



Pymble Ladies' College

POSITION DESCRIPTION

Title:	Head of Upper School
Reports to:	Deputy Principal – Students (K-12)

POSITION SUMMARY

The Head of Upper School reports to the Deputy Principal – Students (K-12) and is a member of the Executive Leadership Team, which is responsible for:

- Actively supporting the College mission, vision, values and strategic plan
- Creating and reinforcing a culture of leadership that engenders transparency, responsibility and accountability
- Fostering a commitment to continuous improvement through research, consultation, collaboration and sharing of knowledge and information
- Demonstrating overt support for the Uniting Church ethos and College values.

Strategically, the Head of Upper School will lead the Deputy Head of Upper School, Heads of Year 9 and 10, and will work closely with the Director of Studies, Head of Campus - Vision Valley, Head of Outdoor Education, Chaplains and specialist staff to support and enhance the K-12 philosophy of the College.

Pymble Ladies' College is the biggest single-sex girls' school in the Southern Hemisphere. The Upper School has close to 600 students and forms the intersection between the entry into the Secondary School (the Middle School) and the final two years of education at *Pymble* (the Senior School). This role is suitable for an academic professional with ambition, who has a passion for experiential programs and has the drive to build their skills with the support of our professional development offered to staff, paving the way for future senior leadership opportunities and progression.

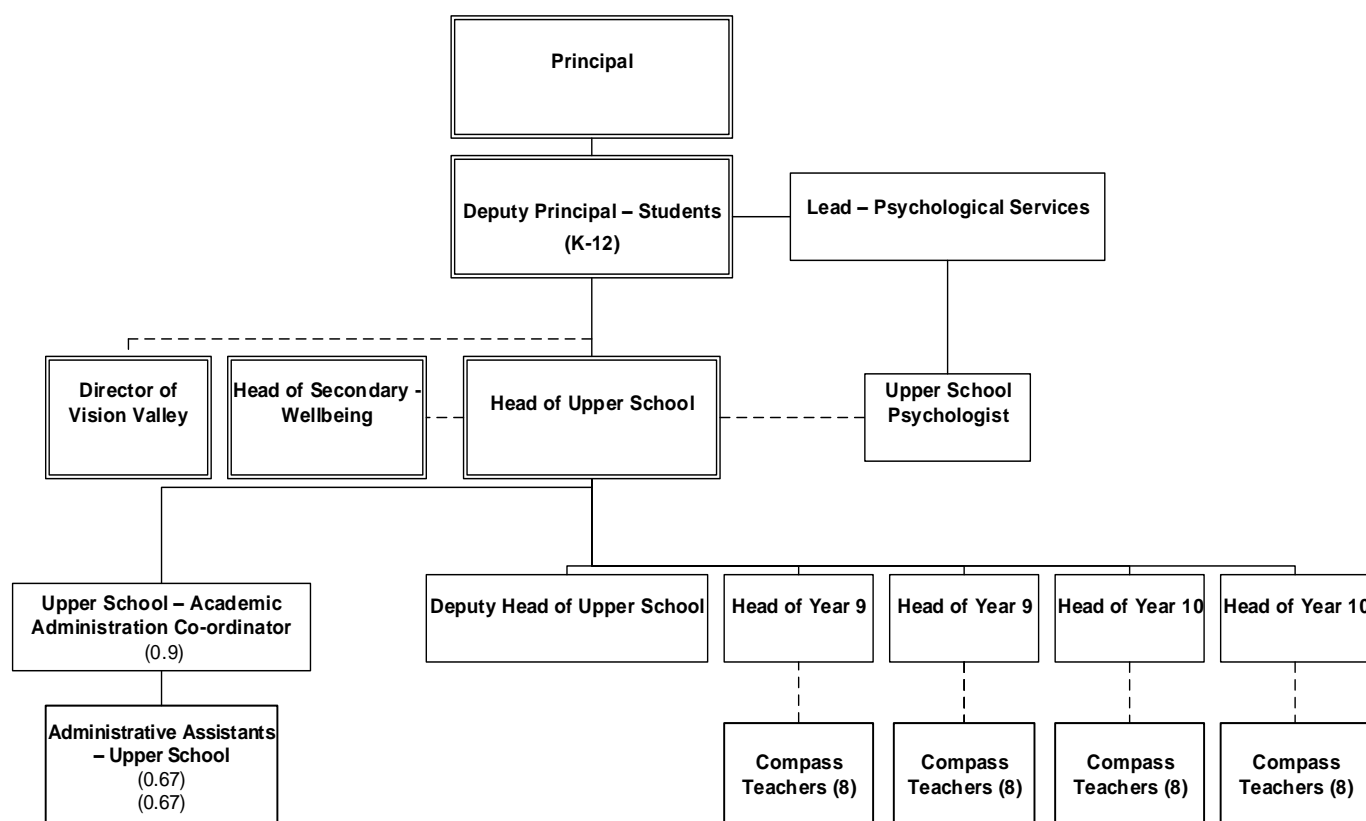
The College has a second campus, Vision Valley, a 97-acre outdoor education site which will hosts a four week Year 9 residential program. A significant key performance indicator for this role is effectively developing, in collaboration with other key staff, the program that supports students accessing our residential program, while ensuring academic rigour remains at the heart of a *Pymble* education.

In performing this role, the Head of Upper School maintains close contact with the Deputy Principal – Students (K-12) and the Head of Secondary – Wellbeing. This relationship spans the day to day management of student cases through to the strategy and direction of the Upper School.

The role is pivotal in bringing new ways of thinking about education to our Year 9 to 10 students, especially in the utilisation of the College's outdoor education campus, Vision Valley. The position sits at the intersection of the College's Strategic Attributes; Knowledge for a Better World, Diversity as the Path to Unity, Empowered to be Courageous, and Technologies for an Innovative Future.

The purpose of the position is to provide strategic leadership and operational management of the Upper School so that it remains an enriching and supportive environment. The Head of Upper School is responsible for ensuring that girls in Years 9 and 10 enjoy the best possible opportunities and support to fulfil their individual potential in their academic, personal and Co-Curricular pursuits.

The Head of Upper School works primarily during school term time, however, when necessary and in consultation with the Deputy Principal – Students (K-12), is required to work outside normal hours and/or in the non-term time in response to student wellbeing needs. The Head of Upper School will ensure that professional standards are maintained within the team.



The Head of Upper School is required to teach one class (0.20 FTE) or an appropriate load as determined in consultation with the Principal.

1. Core Job Role Accountabilities

Strategic leadership

Knowledge for a better world

- Identify and implement strategic goals that will facilitate the creation of exceptional learning experiences for students in the Upper School.
- Work in collaboration with the Deputy Principal – Students (K-12) and the Head of Secondary – Wellbeing in the design of the Mind, Body and Spirit curriculum.
- Lead Compass teachers in delivering the Mind, Body and Spirit framework of the College in the Upper School context.
- Oversee the processes for tracking, monitoring and evaluating student performance and use data to inform effective learning strategies.
- Work in collaboration with the Director of Studies in relation to teaching and learning experiences to ensure the desired learning outcomes for students align with NESA requirements.
- Work in collaboration with the academic leaders to design learning experiences that relate to the Pymble Learning Framework.
- Lead and model a high level of staff engagement in on-going professional learning and a culture of collaborative, embedded learning amongst staff.
- Understand and ensure compliance with College and NESA standards and requirements.

Empowered to be Courageous

- Liaise with the Head of Secondary – Wellbeing to design strategies to enhance transitions to and from the Upper School.
- Ensure the Mind, Body, Spirit curriculum is designed according to the framework and delivered with excellence in the Upper School.
- Work in collaboration with the Head of Extended Learning to develop student exchange experiences, local and international learning opportunities to build cultural fluency in the Upper School.

- Work in collaboration with the Head of Campus - Vision Valley and the Head of Outdoor Education to design outdoor education programs to empower Upper School girls to be courageous, including our residential program.
- Liaise with the Deputy Head of Upper School to design opportunities for students to develop emotional intelligence through service to others.
- Ensure the professionalism of staff in alignment with College values.
- Represent the College and liaise with other Australian and international organisations that partner with *Pymble* in the wide range of experiential learning opportunities and programs that the Upper School offers.

Diversity as the path to unity

- Support Compass teachers to deliver lessons that encourage connectedness and relatedness for our girls.
- Set and maintain a positive school tone and foster a culture of wellbeing that nurtures the development of the whole person and recognises the inextricable link between student wellbeing and learning i.e., House activities to increase house spirit and a sense of belonging.
- Coach and mentor the Deputy Head of Upper School and Heads of Year 9 and 10 to promote a collaborative culture of leadership.
- Utilise and refine systems and protocols to ensure effective communication with current students and their parents, recognising the diversity of backgrounds and needs.
- Contribute to the ongoing relationships with our ex-students.
- Engage and communicate with the Upper School Parent Group (USPG) to foster connections with the Upper School parent community.
- Ensure the service learning programs in the Upper School are delivered with excellence and students have meaningful experiences that support their development as young people who will go on to change their world for the better.
- Work to ensure our First Nations students and boarding students are well supported whilst in the Upper School.

Technologies for an innovative future

- Support and encourage the use of Technology in and beyond the classroom as an educational tool.

- Run parent seminars to assist them support the positive use of technology at home.
- Ensure the College policies regarding the use of technology is upheld.
- Remain excited and engaged regarding the possibilities technologies provides to support innovation at school and beyond.

Operational and Administration

- Maintain records in relation to student matters and ensure the security and confidentiality of this information.
- Actively promote the College to prospective students and their families and conduct new student interviews to determine enrolments.
- Lead the case management of complex or critical student matters and apply appropriate judgment regarding which issues should be escalated and/or communicated through wellbeing structures to the Head of Secondary – Wellbeing, Deputy Principal – Students (K-12), the Principal and other key staff specialists.
- Establish and maintain appropriate operational frameworks to support daily routine and to achieve planned objectives.
- Monitor the development of efficient processes and procedures to deliver administrative functions to meet the needs of the Upper School community.
- Oversee the Upper School Administrative Team.
- Develop and manage the Upper School budget and identify the priorities for resources.
- Lead innovation in relation to learning spaces and ensure high standards of facilities and resources in the Upper School, including working collaboratively with the Chief Operating Officer and the Campus Manager.
- In collaboration with the Deputy Principal – Students (K-12) and the Head of Secondary – Wellbeing, maintain records in relation to staff matters and ensure the security and confidentiality of information.
- Ensure a safe, tidy and secure school environment for staff and students. This includes consultation with Upper School staff about work, health and safety matters.

2. Communication

- 2.1 Keep parents informed of all relative information as it pertains to their daughter/s.
- 2.2 Ensure all written and verbal communication is courteous, professional, accurate and reflective of College values.

- 2.3 Clearly communicate expectations with direct reports along with Compass staff who are delivering programs to students in the Upper School.

3. Risk and Compliance

- 3.1 Report directly to the Principal on any matters relating to child protection.
- 3.2 Consistently adhere to College policies and procedures, importantly the Risk Management, WHS, Child Protection and our emergency response practices.

4. Professional Learning

- 4.1 In partnership with the Deputy Principal – Students (K-12), continuously align your skills and professional development requirements to ensure that you are meeting the obligations of your role.

5. Other duties that may be required from time to time

Position and Leadership Capabilities

- **Teaching Excellence**
You are an impactful and skilled educator in your own right and you advocate, participate in and lead strategies to support high quality professional learning opportunities for colleagues that focus on improved student learning.
- **Accountability and Decisive Action**
You are committed to getting things done through making timely and well-considered decisions and bringing projects to a close.
- **Innovation, Creativity and Problem Solving**
You bring energy to problem solving with your creative, flexible and critical outlook.
- **Project Leadership and Delivery**
You have the ability to effectively lead a new initiative in a given time frame while achieving a range of outcomes.
- **Interpersonal Effectiveness**
You are recognised for your insightful and empathetic approach which sees you connect authentically with staff across the College.
- **Individual and People Leadership**
You demonstrate a highly inspirational outlook with high standards of performance for yourself and others.
- **Digital Fluency**

You embrace the value of technology as a transformative tool and you are an adventurer who confidently shares your learning journey to engage others in technology.

- **Learning Mindset**

You have a strong desire to enrich your own learning and understanding through intellectual curiosity and openness to challenge and change.

- **Ambitious**

You are driven, strive for success and are prepared to work hard to ensure outcomes are reached and key performance indicators met.

Core skills, knowledge and experience

- Demonstrated knowledge of and vision for the future of educational practice as it relates to girls
- Leadership and courage to introduce and manage change and innovation in learning and wellbeing
- Experience working at a school with a residential program would be advantageous
- Comprehensive knowledge of the curriculum for Stage 5 and a sound knowledge of Stage 4 and 6 would be advantageous
- A genuinely caring and respectful approach that nurtures students' strengths and interests to help them achieve their personal best
- High-level communication and interpersonal skills to develop and sustain quality relationships within and beyond the College community
- A history of high integrity including sound judgment
- Takes responsibility and provides effective leadership of staff, curriculum and well-being matters
- A track record of working productively and collaboratively as a part of a leadership team to achieve strategic and shared goals
- Proven experience and interest in the use of Information Technology and/or the design of Learning Spaces to enhance learning outcomes
- Possess appropriate teaching qualifications and experience and a thorough understanding of NESA syllabus requirements would be advantageous
- Demonstrated commitment to ongoing professional development of self and others.