

POSITION DESCRIPTION

HEAD OF EXTENDED CURRICULUM (ACTING)

Position Title	Head of Extended Curriculum (Acting)
Tenure	1 year replacement contract
POR Allowance	Band 2, Level 2 per Wilderness School Enterprise Agreement 2025
Time Allowance	8 lessons per fortnight
Reporting To	Head of Learning Impact

Wilderness School is a non-denominational girl's school educating students from Early Learning Centre through to Year 12. Since 1884, Wilderness School has prepared girls to be adventurous, courageous, responsible, and respectful learners and leaders. The legacy of our Founders, the Misses Browns, continues today and is a rich and integral part of our School culture.

Staff members at Wilderness School are required to uphold the values and the reputation of our school and community by:

- Conducting their relationships with respect and kindness
- Demonstrating high behavioural, moral, ethical and professional work standards
- Working together to successfully manage change

At Wilderness School, we have a shared definition of leadership and are committed to the growth of others. We are:

- Respectful leaders who demonstrate kindness and empathy and form healthy fulfilling relationships with others, honouring their dignity.
- Responsible leaders who are trustworthy and reliable. We understand others' rights and act with integrity, matching our purposes with congruent actions and words.
- Adventurous leaders who are reflective, self-authoring, values driven and purposeful.
- True and courageous leaders who are agents of growth and change. We are committed to the ongoing growth of our leadership and team members.

Role Purpose:

To develop and deliver exceptional learning support programs for girls from R-12 with a broad range of specific learning and social-emotional needs. As well as leading a team to deliver explicit programs for relevant students, the Head of Extended Curriculum works in partnership with other staff to develop flexible and dynamic differentiated curriculum experiences. This role enables the responsibility for successful outcomes for all students to be shared by all members of our school community and is undertaken in accordance with the Mission, Vision, Values and the Strategic Priorities of Wilderness School.

Key Areas of Responsibility:

- Create a nurturing learning environment which is learner centred, supportive, cooperative and aligned with relevant curriculum policies, documents and practices.
- Collaboratively develop and implement quality curriculum programs and appropriate pedagogy; evaluate their effectiveness; assess and report student progress; and report these to students, parents and the community.
- Collaborate with, advise and guide staff in providing classroom programs and assistance for support and extension.
- Lead systems and processes associated with the Nationally Consistent Collection of Data (NCCD) on students with disability.
- Design, oversee and/or provide support for students with learning needs.
- Design and implement processes that support the authoring and regular review of Individual Learning Plans (ILP), Adjustment Plans and/or Learner Profiles for students where appropriate.
- Facilitate ILP's in collaboration with students, staff, parents and, where appropriate allied health professionals and/or agencies outside of the School (including psychologists, speech pathologists, occupational therapists etc.)

HEAD OF EXTENDED CURRICULUM (ACTING)

- Administer screening and diagnostic tests to students and/or assist staff in this process.
- Support teaching staff to interpret diagnostic test results and make recommendations for adjustments to learning and teaching programs.
- Assist staff with the interpretation of educational psychology reports and their implications for classroom practice.
- Assist in the organisation and administration of Academic Scholarship examinations.
- Administer an Additional Needs database.
- Liaise with the School Psychologist and SACE Coordinator to seek special provisions for students, where appropriate, from the SACE Board.
- Liaise with Heads of School, Heads of House and Curriculum Leaders to meet the needs of students with additional learning needs.
- Seek funding through Commonwealth / State Governments and AISSA avenues and disperse and reconcile a variety of Government grants.
- Support early years teachers in identifying students requiring early intervention.
- In collaboration with the Curriculum Leaders, oversee and implement screening/standardised testing of students upon entry to Wilderness and analyse and communicate results to relevant staff.
- Use technology and be familiar with current assistive technologies that support students' learning.
- Liaise with outside agencies relevant to student needs.
- Coordinate programs and competitions for highly able learners.

Leads Teaching and Learning

Operationalises the School's Vision, Mission and Strategic Priorities

- Works with the Director of Learning and Teaching Excellence to ensure that Department curricula reflect the School's Mission, Vision, Values and Strategic Priorities.
- Builds consensus amongst team members to implement the School's Vision, Mission, Values and Strategic Priorities within the subject area, while also optimising opportunities for student learning, progress, and achievement.
- Ensures that team members explicitly foster and promote the dispositions and capabilities that will enable Wilderness students to flourish both in school and in their lives beyond.
- Ensures that Department teachers make explicit links between students' learning and their future lives and provide genuine opportunities for transfer to unfamiliar and unanticipated situations and contexts.

Ensure provision of a guaranteed curriculum

In collaboration with the Curriculum Leaders:

- Guides the monitoring and regular evaluation and differentiation of teaching and learning programs to ensure that they are relevant, rigorous and engaging and meet the needs of students with additional needs.
- Develops and implements regular check-ins with Department teachers to monitor differentiated learning across the School.
- Works collaboratively with Department teachers to develop shared understanding of how learners typically progress in their learning in the subject area and how to sequence and differentiate learning to maximise growth.

Leads assessment and analyses data

- Collaborates with the Schools to administer standardised tests across the School.
- Ensures a variety of data is used to inform differentiation.
- Ensures that teachers have access to data that enables them to identify student achievement, next steps and progress.
- Models and cultivates conscious curiosity about the use of rich forms of achievement and progress data to evaluate impact on student learning, identify areas needing improvement and plan interventions and future learning.
- Ensures that professional conversations are focused on student growth, achievement and learning.

Develop Self and Others

Engages in own leadership development

- Regularly reflects on own leadership, including strengths, stretches and challenges.
- Seeks and acts on feedback on leadership from line manager, colleagues and team members.
- Participates in leadership development opportunities offered by the School, including informal and formal reflection and planning with the Director of Learning and Teaching Excellence, Leadership Sprints and Talking Partners.
- Engages in regular ongoing cycles of leadership development.
- Maintains ongoing knowledge of current trends in educational leadership.

Cultivates trust

- Works with team members to establish working agreements which articulate a shared agreement on the behaviours expected of all team members to build a psychologically safe work environment.
- Builds and nurtures collaborative skills.

HEAD OF EXTENDED CURRICULUM (ACTING)

- Conducts regular check-ins with team members and adjusts department expectations and practices in response to feedback on the team's performance and adherence to the working agreements and norms of collaboration.
- Acts swiftly and sensitively to the concerns of members of staff, demonstrating kindness, patience and persistence when resolving issues.
- Balances support of Department staff with an awareness of own leadership responsibilities.
- Negotiates time and routines for Department teachers to work with and learn from others to refine practice and, where desired, develop new approaches.

Develops the professional practice of others

- Establishes high expectations for all in the Department through supporting, developing, and modelling best practices in professional collaboration and learning and teaching for girls.
- Communicates belief in the capacity for the growth of team members and students through congruent words and actions.
- Supports Department teachers to engage in ongoing inquiry, continually re-examining the extent to which their practices support the learning and growth of all their students.
- Applies Cognitive Coaching skills and conversation maps to support Department teachers to reflect on their practice and set goals for future growth and development.
- Acknowledges and celebrates individual contributions and Department achievements.
- Leads Department staff in contacts with professional associations, and access to resources or communities to support the ongoing development of their professional practice.
- Works with the Director of Learning and Teaching Excellence to recommend/provide professional learning to Department teachers that support the achievement of the Strategic goals of the School and Department.
- Manages the scheduling of members of the team in relation to the School timetable.

Manage the Learning Area

Manages resources

- Explores, selects and oversees purchase of resources and curriculum materials to support teaching and learning.
- Develops and implements systems to monitor and evaluate resources against planned outcomes.
- Plans and manages Department budget, keeping up-to-date detailed records of expenditure.
- Oversees presentation and maintenance of Department teaching and learning areas.

Organises people

- Provides advice to the Heads of School regarding allocation of classes.

Communicates in a timely and intentional manner

- Regularly briefs team members on the School's strategic plans, priorities, and operational issues and disseminates relevant information from Heads of Department meetings.
- Ensures team meets on a regular and purposefully structured basis (at least three times per term).
- Reports on Department activities to members of Senior Leadership, including sharing of Agendas and Minutes.

Monitors team members consistency with school practices

- Ensures team members communicate with parents in a timely and appropriate manner about the progress and achievement of their daughters.
- Monitors team members' appropriate use of the protocols for assessments and student concerns.
- Oversees team members' compliance with school reporting guidelines and timelines.
- Oversees educational rationale and planning for excursions/competitions/programs.

Manages compliance

- Meets requirements of Legislative Acts and Government agencies.

Qualifications, Skills and Experience:

Qualifications and Experience

- Appropriate academic qualifications, suitable experience and a background relevant to the role, including maintaining a South Australian Teaching Registration Certificate with the Teacher's Registration Board SA.
- Experience and ability to plan, implement, model, monitor and evaluate teaching programs for students with additional learning and support needs in conjunction with regular classroom teachers.
- Proven capacity to operate in a respectful, collaborative, professional and confident manner.

HEAD OF EXTENDED CURRICULUM (ACTING)

- Demonstrated capacity to use digital technology to enhance student learning outcomes.
- Proven capacity to foster independence, resilience and responsibility in students.
- Demonstrated excellence as a classroom practitioner.
- Outstanding written and oral communication skills coupled with high developed interpersonal skills, including the ability to relate effectively and build relationships with key stakeholders.
- Innovative practice, lateral thinking and use of initiative.
- Demonstrated commitment to own professional learning in order to continue to grow professionally.
- Demonstrated capacity to work in a collaborative manner with colleagues from across the School towards the improvement of student growth and achievement.
- Evidence of ethical behaviour in all professional duties.

Desirable

- Postgraduate qualifications in one or more areas related to special education, inclusive education and/or differentiation.

Personal Qualities

- Excellent interpersonal skills and demonstrated capacity to relate effectively to students, staff, parents and community members.
- Demonstrated capacity to motivate students and influence growth in student learning.
- Commitment to own professional learning and continuous improvement through collaborative work practices.
- Commitment to maximising the growth and achievement of all students.
- Openness to new ideas.
- Outstanding organisational skills, planning, analytical and strategic thinking capabilities.
- Personal sense of initiative, enthusiasm and high energy.
- Embrace and contribute positively to the ethos and values of the School.

Conditions

- Some out of hours' work is an essential component of this role.
- Work from any other metropolitan location as required.
- Some Interstate and Intrastate travel is a requirement of this position.
- Current registration or ability to be registered with the Teacher's Registration Board of South Australia.
- The School reserves the right to modify and adjust position descriptions to meet its operational and strategic need.
- The successful applicant will be required to undergo a Working with Children Check and Responding to Risks of Harm, Abuse and Neglect Training.

Acknowledgement:

I have received, reviewed and fully understand the position description. I further understand that I am responsible for the satisfactory execution of the essential functions described therein, under any and all conditions as described.

Signed:

Date:

Print Name: