


POSITION DESCRIPTION

POSITION:	Head of Faculty – Science	
STATUS:	Permanent	
TIME:	Full-time (1.0FTE) Includes a minimum of 0.6 FTE teaching, as negotiated with the Executive Principal	
LOCATION:	Kristin School, Auckland, New Zealand	
VISION / CONTEXT:	Kristin School is an independent co-educational school for students from Early Learning to Year 13, which aims to provide students with a superior all round education, to prepare them to be responsible global citizens, to think creatively, reason critically, communicate effectively and learn enthusiastically throughout life. Key to the achievement of this vision is the school's strategy of attracting and retaining the Best People.	
VALUES	<ul style="list-style-type: none">• Progress with vision, integrity, and love	
LINE MANAGEMENT:	<ul style="list-style-type: none">• Line Manager for Curriculum Leaders, Science Teachers and Science Technicians• Reports directly to designated Principal	
KEY RELATIONSHIPS:	<ul style="list-style-type: none">• Executive Principal, Senior Leadership Team (Junior, Middle and Senior School Principals)• Assistant Principals Teaching and Learning• Faculty teachers• Heads of Faculties• IB coordinator & Principal's Nominee to NZQA• Middle School & Senior School Deans	
SALARY:	Teaching Salary + Head of Faculty higher duties allowance	
JOB PURPOSE	The Head of Faculty – Science is responsible for providing leadership and guidance for the Science Faculty. This includes, but not limited to, planning, monitoring, reflection & review, coordinating the activities and providing professional development of staff within the Faculty.	

Accountabilities	Responsibilities & Expectations	Performance Indicators
1. Leadership	<ul style="list-style-type: none"> • Lead and oversee activities within the Science Faculty. • In collaboration with the Curriculum Leader Teaching and learning, ensure best practice and a faculty wide focus on innovation, creativity, and collaboration. • Make decisions in accordance with the school's delegations of authority. • Set and maintain standards of excellence in student outcomes and teacher performance. • Lead in a way that articulates, supports, and furthers the school's strategic vision. • Model positive behaviours, which support the School's Code of Ethics and Core Values • Determine strategic and operational priorities for the Science Faculty, in line with the School's vision, and in collaboration with the Principals and Executive Principal. • Represent the school and participate as a member of internal and external committees and organisations. • Oversee the development and management of the Science faculty budget, in liaison with the Principals and Director of Business Services. 	<ul style="list-style-type: none"> • The Principals and Executive Principal receive relevant and timely information and advice in relation to the Science Faculty. • Evidence of collaboration with Curriculum Leaders, resulting in best practice innovation and creativity within the faculty and teaching practices. • The Executive Principal receives satisfactory and timely reports as required. • Data driven evidence of standards of excellence in student outcomes. • Evidence of support for the school's vision and strategic plan • Priorities and plans for the Science Faculty are aligned with and support the school's strategic objectives and Government requirements. • Evidence of professional leadership development to support best practice leadership practices. • The Science faculty budget is effectively developed and managed in liaison with the Principals and Director of Business Services.
2. Quality Assurance, Curriculum Leadership & Student Assessment	<ul style="list-style-type: none"> • Oversee the Curriculum Leaders and teachers to ensure the development and implementation of a curriculum, supports and encourage the achievement of academic excellence and the all-round development of students. • Ensure quality preparation, production and proof reading of all examination papers and assessment tools. 	<ul style="list-style-type: none"> • Evidence of a stimulated, focused, and engaging Name programme that reflects the school's vision and ethos. • Evidence all examination papers cover the correct course outline, have been proofread before production, resulting in error free assessments produced on time.

Accountabilities	Responsibilities & Expectations	Performance Indicators
	<ul style="list-style-type: none"> • Ensure the achievements of the students are recognised and celebrated appropriately. • To ensure faculty members employ appropriate methods of behavioural management and support them in maintaining the discipline standards required by the Middle and Senior Schools. • To respond to parental enquiries regarding courses, staff and/or student progress within the faculty. • Oversee the production of quality student reports. • Work with the Curriculum Leader, Administration to ensure that effective records are kept and maintained for all students. • Oversee student assessments to ensure they are conducted fairly and in a timely manner. • Oversee the co-curricular programmes and events for Science faculty. 	<ul style="list-style-type: none"> • Academic excellence and the all-round development of students is actively promoted and supported. • Science successes are communicated to the wider School and community as appropriate. • High standards of student behaviour are promoted and maintained. • Behavioural issues are dealt with promptly and effectively. • Students, parents, and other relevant staff report satisfaction with the school's process and communications in the management of student behaviour issues. • Grievances and complaints are managed effectively, in accordance with the School's policies and procedures. • Student reports are of high quality and provide students and parents with accurate and useful assessments. • Reporting systems are evaluated periodically. • Effective records are kept and maintained for all students. • Evidence student assessments are undertaken on time and in a fair and equitable manner.
3. Staff Management	<ul style="list-style-type: none"> • Provide line management for the Science staff, including teachers and relevant support staff. • Lead the recruitment, induction, and appraisal process for direct reports, in liaison with Human Resources. • Facilitate a safe and supportive work environment by ensuring compliance with the School's policies, procedures, and legislative requirements. 	<ul style="list-style-type: none"> • Direct reports are recruited, managed, and developed through sound management and human resources practices that are consistent with school policies and legal requirements. • Evidence of effective communication and collaboration with Human Resources regarding staff recruitment, induction, and management.

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	<ul style="list-style-type: none"> • Conduct regular meetings and reviews with direct reports and provide regular feedback regarding performance, including at least one formal appraisal meeting per year. • Support the ongoing professional development of direct reports, identifying suitable opportunities in line with School priorities. • Assist Principals and relevant staff with teachers gaining and maintaining their teacher's registration and practicing certificate. • Oversee the allocation of staff to classes as per the timetable requirements. • Mentor Beginner Teachers within faculty. 	<ul style="list-style-type: none"> • Evidence of compliance with school's policies, procedures, and workplace health & safety legislative requirements. • Evidence of acting as a positive role model and mentor for direct reports. • Evidence of direct reports receiving regular review, feedback, and support to meet the responsibilities and expectations of their roles. • Documentation of the annual formal appraisal meeting for all direct reports • Professional learning and development plans for direct reports are documented and align with the School's strategic plan and priorities. • Evidence poor performance is managed effectively in accordance with the School's policies and in liaison with Human Resources. • All relevant staff have their registrations up to date and maintained. • Class allocations are fair, balanced and allow for the professional development of all staff in the Faculty. • Beginner teachers feel well supported and mentored through their provisional registration years.
4. Teaching	<ul style="list-style-type: none"> • Teaching load, as negotiated with the Principal around KU distribution and as per the responsibilities of the teacher position description. • Model exemplary teaching practice. 	<ul style="list-style-type: none"> • Teaching is undertaken in accordance with the minimum teaching load determined by the Principal. • Evidence of exemplary teaching practice.
5. Health & Safety	<ul style="list-style-type: none"> • Facilitate a safe and supportive work environment by ensuring compliance with the School's policies, procedures, and legislative requirements. 	<ul style="list-style-type: none"> • Evidence of compliance with School's policies, procedures, and workplace health & safety legislative requirements.

Accountabilities	Responsibilities & Expectations	Performance Indicators
	<ul style="list-style-type: none"> • Ensure all practicable steps are taken to keep staff and students safe while on the School grounds or participating in school activities. 	<ul style="list-style-type: none"> • Evidence all practicable steps are taken to ensure safe work practices, including hazard identification, accident, incident and near miss reporting for all events and EOTC RAMS forms.
6. Other	<ul style="list-style-type: none"> • To positively support the character and values of Kristin School. • Attend and participate in Head of Faculty Meetings. • Attend all other relevant meetings. • Be actively involved in the life of the School, including community events, functions and promotional activities as required. • Ensure the quality of publications that promote and record the Faculty are of a consistently high quality. 	<ul style="list-style-type: none"> • Evidence of attendance and participation at all HOF meetings. • Attendance at all relevant meetings. • Evidence of regular involvement in activities of the School including community events, functions, and promotional activities. • Evidence all publications were proofed and approved before publication or production, and where appropriate, approval was obtained from Marketing.

Key Selection Criteria
<p>Qualifications, Training & Experience</p> <ul style="list-style-type: none"> • Qualified Secondary Teacher, with current registration to teach in New Zealand (or the ability to obtain registration prior to the start date). • A record of success in a leadership, management, or senior position within a relevant faculty. • Desirable: Current First Aid certificate and Drivers Licence.
<p>Attributes and Skills</p> <ul style="list-style-type: none"> • Proven record as an outstanding educator in field of expertise. • Ability to proactively develop, promote and implement new and creative initiatives. • Proven ability to develop and maintain effective relationships with students, staff, and parents from diverse backgrounds. • Proven ability to enthuse, inspire and guide students and staff. • The proven ability to work as an effective and constructive team member, with a willingness to participate fully in School activities. • Excellent interpersonal skills, including the ability to listen and liaise effectively across all areas of a school community to achieve successful outcomes. • Superior organisational ability with demonstrated self-motivation and initiative in goal setting, prioritising work and managing multiple tasks. • Well-developed problem-solving skills and proven experience in creating solutions. • Ability to translate strategic plans and thinking into operational plans and priorities. • Previous success in people management, coaching and/or supervision would be an advantage. • Thorough understanding of contemporary student welfare and wellbeing practices • Outstanding verbal and written communication skills • Demonstrated personal resilience, including the ability to work in a demanding role, often outside of normal hours. • A high degree of professional judgement and confidentiality • A genuine interest and willingness to engage in professional development and learning opportunities and to identify suitable opportunities for others. • Flexible, approachable, and consistent in manner • A high level of energy and vitality • The ability to contribute to the school's outdoor education/co-curricular programme. • Knowledge of budgetary and financial management processes.