	Design & Technology Yr 11	17
Computing Technology Yr 9	16	Engineering Studies Yr 11	26
Food Technology Yr 9	18	Enterprise Computing Yr 11	14
Industrial Technology Automotive Yr 9	8	Food Technology Yr 11	37
Industrial Technology Building & Construction Yr 9	6	Industrial Technology Multimedia Yr 11	27
Industrial Technology Electronics Yr 9	5	Software Engineering Yr 11	30
Textiles Technology Yr 9	8	Textiles & Design Yr 11	41
Agricultural Technology Yr 10 (AGT101)	1	Agriculture Yr 12	6
Agricultural Technology Yr 10 (AGT102)	8	Computing Applications Yr 12 (CA12)	1
Computing Technology Yr 10 (CT101)	14	Computing Applications Yr 12 (CA12B)	0
Food Technology Yr 10 (FT101)	9	Design & Technology Yr 12	9
Food Technology Yr 10 (FT102)	30	Engineering Studies Yr 12	17
Information & Software Technology Yr 10 (IST102)	14	Food Technology Yr 12	16
Industrial Technology Automotive Yr 10	7	Industrial Technology Multimedia Yr 12	14
Industrial Technology Building & Construction Yr 10	4	Information Processes & Technology Yr 12	3
Industrial Technology Electronics Yr 10	5	Software Design & Development Yr 12	18
Textiles Technology Yr 10 (TX101)	5	Textiles & Design Yr 12	15
Textiles Technology Yr 10 (TX102)	6		

Faculty – staff summary (May 2024)

	Number			FTE			Total staff in faculty	
	Permanent	Temporary	Casual	Permanent	Temporary	Casual	Number (Head Count)	FTE
1.0	8	1		8.0	1.0		22	14.6
0.9								
0.8								
0.7								
0.6	4	1		2.4	0.6			
0.5								
0.4	2	2	1	0.8	0.8	0.4		
0.3								
0.2	1	1	1	0.2	0.2	0.2		
0.1								
Total	15	5	2	11.4	2.6	0.6		

Faculty – students summary (May 2024)

Years 7-10	224
Years 11-12	323
Total	547

School

- Other responsibilities as negotiated with executive.

VET (with Careers)

Faculty – courses and students (May 2024)

Courses: Years 7-10	Students	Courses: Years 11-12	Students
Career Education Yr 10	214	Business Services 2U Yr 11 (BSB30120)	16
		Hospitality 2U Yr 11 (SIT20421)	12
		Retail Services 2U Yr 11 (SIR30216)	22
		Work Studies 2U Yr 11	50
		Work Studies 1U Yr 11	5
		Business Services 2U Yr 12 (BSB30120)	3
		Hospitality 2U Yr 12 (SIT20421)	4
		Retail Services 2U Yr 12 (SIR30216)	9
		Work Studies 2U Yr 12 (WS12)	21
		Work Studies 1U Yr 12 (WS121)	2
		Work Studies 2U Yr 12 (WS12B)	11
		Work Studies 1U Yr 12 (WS121B)	1

Faculty – staff summary (May 2024)

	Number			FTE			Total staff in faculty	
	Permanent	Temporary	Casual	Permanent	Temporary	Casual	Number (Head Count)	FTE
1.0	5			5.0			11	7.8
0.9								
0.8	1			0.8				
0.7								
0.6	2			1.2				
0.5								
0.4		1			0.4			
0.3	1			0.3				
0.2								
0.1		1			0.1			
Total	9	2		7.3	0.5			

Faculty – students summary (May 2024)

Years 7-10	214
Years 11-12	156
Total	370

School

- Lead VET course promotion and implementation
 - VET compliance including VET audits
 - work placement.
- Implement School to Work and careers programs including work experience.
- Lead, manage and promote the School Volunteering Program.
- Manage students studying TVET and Single Course VET courses.
- Other responsibilities as negotiated with executive.

Sydney Distance Education High School



Roles and Responsibilities Head Teachers Educational Support 2024

Head Teacher Administration (Enrolments)

School

- Respond to phone and email enquiries relating to potential applications for fulltime enrolment.
- Advise parents, carers, schools, counsellors, medical professionals and Department staff on the criteria and procedures for enrolment applications.
- Engage in Enrolment Officers Meetings and discussions with Rural and Distance Education to clarify updates or changes to published Distance Education Enrolment Procedures document.
- Process applications for fulltime enrolments.
- Manage applications from Special Placement Settings for curriculum access provision.
- Liaise with Rural and Distance Education to manage applications for enrolment in 2.10 category.
- Endorse and process variations for fulltime students, eg leavers and students whose enrolment circumstances have changed.
- Provide curriculum advice for enrolling students including pathways and part program options.
- Liaise with School Administration staff responsible for data entry and enrolment processes.
- Communicate student information to appropriate Year Advisers and Head Teachers.
- Update fulltime enrolment and curriculum access documentation including information booklets and application forms when appropriate.
- Organise annual updates of stage course selection booklets.
- Initiate intention notices for annual rollover for each year.
- Other responsibilities as negotiated with executive.

Head Teacher Administration (Single course with events and accreditation support)

School

Single Course Provisions Coordinator

- Respond to enquiries about single course provision.
- Process single course provision student applications.
- Manage single course provision tracking spreadsheet.
- Advise and liaise with single course provision students, HTs, SAS staff, supervisors and home schools.
- Discussions with Rural and Distance Education to clarify updates or changes to published Rural and Distance Education Procedures.
- Organise annual updates of single course provision support information including booklet and application forms.
- Manage and process Intentions Notices for Years 10, 11, 12.
- Manage and follow up single course student reviews and concern letters.

New Teacher Coordinator

- Work with DP (11-12) to support teachers in developing their accreditation portfolios and annotated evidence for Proficient Teacher accreditation.
- Support DP (11-12) in processes relating to the maintenance of accreditation and the new teacher induction program.

Events

- Leading and managing school teams for whole school events including Big Day In and Presentation Days.
- Other responsibilities as negotiated with executive.

Head Teacher Administration (Staffing and Properties)

School

- Manage staff attendance, including
 - flexible hours
 - sign on sheets and adjustments to staff absent spreadsheet.
- Variation of days applications.
- Teacher professional learning applications.
- Approve student services support including evaluations, claims, budgets
 - study days
 - field service visits
 - excursions.
- Manage staff leave and SAP leave applications including liaising with Principal and DPs.
- Management of information and reporting process for COVID-19.
- Approve through SAP casual teachers new to SDEHS including liaising with HTs and SASS.
- Process casual pay claims, SAP entries and WBSIO allocations including liaising with HTs, DPs and SASS.
- Liaise with DP (7-9) to finalise work flow for temporary teacher engagements and temporary staff movements on SAP.
- Assist with data collection and management including
 - state rural and distance education offices
 - Department of Education
 - Centrelink
 - Abstudy
 - ESL return including liaising with SASS.
- Work Health and Safety, Team Leader.
- Health and Safety Representative.
- Professional Learning Team, Member.
- Other responsibilities as negotiated with executive.

Head Teacher Secondary Studies (Literacy and Numeracy Priorities)

School

- Identify, develop, support and manage the Small Group Tuition Program (based on Quicksmart Program), and strategies to support students in Year 10 and Year 11 to work towards the HSC Minimum Standards in reading, writing and numeracy.
- Manage the process to assess student literacy and numeracy skills on enrolment.
- Process literacy and numeracy assessments (PAT) at enrolment and work with HT Learning and Support to determine appropriate learning programs for new students in Years 7-10.
- Organise PAT follow up for Year 10 in Term 4.
- Review students in distance education enrolment categories 2.5 (Students with a medical condition that prevents their attendance at a regular school or other local provision), 2.6 (Pregnant students/young parents for whom no appropriate local provision is available) and 2.7 (Vocationally talented students employed in the entertainment industry and students participating at elite levels in the performing arts or sport) consistent with Distance Education Enrolment Procedures.
- Communicate to staff Department expectations regarding HSC Minimum Standards, Check-in assessments, NAPLAN, and Literacy and Numeracy Progressions.
- Coordinate the HSC Minimum Standard, Check-in assessments (Year 7, 8 and 9 in Term 3) and NAPLAN online tests. Responsibilities include:
 - distributing information and encouraging home students to access the practice tests through newsletters, letters and emails
 - coordinating practice tests to be completed at SDEHS under supervised conditions
 - informing students of which tests they need to sit based on Schools Online data
 - assigning tests for each student through Schools Online
 - establishing processes where students are able to schedule their tests at the SDEHS Learning Hub during each test window
 - tracking student attainment of the Minimum Standard (Level 3) in Reading, Writing and Numeracy
 - providing support for students who need to re-sit the tests.
- Analyse PAT, NAPLAN and Check-in assessment data to provide advice to teaching staff about specific strategies to support students.
- Identify professional learning needs related to the role in consultation with Professional Learning Team.
- Other responsibilities as negotiated with executive.

Head Teacher Secondary Studies (Years 7-9 with Middle School Years 7-10)

Faculty – courses and students (May 2024)

Courses: Years 7–8	Students	Courses: Years 9-10	Students
English Yr 7 Middle School	3	English Yr 9 Middle School	46
Geography Yr 7 Middle School	2	Geography Yr 9 Middle School	45
History Yr 7 Middle School	1	History Yr 9 Middle School	45
Mathematics Yr 7 Middle School	3	Mathematics Yr 9 Middle School	48
Science Yr 7 Middle School	3	Science Yr 9 Middle School	45
English Yr 8 Middle School	24	English Yr 10 Middle School	91
Geography Yr 8 Middle School	24	Geography Yr 10 Middle School	89
History Yr 8 Middle School	0	History Yr 10 Middle School	88
Mathematics Yr 8 Middle School	25	Mathematics Yr 10 Middle School	95
Science Yr 8 Middle School	24	Science Yr 10 Middle School	90

Faculty – staff summary (May 2024)

	Number			FTE			Total staff in faculty	
	Permanent	Temporary	Casual	Permanent	Temporary	Casual	Number (Head Count)	FTE
1.0	8	2		8.0	2.0		25	17.9
0.9	1			0.9				
0.8	2			1.6				
0.7								
0.6	3	2		1.8	1.2			
0.5								
0.4	2	3		0.8	1.2			
0.3								
0.2		1	1		0.2	0.2		
0.1								
Total	16	8	1	13.1	4.6	0.2		

Faculty – students summary (May 2024)

Years 7–8	109
Years 9-10	682
Total	791

School

- Management of Middle School faculty.
- Create movement forms and student contacts for students from Department Centres for Years 7-9.
- Oversee development and implementation of appropriate curriculum and support structures for Middle School students.
- Process intention notices for students in Years 7 into Year 8 and Years 8 into Year 9.
- Attend Learning and Support Team meetings to evaluate Middle School placement.
- Fulfil all roles and responsibilities of Head Teacher, Curriculum.
- Learning Support Team, Member.
- Student Wellbeing Team, Member.
- Other responsibilities as negotiated with executive.

Head Teacher Secondary Studies (Year 10)

School

- Contact for students enrolled at NSW School of Languages, including scheduling of all practical HSC oral examinations.
- Review regularly Department, NESA and other relevant publications and advise senior executive of policy and procedures implications for SDEHS including 'Staff Noticeboard' and Legal Services Directorate Legal Bulletins.
- Monitor NESA timeline for actions and liaise with relevant staff, including senior executive, to ensure all actions are completed on time.
- School contact person for Special Placement Settings Years 7–10 (SYJCs, SSPs, Support Classes, Tutorial Centres, Community Centres).
- Year 10
 - create movement forms for students from Department Centres for Year 10
 - overall responsibility for confirmation of entries at NESA for Year 10 fulltime, part program and single course students including the development and implementation of appropriate curriculum and support structures and liaison with NESA personnel regarding Year 10 students
 - overall responsibility for annually updating, coordinating and communicating requirements from ROSA Monitoring document
 - reconcile school database and NESA Schools Online entries, including contact to all single course supervisors and SSPs
 - oversee warning letters for Year 10
 - support with Special Placement Settings to ensure Year 10 students are entered on NESA
 - conduct term reviews through monitoring student participation and achievements using the school Power BI to determine students not meeting course completion criteria and contact schools and supervisors regarding students at risk of not meeting course completion criteria
 - process N determination documentations and appeals
 - coordinate the process of collection of RoSA grades for Year 10 and upload to NESA.
- Monitor return of intention notices (Year 9 to Year 10) for all students.
- Communicate to staff about scheduled monitoring of attendance.
- Liaise with SDEHS Careers team to develop appropriate programs of study for students moving to Stage 6.
- Identify professional learning needs in consultation with Professional Learning Team.
- Support Presentation Day organisation.
- Other responsibilities as negotiated with executive.

Head Teacher Secondary Studies (Years 11-12)

School

- Coordinate *All my own work* program.
- Overall responsibility for confirmation of entries at NESA for Years 11-12 fulltime, pathways, part program and single course students including the development and implementation of appropriate curriculum and support structures and liaison with NESA personnel regarding HSC and preliminary students ensuring students meet eligibility requirements for the HSC.
- Implement NESA requirements including curriculum patterns and monitor return of documentation including Years 10-11 and Years 11-12 intention notices to ensure correct patterns of study.
- Reconcile school database and Schools Online entries, contact single course and Centre schools concerning Schools Online and coordinate submission of student results.
- Update staff NESA access when required.
- Coordinate Head Teachers to complete NESA HSC course survey for options and electives.
- Liaise with outside tutors to complete NESA Certification forms to be signed off by SDEHS Principal.
- School Contact for Centres Years 11 and 12.
- Create movement forms for students from Department Centres for Years 11 and 12.
- Support Centres with NESA entries.
- Download audio files if required for HSC Language examinations in consultation with Deputy Principal and Head Teacher Secondary Studies (Year 10).
- Coordinate organisation of HSC examinations, including Schools Online entries for fulltime, pathways and part program students, NESA HSC Exam Centre processes, Department HSC alternative venues and liaison with HSC Presiding Officer.
- Oversee warning letters for Years 11 and 12.
- Conduct term reviews for Student Attendance and Engagement through monitoring student participation and achievement using school database to determine students not meeting course completion criteria and contact Centre schools and supervisors regarding student engagement.
- Liaise with HT Teaching and Learning (Learning & Support with Library), Year Advisers, roll call teachers, Head Teachers, supervisors and NESA to complete illness/misadventure documentation for the HSC.
- Process N determination documentation and appeals.
- Coordinate practical and submitted work documentation for HSC students including management of completion of HSC monitoring statements for Years 11 and 12 students and distribute NESA policy and procedures documents.
- Coordinate the collection of ROSA grades for Year 11 and assessment marks for Year 12 and upload to NESA.
- Identify professional learning needs in consultation with Professional Learning Team.
- Other responsibilities as negotiated with executive.

Head Teacher Teaching and Learning (Assessment and Reporting)

School

- Coordinate whole school reporting policy, procedures and schedules
 - develop reporting schedule
 - liaise with SASS and school database team re issues relating to report writing and management of records
 - monitor completed reports
 - oversee printing and posting procedures.
- Organise school, state and national testing: HSC Trial examinations, Year 11 examinations
 - set exam periods
 - create timetable
 - generate information letters and respond to replies
 - manage Disability Provisions with HT Welfare (Years 11-12) and HT Teaching and Learning (Learning Support with Library)
 - organise and oversee packaging, storage and posting procedures for examination materials
 - construct supervision roster and negotiate rooming
 - follow up school-based Illness/Misadventure Appeals, as a member of the Assessment Review Panel
 - manage records of Trial examination attendance.
- Provide support for staff around assessment and reporting issues, eg consistency of teacher judgement in assessment of student work including assessment tasks, reporting and grade allocation.
- Prepare HSC Results analysis document.
- Support faculty and school teams in analysing teaching and learning data including HSC.
- Prepare assessment booklets for Year 10, Year 11 and Year 12 courses.
- Assessment Review Panel, member.
- DELTA Database Team, member.
- Other responsibilities as negotiated with executive.

Head Teacher Teaching and Learning (elearning)

School

- Lead the implementation of learning management systems (LMSs) across the school to support all faculties deliver innovative digital teaching and learning practices.
- Oversee updates to the elearning policy and procedures to ensure department and school priorities are implemented.
- Coordinate and manage the elearning team to implement high quality learning design principles and liaise with faculties to:
 - co-develop digital resources for curriculum implementation
 - promote student-led instructional design complemented by synchronous lessons
 - engage with evidence-based research in educational leadership and learning design
 - advocate for accessibility through universal design principles
 - provide templates and exemplars to showcase best practice
 - implement formative and summative student assessment strategies.
- Manage the recruitment and mentoring of new elearning staff, liaising with DP (7-9) regarding staff changes and employment of casuals to cover staff absences.
- Liaise and collaborate with other DE schools and networks to develop shared learning resources and enable a community of practice.
- Collaborate with the Professional Learning Team to:
 - build the capacity of teachers and SASS to use digital tools for online learning development
 - assist teachers to teach, assess, analyse data and provide timely feedback to students
 - develop FAQ's and resources to support staff, students and supervisors
 - coordinate and deliver impromptu training sessions as needed
 - evaluate elearning professional development programs.
- Develop and manage the annual elearning budget and resources, including the purchase and maintenance of licenses for learning management systems and related plugins.
- Manage the administration for both Moodle and Canvas platforms. Including:
 - liaising with external vendors to manage system updates, plugins and resolve issues
 - management of users (staff, students, supervisors, DE guest teachers), roles, security, permissions and enrolment into courses
 - maintaining consistent and accessible formatting, style and navigation.

Other

- Technology Leadership Team, Member.
- Professional Learning Team, Member.
- Other responsibilities as negotiated with the executive.

Faculty – staff summary (May 2024)

	Number			FTE			Total staff in faculty	
	Permanent	Temporary	Casual	Permanent	Temporary	Casual	Number (Head Count)	FTE
1.0	2			2.0			12	6.7
0.9								
0.8								
0.7								
0.6	2	2		1.2	1.2			
0.5								
0.4	5			2.0				
0.3	1			0.3				
0.2								
0.1								
Total	10	2		5.5	1.2			

Head Teacher Teaching and Learning (Learning and Support with Library)

Faculty – courses and students (May 2024)

Courses: Years 7-10	Students	Courses: Years 11-12	Students
English Life Skills Yr 7	2	Ancient History Life Skills Yr 11	5
Geography Life Skills Yr 7	2	Creative Arts Life Skills Yr 11	6
History Life Skills Yr 7	2	English Life Skills Yr 11	9
Mathematics Life Skills Yr 7	2	Life Ready Life Skills Yr 11	9
PD Health PE Life Skills Yr 7	2	Living World Science Life Skills Yr 11	9
Science Life Skills Yr 7	2	Mathematics Life Skills Yr 11	8
English Life Skills Yr 8	6	Modern History Life Skills Yr 11	6
Geography Life Skills Yr 8	6	PD Health PE Life Skills Yr 11	8
History Life Skills Yr 8	6	Work & the Community Life Skills Yr 11	3
Mathematics Life Skills Yr 8	6	Ancient History Life Skills Yr 12	5
PD Health PE Life Skills Yr 8	6	Creative Arts Life Skills Yr 12	5
Science Life Skills Yr 8	6	English Life Skills Yr 12	8
English Life Skills Yr 9	7	Living World Science Life Skills Yr 12	6
Geography Life Skills Yr 9	7	Mathematics Life Skills Yr 12	8
History Life Skills Yr 9	7	Modern History Life Skills Yr 12	5
Mathematics Life Skills Yr 9	7	PD Health PE Life Skills Yr 12	5
PD Health PE Life Skills Yr 9	7	Work & the Community Life Skills Yr 12	5
Science Life Skills Yr 9	7		
English Life Skills Yr 10	12		
Geography Life Skills Yr 10	12		
History Life Skills Yr 10	12		
Mathematics Life Skills Yr 10	12		
PD Health PE Life Skills Yr 10	12		
Science Life Skills Yr 10	12		

Faculty – staff summary (May 2024)

	Number			FTE			Total staff in faculty	
	Permanent	Temporary	Casual	Permanent	Temporary	Casual	Number (Head Count)	FTE
1.0	7	2		7.0	2.0		13	11.0
0.9								
0.8		1			0.8			
0.7								
0.6			1			0.6		
0.5								
0.4	1			0.4				
0.3								
0.2			1			0.2		
0.1								
Total	8	3	2	7.4	2.8	0.8		

Faculty – students summary (May 2024)

Years 7-10	162
Years 11-12	110
Total	272

School

- Lead the Learning and Support Team.
- Supervise Learning and Support Teachers.
- Work with targeted students to increase engagement.
- Support staff to adapt flexible learning materials to increase engagement within the Explicit Teaching and Quality Teaching Models.
- Manage NSW Education Standards Authority (NESA) HSC Disability Provisions processes, in consultation with HT Welfare, Years 11-12, HT Secondary Studies (Years 11-12), HT Teaching and Learning (Assessment & Reporting) and Faculty HTs.
- Support students with learning disabilities during NESA Disability Provisions application procedures. This includes liaising with the HTs Welfare.
- Coordinate reader/writer/teacher's aide support for HSC Trial exams and HSC exams for students with Disability Provisions.
- Conduct assessments and, in conjunction with all required stakeholders, develop PLSP (Personalised Learning Plans) for students requiring additional support.
- Conduct and attend case meetings for students with additional learning needs.
- Manage the Nationally Consistent Collection of Data on School Students with Disability (NCCD) process.
- At enrolment, identify SLD and Disability issues and complete the Principal's Checklist.
- Identify and promote professional learning opportunities for staff in the area of specific learning needs of students.
- Provide professional learning opportunities for staff to enhance knowledge about specific learning needs and instructional strategies for students with identified learning disabilities, eg autism spectrum disorder.
- Manage Funds for RAM Low Adjustment, NCCD, RAM English Language.
- Support the management of the library.
- Supervise library staff.
- Develop and manage library budget.
- Support the development of the digital repository.
- Student Wellbeing Team, Member.
- Other responsibilities as negotiated with executive.

Head Teacher Teaching and Learning (Online Teaching)

School

- Lead the implementation of synchronous online teaching initiatives across the school to support student learning engagement and supplement asynchronous elearning lesson delivery.
- Oversee updates to the *Web lesson procedures* to ensure department and school policies, processes and procedures are implemented by all staff.
- Build teachers capacity at the foundation level to use MS Teams effectively for creating, preparing, promoting and managing web lessons.
- Support teachers to troubleshoot issues via the web lesson support channel on the SDEHS intranet team.
- Design lesson templates and learning activities to assist teachers in providing engaging and effective web lessons.
- Utilise evidence-based research to design and deliver professional learning to enable teachers to implement high quality teaching strategies in their web lessons. Including:
 - explicit teaching strategies
 - creating engaging and interactive lessons
 - implementing student collaboration activities
 - formative assessment of students in lessons (e.g Exit tickets)
 - managing student behaviors in group lessons.
- Manage and promote the school web lesson timetable to ensure that parent/carers, supervisors and students are aware of school expectations.
- Analyse student and teacher web lesson engagement data to identify trends and improvement measures for school programs and initiatives.
- Support staff to use MS Teams for school events, clubs, student wellbeing activities and parent communication.
- Facilitate the sharing of best practice in online teaching to promote a culture of collegiality among teaching staff.
- Manage the Digital Classroom Officer to build teacher capacity to use MS Teams effectively and implement innovative digital tools, strategies and learning resources for online and face to face learning activities.
- Lead the Media Team to oversee the development of video and multimedia resources for student learning, student wellbeing, online events and professional learning.
- Lead a team to coordinate recommendations and support for teachers and executive regarding emerging issues with the use of AI in schools.

Other

- Technology Leadership Team, Member.
- Professional Learning Team, Member.
- Other responsibilities as negotiated with executive.

Head Teacher Teaching and Learning (Technology: Systems and Support) and Computer Coordinator Role

Student administration system management and support

- Lead and manage the Technology Systems and Support Team to ensure that technology systems across the school are reliable, efficient and effective.
- Build the capacity of staff to maintain and develop and Power BI reporting functionality.
- Provide advice and support to manage school and department systems across the school (eg SWS, EMU).
- Coordinate ongoing processes in the student database (DELTA) such as backups, importing NESA numbers, updating course outlines annually, troubleshooting and providing training and support.
- Manage DELTA improvements and modifications to improve current systems to meet the emerging needs of the school.
- Coordinate the DELTA data integration with Power BI, to provision new and maintain existing school reports and the creation and tracking of concern letters. Rural and Remote data collection.
- Coordinate the development of Power Automate to improve school systems and processes.
- Coordinate the export of student, parent and staff data for Canvas users/course enrolment.

Other

- Student Database Team, Leader.
- Technology Leadership Team, Member.
- Professional Learning Team, Member.
- Finance Committee, Member.
- Other responsibilities as negotiated with executive.

The Head Teacher Teaching and Learning (Technology: Systems and Support) is supported by a Computer Coordinator (Allowance 0.6 non-teaching and 0.4 HT Higher duties) whose role includes the following.

Computer Coordinator Role

The Head Teacher Teaching and Learning (Technology: Systems and Support) is supported by a Computer Coordinator (Allowance 0.6 non-teaching and 0.4 HT Higher duties) whose role includes the following.

Hardware, systems and software support

- Collaborate with Technology Systems and Support Team to ensure that technology systems across the school are reliable, efficient and effective.
- Coordinate timely support and staff professional learning to staff in the use of school hardware, systems and software.
- Coordinate IT procurement and management of hardware and software including laptops, peripheral devices, mobile phone, electronic gate system, school alarm system, printers, NEC phone system and school sign-on system.
- Coordinate and support student laptop loans, software updates, troubleshooting and locked down browser.
- Create and maintain equipment records in school tracking system.
- Coordinate the school implementation of Department ICT programs and initiatives (eg T4L, RAG, Networks).
- Coordinate and support staff and executive access to local networks, active directory groups, SharePoint/MS Teams and remote desktop applications.
- Manage SharePoint and MS Teams staff Intranet including user access, file storage, links, synchronization, training and troubleshooting.
- Other responsibilities as negotiated with executive.

Head Teachers Welfare

There are three Head Teachers Welfare who have the following roles and responsibilities.

School

- Lead the Student Wellbeing Team.
- Make reports in relation to Child Protection to the Child Wellbeing Unit (CWU) and Family and Community Services, as the Principal's delegate, in accordance with the Mandatory Reporting Guidelines (MRG).
- Monitor students enrolled under categories to conduct periodic reviews and ensure that review timelines and processes are met, review dates are entered on school database, and the Learning and Wellbeing Coordinator from the local Educational Services team is consulted as required.
- Review and refine the Student Wellbeing Policy.
- Oversee whole school welfare and support programs including individual student health care plans, ASCIA plans (for anaphylaxis), cyber safety, social justice, building resilience and Student Leadership.
- Build network of support for students in the school, including with Year Advisers, School Counsellor and various Wellbeing Coordinators.
- Build network of family and community support including parents, carers, supervisors, medical personnel, state and regional student support services and community organisations and where appropriate refer students and families to appropriate personnel and agencies.
- Identify students at risk of disengagement; implement support, case management and review processes including individual learning plans in liaison with relevant personnel.
- Work with families in supporting their child to engage in their studies, conducting parental interviews where necessary.
- Identify professional learning needs for Student Wellbeing Team members in consultation with the Deputy Principal and the Professional Learning Team.
- Review of students under 2.9 Transition each year and coordinate Support Mentoring with Educational Services.
- Review of students under 2.10 Extraordinary Circumstances each year by liaising with the Network Specialist Co-ordinator and Deputy Principal.
- Development of Behaviour Support and/or Risk management Plans in consultation with Deputy Principal.
- Other responsibilities as negotiated with the executive.

Head Teacher Welfare (Years 7-9)

- Oversee student achievement including promotion and organisation of student merit system including maintaining records and issuing merit awards.
- Organise recognition Morning Tea and oversee the students Years 7–11.
- Follow up referrals from Student Wellbeing Team and HT Secondary Studies (Years 7-9 with Middle School Years 7-10) and implement interventions as necessary, eg Home School Liaison Officer (HSLO).
- Supervise LGBTQIA+ Coordinator.

Head Teacher Welfare (Year 10)

- Supervise Student Leadership Coordinator (SLG) and Pregnant Girls and Young Parents Coordinator.
- Follow up referrals from Student Wellbeing Team and HT Secondary Studies (Year 10) and implement interventions as necessary, e.g. HSLO.
- Responsibility for students requesting Part Programs in consultation with Head Teacher Secondary Studies (Year 10) and Deputy Principal for Year 10.
- Oversee whole school individual health care plans / ASCIA Action plans and emergency care / response plans.

Head Teacher Welfare (Years 11-12)

- Supervise Transition Coordinators, Girls Coordinator and Boys Coordinator, Student Support Officer.
- Follow up referrals from Student Wellbeing Team and HT Secondary Studies (Years 11-12) and implement interventions as necessary.
- Responsibility for students requesting pathways programs.
- Refer student who are leaving school to the Support Teacher Transition for Post School Options.

Middle Leader

Assistant Principal and Head Teacher | Role Description

The moral purpose of NSW public education

The commitment 'to prepare our learners for rewarding lives as engaged citizens in a complex and dynamic society'¹ underpins the moral purpose of the NSW public education system. Public education is the enabler of equality and opportunity for all young people. Across NSW, diverse communities of learners are nurtured within the richness and values of a large, complex system – a system that is driven by a deeply held belief that every child can improve every day 'no matter where they live or what kind of learning challenges they may face.'

The catalyst for achieving the 'Education Goals for Young Australians'² is an urgent, unwavering focus on 'excellence and equity' through continuous improvement in the quality of teaching and learning in our public schools.

Assistant principals and head teachers enact this moral purpose by placing every child and young person at the centre of all decisions.

The assistant principal and head teacher

Leadership with integrity, courage and compassion is fundamental to create and sustain the positive conditions in which learning can flourish. Assistant principals and head teachers who create conditions that enable sustained improvement in teaching, and therefore student learning, have a significant influence on student outcomes. There is a clear link between quality leadership approaches and practices, and teaching and student learning.³

The research also acknowledges the complexity of leadership and recognises that highly effective school leaders use a range of interconnecting leadership approaches and practices in order to impact teaching and student learning.⁴

The primary purpose of the role

Assistant principals and head teachers in NSW public schools support the principal and teachers in preparing young people for rewarding lives as engaged citizens in a complex and dynamic society by maximising the learning, wellbeing and progress of every student every year. They inspire and motivate children and young people, staff, and the school community. They model reflective practices and set high expectations of leaders, teachers, students and self.

Assistant principals and head teachers are critical to ensuring the success of teaching and learning, promoting an inclusive and enabling culture. They build leadership capabilities and support ethical and purposeful school and team practices. Their role is characterised by their educational expertise, their ability to effectively lead teams, and their strategic leadership. They are responsive to the changing circumstances specific to their students, teachers, school and community.

Assistant principals and head teachers contribute to the school's strategic vision, which is aligned to the department's priorities. They work in partnership with the principal, executive team, staff and community to develop and facilitate a positive school culture. They are collaborative, collegial and empathetic leaders who work closely with others to create and sustain the conditions in which the values of public education flourish.

Assistant principals and head teachers are part of the school executive team.

Key accountabilities

Assistant principals and head teachers are accountable to the deputy principal and/or principal. They work with the principal, other executive, teaching and non-teaching staff to support the leadership, management and improvement of the school, within departmental guidelines and policies.

This role description states the key accountabilities of assistant principals and head teachers in NSW public schools as they relate to leading teaching and learning and developing self and others. Their responsibilities are determined according to the needs and priorities of each school.

Leading teaching and learning

Assistant principals and head teachers demonstrate educational expertise as leaders of teaching and learning. They foster the connection between student wellbeing, learning, and achievement, to enable improvement.

Assistant principals and head teachers:

- ensure teaching and learning programs align to the NSW curriculum and are differentiated to support the learning and needs of students
- lead and/or support the implementation of literacy and numeracy strategies
- lead evaluation practices to improve teaching and learning
- ensure evidence-informed teaching strategies support individual student progress, achievement and wellbeing
- ensure formative and summative assessment is embedded into teaching and learning
- foster an understanding of and respect for Aboriginal peoples, histories, culture and languages
- lead and/or support the implementation of effective classroom management strategies that enable an engaging and safe learning environment
- lead and manage systems and resources, including relevant technologies, to support teaching, learning, reporting and administration
- promote equity by recognising the uniqueness of all cultures, languages and communities
- collaborate effectively with executive, specialist teachers and external personnel to coordinate support and implement inclusive strategies for students and their families where appropriate
- promote and embed mutually respectful relationships between students, staff and the community
- facilitate contextually relevant opportunities that engage parents/carers in the education of their children
- ensure compliance with school, departmental and NESA policies.

Developing self and others

Assistant principals and head teachers build collaborative teams, based on strong relational trust. They draw on, and continue to develop, their educational expertise and high level interpersonal and

communication skills, to lead in a respectful, collegial, impactful manner. As a leader and co-learner, they engage in collaborative inquiry to improve professional knowledge and practice, engaging, inspiring and motivating others.

Assistant principals and head teachers:

- demonstrate high levels of educational expertise in their leadership of quality teaching practices
- provide differentiated professional learning opportunities that support growth of teachers
- foster and sustain a collaborative culture that enables complex problem solving and evidence-informed decisions
- support teachers to establish relevant and contextual goals for their growth and development, which lead to improvement
- seek, provide and respond to feedback that develops the capabilities of self and others
- commit to their own professional learning and wellbeing
- identify and develop leadership capabilities in others
- support staff to meet key accountabilities of their role
- manage and provide support for staff performance, improvement and conduct, effectively and respectfully, in consultation with senior executive and others.

Reporting line

Assistant principals and head teachers are accountable to the deputy principal and/or principal, depending on each school's executive structure.

They support the leadership, improvement and management of the school, within statewide guidelines and government policies.

Footnotes

1. NSW Department of Education Strategic Plan, 2018–2023. Retrieved from: education.nsw.gov.au/about-us/strategies-and-reports/strategic-plan
2. Education Council Secretariat. Alice Springs (Mparntwe) Education Declaration. (December 2019). p3 – Preamble. Retrieved from: dese.gov.au/alice-springs-mparntwe-education-declaration
3. Education Council Secretariat. Alice Springs (Mparntwe) Education Declaration. (December 2019). Retrieved from: dese.gov.au/alice-springs-mparntwe-education-declaration
4. Drysdale, L., Gurr, D. (2011). Theory and practice of successful school leadership in Australia. *School Leadership & Management*, 31(4), 355–368

Appendix

Goals of NSW public education

- All children make a strong start in learning and experience successful transitions.
- Every student is known, valued and cared for in our schools.
- Every student, every teacher, every leader and every school improves every year.
- Every student is engaged and challenged to continue to learn.
- All young people have a strong foundation in literacy and numeracy; deep content knowledge; and confidence in their ability to learn, adapt and be responsible citizens.
- All young people finish school well prepared for higher education, training and work.
- Education is a great place to work and our workforce is of the highest calibre.
- Staff are treated fairly, challenged, and led to focus on maximising outcomes for students.
- Community confidence in public education is high.
- Our education system reduces the impact of disadvantage.

Information

For further information please contact
slcorrespondence@det.nsw.edu.au