

## 3 Components of Role Clarity

**MISSION** - Executive summary of the job's core purpose, written in plain English

**OUTCOMES** - Clearly describe what needs to be accomplished in the role  
- *what MUST get done – 3 to 8 statements, ranked by importance*

**COMPETENCIES** - Skills required in successfully fulfilling the role and achieving the outcomes

## 3 Components of Role Clarity

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*EXAMPLE FROM STEVE*

*HOD of Curriculum Area eg Maths*

**Ensure optimal learning of all students in Maths**

*How?* Through ensuring high quality teaching and learning practices are consistently provided, an appropriate curriculum and assessment practices are known and used by staff and available resources are utilised at their optimal level.

**OUTCOMES** - Clearly describe what needs to be accomplished in the role

- *what MUST get done – 3 to 8 statements, ranked by importance*

*EXAMPLE FROM STEVE*

- Student learning outcomes eg A to C (target 100%), A and B (target 50%) – also consider value added
- Teachers know and consistently apply agreed good teaching practices in their classrooms
- Agreed programs have been developed and are utilised consistently
- Assessment processes are consistent and aligned with ACARA / QCAA
- Student engagement / enrolment in maths subjects
- Resources are well utilised

**COMPETENCIES** - Skills required in successfully fulfilling the role and achieving the outcomes

THIS IS LESS IMPORTANT AS WE ASSUME THAT INCUMBENTS HAVE THESE COMPETENCIES

*EXAMPLE FROM STEVE*

- Master teacher - High level maths knowledge and maths pedagogy
- Ability to develop good teaching practices in others
- Curriculum knowledge and ability to develop programs
- Assessment processes consistent and aligned with ACARA / QCAA