

Job Description



Hunter Valley
Grammar School

Position Title: Head of Curriculum 7-10/MYP Coordinator

Reports to: Director of Teaching & Learning

Award/Agreement: Independent Schools NSW/ACT Standards Model (Teachers) Multi-Enterprise Agreement 2021

Classification: Relevant MEA classification + Leadership Level 3

Date Last Reviewed: 16 August 2024

Position Summary

The Head of Curriculum Years 7 – 10/MYP Coordinator is a senior leadership role with the primary function to work with the Principal, Director of Teaching and Learning, the Head of Senior School and other Heads of Curriculum to lead the implementation, monitoring, evaluation and development of the HVGS learning program. The Head of Curriculum Years 7 – 10/MYP Coordinator has primary responsibility for the implementation of the IB Middle Years Program and works closely with the Heads of Faculty, Heads of Stage and Heads of Year to ensure learning in Years 7 – 10 is underpinned by the pedagogical principles of the MYP as well as HVGS's definition of high-quality teaching and learning. The Head of Curriculum Years 7 – 10/MYP Coordinator is also responsible for ensuring a strong alignment between the MYP, NESA and ACARA curriculum requirements.

In addition to line managing Heads of Faculty and the Personal Project Coordinator in the Senior School, the Head of Curriculum Years 7 – 10/MYP Coordinator will work collaboratively with the Whole School Teaching and Learning teams on identified P-12 curriculum initiatives.

The Head of Curriculum Years 7 – 10/MYP Coordinator reports to the Director of Teaching and Learning and is an active participant on the Whole School and Senior School Teaching and Learning Team. The Head of Curriculum Years 7 – 10/MYP Coordinator works closely with their counterpart in Years 11 and 12 and the Head of Senior School to lead teaching and learning in Years 7 – 12.

Considerable experience in leadership in a similar context is required for this position. An in-depth understanding of the IB MYP and how to implement a high-quality academic program is essential.

The Head of Curriculum Years 7 – 10/MYP Coordinator will teach a small number of classes in the Senior School at the discretion of the Principal.

Key Responsibilities

Pedagogical Leadership

Pedagogical leadership of the Years 7 – 10 Curriculum, including NESA, ACARA and MYP requirements and leadership of Staff Professional Development. This includes:

- Working collaboratively with other members of the Teaching and Learning Leadership Team to gather information, analyse data and make decisions to maximise individual student outcomes Years 7-10.
- Leadership, oversight and management of curriculum, assessment and reporting in all MYP subject groups and associated key learning areas.
- Creating authentic opportunities for student agency.

- Leveraging the Learning Management System as a tool to enhance learning and working with Heads of Faculty to ensure consistency in use.
- Promoting a deep understanding of the IB in the HVGS community, through information and workshop sessions on teaching and learning in the MYP, for a variety of audiences including staff, students and parents.
- Building strong community partnerships to enhance the learning of students.
- Encouraging the implementation of innovative practices by departments within the scope of the Year 7 – 10 curriculum and the MYP.
- Taking responsibility for effective policies, practices and procedures for teaching and learning in Years 7 – 10, including those related to pedagogy, homework, assessment and reporting.
- Guiding and supporting HOFs with development of curriculum materials, allocation of time, opportunities, resources and text selections.
- Working closely with the Head of Senior School and Head of Stage 4 on the transition to Year 7.
- Leading high quality staff professional learning that models the IB pedagogical principles in practice.
- In collaboration with the Director of Teaching and Learning, Heads of Curriculum and Head of Professional Learning, planning and promoting IB training offered at HVGS and through external providers.
- Working collaboratively with the Director of Teaching and Learning and the Heads of Curriculum to map the curriculum (including approaches to teaching and learning, the Learner Profiles and international mindedness) from ELC to year 12 to ensure continuity of curriculum development and delivery within and across the schools.
- Leading approaches to differentiation by modelling it in action and holding teams to account for ensuring all learners can access the learning in every classroom.
- Supporting the Heads of Student Services, GAT Coordinator and Heads of Faculty with developing programs of enrichment and support in all key learning areas.
- Providing leadership of service learning and interdisciplinary planning across subject areas and supporting all curriculum teams with embedding authentic opportunities for both in units of work.
- Working closely with Heads of Faculty to ensure that collaboration time is planned and utilised for the development and evaluation of units and assessment tasks.
- Mentoring and managing of Heads of Faculty, the Personal Project Coordinator and service-learning leaders with a focus on helping to ensure a proactive approach to the development of classroom practice, curriculum and assessment procedures.
- Working collaboratively with Heads of Stage and Head of Futures and Careers to connect learning with futures thinking.
- Working closely with the Library and Information Services staff, and ICT team, as they support MYP implementation and foster information and digital literacy skills.
- Actively supporting the MYP Personal Project's implementation.
- Collaborating with the Head of Co-curriculum and Head of Curriculum 11 - 12 to ensure the Co-Curriculum program and other activities are integrated appropriately into the holistic curriculum provided to students.

Operational Leadership

- Leading in consultation with the ICT Systems Manager (Teaching and Learning) and Head of Curriculum Years 11-12 the development of the academic timetable.
- Managing Year 7 - 10 curriculum-related activities in consultation with the Head of Operations in such a way as to maximise continuity of learning and minimize disruptions.
- Working with Heads of Stage, Heads of Year and the Heads of Support Services to support students with individual needs.
- Managing the subject selection process for Year 8 into 9 and student subject changes in Years 7-10, including distance education opportunities.
- Ensuring standardisation of student work occurs at regular intervals across all subject teams.
- Inducting and mentoring new HVGS Senior School staff in MYP pedagogical practices
- Assuming responsibility for the documentation required for IB evaluation and on-going NESA

registration/accreditation.

- Leading Academic Honesty and assessment misadventure processes in Years 7 - 10.
- Leading school communication and curriculum events as needed; including written documents and evening events.
- Overseeing the IB MYP and NESA requirements, taking into account individual, faculty and curriculum needs.
- Leading Heads of Faculty, Heads of Stage and Heads of Year in the annual construction of the Internal Assessment calendars.
- Working with the Heads of Student Services to ensure inclusive access arrangements for students are in place as appropriate.
- Managing the process relating to academic awards in Years 7 - 10.
- Other duties as required and appropriate to the role.

Core Expectations

- Maintain strict confidentiality with respect to the School's business.
- Display a strong commitment to the strategic direction of the School.
- Foster a commitment to continuous improvement and the value of collaboration and sharing of knowledge and information.
- Demonstrate overt support for the School values.
- Develop and maintain positive working relationships with stakeholders; particularly during times of organisational disruption.
- Be able to work as part of a team and autonomously.
- Be an active problem solver and provider of solutions.
- Actively maintain and promote a safe, healthy and clean environment for staff, students and the HVGS community.

Selection Criteria

Qualifications & professional requirements

- Relevant teaching qualifications
- Current NESA accreditation, or capacity to gain accreditation with NESA
- Demonstrated commitment to professional learning.

Skills & experience

- Demonstrated capacity to lead and manage teachers, support families, and inspire students.
- Demonstrated understanding of, and commitment to, the International Baccalaureate program, or displayed excellence in an aligned philosophy.
- Philosophical alignment with respectful and restorative practices promoting student wellbeing and behavioural support.
- Demonstrated excellence in conducting open and collaborative conversations with parents and staff, including in person, online, and over the phone.
- Sensitivity to cultural nuances, a commitment to inclusion and an active advocate for diversity
- Ability to integrate technology and a good understanding of how it can be leveraged to enhance both teaching and learning
- Awareness of current issues and trends in education and an ability to lead institutional thinking and high-quality professional learning
- Understanding of the principles of organisational culture and behaviour, including skills of affective leadership approaches and problem solving
- Demonstrated ability in maintaining the highest standards of teaching and evaluating the impact of a learning program
- Ability to enact strategic and systems thinking

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- Demonstrates effective but sympathetic approaches to performance management and professional development.
 - Empowers others by Coaching for Success and Leading Others.
 - Leads by influence rather than authority where possible.
 - Fosters an environment where creativity flourishes.
 - Pro-actively addresses issues.

Personal attributes

- Ability to develop and maintain effective relationships with staff, students and parents from diverse backgrounds.
- Excellent communication skills, including verbal and written communication, and the capacity to lead colleagues in improvement in the same.
- Ability to develop a sense of community, generate trust and build influence with all constituent groups.
- Ability to enact strategic and systems thinking.
- A high degree of professional judgement and confidentiality.
- A strong dedication to customer service.
- Effective organisation skills, with demonstrated initiative and ability to prioritise work and manage multiple tasks.
- Excellent interpersonal and conflict-resolution skills, including the ability to listen and communicate effectively across all areas and levels of a school community.
- Well-developed problem-solving skills and proven experience in generating solutions.
- Demonstrated capacity to work in a dynamic team environment with proven ability to relate professionally and authentically to staff, students and parents, developing and maintaining positive working relationships.
- Ability to:
 - Develop positive, empathetic, collaborative relationships with a wide range of internal and external stakeholders.
 - Engage, motivate and inspire within and beyond their team
 - Display empathy, enthusiasm, commitment and strong work ethic.
 - Be flexible, agile, positive and resilient to operate and adapt in a dynamic environment.
 - Communicate effectively and collaboratively.

HVGS PRINCIPLES OF LEARNING

At Hunter Valley Grammar School learning is aspirational, personalised and connected. The Principles of Learning form a cohesive vision for high quality teaching and learning at the school and are grounded in our school values, philosophy of the International Baccalaureate Programmes, NESA guidelines and evidence informed best practice. They are designed for all learners in our community, whether students, staff or parents, who aspire to grow their knowledge and develop strategies to better do so.

Each statement articulates a principle of effective learning and outlines the practices and conditions that we are committed to developing to support that learning.

LEARNING IS SUCCESSFUL WHEN:

LEARNERS EMBRACE CHALLENGE

therefore, our practices convey our high expectations and are designed to foster a growth mindset.



LEARNERS ARE INTRINSICALLY MOTIVATED

therefore, our practices incorporate the elements of purpose, autonomy and mastery to foster a strong sense of wellbeing and engagement. Curiosity is promoted through inquiry and research.



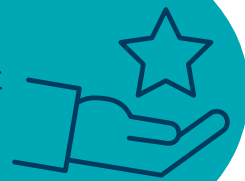
LEARNERS THINK CRITICALLY AND CREATIVELY TO MAKE THEIR OWN DECISIONS

therefore, our practices equip learners to ask questions, solve problems and be innovative. Agency is promoted, enabling learners to make decisions that influence their world.



LEARNERS FEEL SUPPORTED TO ACHIEVE THEIR BEST

therefore, our practices make clear the learning goals and criteria for success, recognizing that success looks different for each learner. We provide responsive feedback that informs the next steps in learning, scaffolding learning towards personal excellence.



LEARNERS TAKE RESPONSIBILITY FOR THEIR LEARNING AND GROWTH

therefore, our practices maximise opportunities to develop organizational, metacognitive and reflective skills.



LEARNERS ADVOCATE FOR THEMSELVES AND OTHERS

therefore, our practices promote agency, voice and substantive communication



LEARNER THINK AND ACT IN RESPONSE TO LOCAL AND GLOBAL ISSUES

therefore, our practices provide authentic and meaningful contexts for learning and opportunities to act on that learning



LEARNERS RECOGNIZE THE ROLE THEY PLAY IN CREATING A SAFE AND INCLUSIVE ENVIRONMENT

therefore, our practices create environments high in social support that value diverse perspectives and are enhanced by effective collaboration



LEARNERS MAKE CONNECTIONS BETWEEN IDEAS TO DEVELOP THEIR UNDERSTANDING FROM A SURFACE TO DEEP LEVEL

therefore, our practices focus on building conceptual understanding

