



Job Description

Title:	Head of Area (Primary) – Kindy & Pre-Primary
Reports to:	Head of Primary (Professional Accountability) & Deputy Head of Primary (Operational Line Management)
EBA/Award:	SCBC Teaching Staff Agreement 2024
FTE:	1.0 FTE <i>The Head of Area (Primary) will receive a reduced teaching load to enable the effective leadership and management of their portfolio area. Release time and remuneration will reflect the additional leadership responsibilities of the position.</i>
Employment Type:	Permanent Full-Time Leadership Position

Position Summary

The Head of Area (Primary) is a key middle leadership position responsible for the educational leadership, management and continuous improvement of a defined area within the Primary School.

As a member of the Primary Middle Leadership Team, the Head of Area provides day-to-day line management and leadership of staff, promotes excellence in teaching and learning, supports student wellbeing, and drives consistent implementation of College priorities across their area.

The Head of Area works collaboratively with the Head of Primary, Deputy Heads of Primary, fellow Heads of Area, Coordinators, specialist staff, classroom teachers and Education Assistants to ensure a cohesive Kindergarten to Year 6 experience that supports student growth, wellbeing and achievement.

The role combines instructional leadership, pastoral leadership, operational oversight and staff development responsibilities. The Head of Area is expected to model exemplary professional practice, lead evidence-informed improvement initiatives, and contribute positively to the culture and strategic direction of South Coast Baptist College.

The role holder's specific portfolio responsibilities are outlined in the relevant appendix attached to this Position Description and form part of the overall role expectations.

Job Description

Faith and Christian Leadership

- Model Christ-centred leadership and actively promote the vision, mission, values and Statement of Faith of the College.
- Provide spiritual leadership through professional conduct, relationships and decision making.
- Encourage a culture of service, excellence, integrity and care consistent with the College's Christian ethos.
- Support staff and students in their faith journey and contribute to the spiritual life of the College.

Strategic Leadership

- Contribute to the development and implementation of the Primary Improvement Plan and College strategic priorities.



- Actively contribute as a member of the Primary Middle Leadership Team, including participation in fortnightly leadership meetings.
- Lead improvement initiatives within the area and support effective implementation of change.
- Foster a culture of excellence, innovation, accountability and continuous improvement.
- Work collaboratively with fellow Heads of Area to ensure consistency of practice and outcomes across Kindergarten to Year 6.
- Engage with contemporary educational research and contribute to policy, procedure and strategic development.

Leadership of Staff

- Provide day-to-day line management, mentoring and support for staff within the area.
- Foster a collaborative, high-performing and professional team culture.
- Lead area meetings, professional dialogue and staff development initiatives.
- Support induction, coaching and growth of new and emerging teachers.
- Conduct learning walks, observations and coaching conversations.
- Contribute to performance development, accountability and succession planning processes.
- Promote staff wellbeing and ensure compliance with College expectations and policies.

Curriculum, Literacy, Numeracy and Project Based Learning Leadership

- Lead the implementation and continuous improvement of curriculum, teaching, assessment and reporting practices within the area.
- Promote high-impact, evidence-informed and inclusive teaching practices.
- Lead literacy and numeracy improvement initiatives and respond to student achievement data.
- Support intervention and extension responses to support student growth.
- Champion Project Based Learning and authentic inquiry-based learning experiences.
- Support staff to design engaging learning opportunities that promote student agency, creativity, collaboration, critical thinking and problem solving.
- Work collaboratively with other Heads of Area to ensure a coherent Kindergarten to Year 6 approach to curriculum, literacy and numeracy.
- Monitor and review curriculum planning, programs and assessment documentation to ensure alignment with syllabus requirements, assessment schedules, judging standards and agreed teaching and learning expectations.
- Support moderation, quality assurance and review processes relating to assessment and reporting practices.

Student Wellbeing and Behaviour Leadership

- Support staff in implementing effective behaviour management and wellbeing practices.
- Provide guidance and coaching in responding to behavioural and pastoral concerns.
- Participate in behaviour referral and intervention processes in partnership with the Deputy Head of Primary (Student Wellbeing).
- Monitor and track student behaviour patterns and escalate as required. Monitor student engagement and wellbeing trends and coordinate appropriate support responses. Collaborate with Inclusive Education staff, wellbeing staff, families and external agencies to support student success.
- Support staff to develop and implement Behaviour Management Plans as applicable.
- Promote a positive, restorative and supportive learning culture.
- Participate in multidisciplinary student support, wellbeing and case management meetings to coordinate appropriate support and intervention strategies.



Transition and Continuity

- Work collaboratively with fellow Heads of Area to ensure continuity of learning, wellbeing and support across Kindergarten to Year 6.
- Promote consistency in curriculum, assessment, pedagogy and behaviour expectations.
- Support transition processes for students and families, including collaboration with Secondary leaders where appropriate.
- Ensure effective transfer of relevant student information between year levels and phases.

Operations and Administration

- Oversee operational requirements within the area.
- Coordinate events, assemblies, incursions, excursions and other area-based activities.
- Support resource planning, budgeting and enrolment processes.
- Maintain accurate records and effective communication systems.
- Ensure compliance with College policies, procedures and legislative requirements.
- Undertake other duties as reasonably delegated.
- Support operational continuity by assisting with class coverage and supervision arrangements when relief staffing is unavailable or alternative arrangements are required.
- Contribute to the continuous improvement of operational systems, processes and workflows, including opportunities to streamline administrative tasks through effective use of technology and support services.

Community Engagement

- Develop positive partnerships with parents and families.
- Promote effective communication between home and school.
- Support community engagement activities and College events.
- Contribute to College publications and promotional initiatives, this may include being available outside of regular business hours at times as required to fulfil the duties of the role.
- Represent the College professionally and uphold the College's vision, mission and values.

Professional Growth and Continuous Improvement

- Demonstrate a commitment to ongoing professional learning and leadership development.
- Engage with professional networks, research and emerging best practice.
- Lead professional dialogue informed by evidence and reflection.
- Share contemporary educational developments with staff and promote a culture of continuous improvement.
- Model lifelong learning and professional excellence.

Area-Specific Responsibilities

In addition to the core responsibilities outlined within this position description, each Head of Area holds portfolio-specific responsibilities relevant to their designated area of oversight.

These responsibilities form part of this Position Description and should be read in conjunction with the core requirements outlined above.

Applicable appendices include:

- Appendix A – Head of Area (Primary) – K–PP



Selection Criteria

Qualifications

Essential

- Bachelor of Education or recognised teaching qualification, with preference given to applicants holding an Early Childhood qualification.
- Current Teacher Registration Board of Western Australia (TRBWA) registration.
- Demonstrated commitment to ongoing professional learning and development.

Highly Desirable

- Postgraduate qualifications in Education, Educational Leadership, Curriculum, Inclusive Education, Early Childhood Education or a related field.
- Master of Education, Master of Educational Leadership or equivalent postgraduate study.
- Relevant qualifications, training, certifications or recognised expertise aligned with the designated portfolio area.

Experience

Essential

- Demonstrated excellence in classroom teaching practice.
- Demonstrated experience leading curriculum, pedagogy and improvement initiatives.
- Experience mentoring, coaching and developing staff.
- Experience analysing student achievement, engagement and wellbeing data to inform improvement.
- Demonstrated ability to lead change and build positive partnerships with staff, students and families.

Highly Desirable

- Previous middle leadership, curriculum leadership or team leadership experience.
- Experience leading professional learning and staff development.
- Experience implementing evidence-informed educational practices and improvement strategies.

Skills and Attributes

- Strong instructional leadership capability.
- Excellent interpersonal, communication and relationship-building skills.
- Proven ability to lead, mentor and develop staff.
- Strong organisational, strategic planning and time management skills.
- Strong understanding of curriculum, assessment, literacy, numeracy and contemporary pedagogical practice.
- Ability to analyse data and use evidence to improve student outcomes.
- Commitment to collaboration, innovation and continuous improvement.
- Commitment to Christian education and the ethos of South Coast Baptist College.

Portfolio Preference

Applicants with demonstrated expertise, qualifications, professional learning or significant experience relevant to the designated portfolio area will be highly regarded.



General Requirements

- To have a personal faith and commitment to the Lord Jesus Christ.
- To actively be a part of a Church or Christian community and exemplify Christian beliefs, behaviour, and practices.
- To accept the College's Statement of Faith.
- Build co-operative and supportive relationships with the board, principal, staff, students and parents.
- Work to ensure personal best practice.
- Ensure that decision making is based on fact and is impartial and fair.
- Model the use of appropriate and proper channels of communication.
- Always act in the best interest of the College and its ethos.
- Commitment to maintaining a child-safe environment in line with the College's values and policies.
- Working With Children Card.
- National Police Clearance.
- Contribute to a safe and healthy workplace by:
 - Following WH&S instructions and policies
 - Reporting accidents and hazards
 - Generally caring for own safety and that of others, including volunteers, students, and parents.
 - First Aid certificate.

Other Matters

Note: This job description is comprehensive but not exhaustive, and duties may be varied at the discretion of the college in consultation with this role.

Position Held By:	
Signed:	
Date:	



Appendix A - Head of Area (Primary) – K–PP

In addition to the responsibilities outlined within the Head of Area (Primary) Position Description, the Head of Area (Primary) – K–PP will:

Reggio Emilia Leadership

- Champion and advocate for the College's Reggio Emilia inspired educational philosophy.
- Lead professional learning and dialogue surrounding Reggio-inspired pedagogy.
- Support staff in embedding inquiry, creativity, collaboration, documentation of learning and student agency within classroom practice.
- Promote the image of the child as capable, competent and curious.
- Foster learning environments that reflect contemporary Reggio Emilia principles and practice.
- Lead ongoing refinement and development of the College's Reggio Emilia inspired approach.

Early Years Leadership

- Lead implementation of the Early Years Learning Framework.
- Promote developmentally appropriate practice across Kindergarten and Pre-Primary.
- Support consistency and continuity between Kindergarten and Pre-Primary programs.
- Monitor the effectiveness of early intervention and support practices.
- Champion high-quality play-based and inquiry-driven learning experiences.

Quality Improvement

- Support the Deputy Head of Primary with the development, implementation and review of the Early Years Quality Improvement Plan.
- Contribute to National Quality Standard compliance and continuous improvement processes.
- Lead initiatives that strengthen quality outcomes within the Early Years.

Atelier and Outdoor Learning Leadership

- Provide leadership and oversight of the Atelier.
- Promote effective utilisation of the Atelier to support inquiry, project-based learning and creative expression.
- Oversee development and utilisation of outdoor learning environments.
- Promote authentic learning experiences that encourage exploration, investigation and creativity.
- Support staff in maximising the educational potential of indoor and outdoor learning environments.

Transition Leadership

- Lead Kindergarten transition processes.
- Support transition from Pre-Primary into Year 1 through collaboration with the Head of Area (Primary) – 1–2.
- Ensure continuity of curriculum, wellbeing and support processes between learning phases.