



ST PETERS GIRLS

POSITION DESCRIPTION: HEAD OF SCIENCE

The School

St Peter's Girls is a prestigious ELC to Year 12 Anglican and International Baccalaureate World School located in leafy Stonyfell, just 5km from Adelaide's CBD.

Context of the Role

All Heads of Department at St Peter's Girls' School have a pivotal role in the leadership and management of learning and teaching in their particular faculty. Heads of Department are responsible to the Principal through the Director of Teaching and Learning.

Science is a thriving field at St Peter's Girls' School. We offer all three traditional Science subjects (Physics, Chemistry and Biology) at SACE and IBDP level, as well as a number of Science electives in the Senior School including Nutrition, Psychology and Forensic Science. A STEM focus group meets regularly and, so far in 2019, our students have been involved in numerous STEM competitions, programs and events such as STEM Girls (UniSA), our Girls in Tech Expo, Women in STEM Breakfast and the Science and Engineering Challenge. A brand new, state-of-the-art Science Centre, with seven spacious laboratories, is due to open in Term 4, 2019.

Professional Knowledge

A Head of Department must model exemplary pedagogical practice, and lead and positively influence others. In line with the National Standards for Teachers, a Head of Department will demonstrate the professional knowledge, practice and engagement of Highly Accomplished or Lead Teachers.

Know students and how they learn:

- Encourage exemplary classroom practice by selecting from a flexible and effective repertoire of teaching strategies to suit the physical, social and intellectual development and characteristics of students
- Foster selection and development of teaching strategies to improve student learning using knowledge of the physical, social and intellectual development and characteristics of students
- Expand understanding of how students learn using research and/or workplace knowledge
- Develop models of self-evaluation and assist colleagues in evaluating learning and teaching programs, using student assessment data, and differentiate those programs appropriately for the specific learning needs of students across the full range of abilities
- Develop teaching programs that support the engagement, participation and learning of all students including those who require significant intervention from the Learning Strategies Department

Know the content and how to teach it:

- Lead initiatives within the department to evaluate and improve knowledge of content and teaching strategies, and demonstrate exemplary teaching of subjects using effective, research-based learning and teaching programs
- Exhibit innovative practice in the selection and organisation of content and delivery of learning and teaching programs
- Lead the development of learning and teaching programs using comprehensive knowledge of curriculum, assessment and reporting requirements

- Develop learning and teaching programs that support the IB Learner Profile and the School's commitment to inquiry-based learning
- Foster/model high-level teaching knowledge and skills, and work with colleagues to use current ICT to improve their teaching practice and make content relevant and meaningful

Professional Practice

A Head of Department must model, lead, administer and positively influence the professional practice, departmental culture, actions and reflections of their team members.

Administration:

- Implement and maintain processes, structures, resources and documentation within the School to ensure that all staff are informed and equipped to provide quality learning and teaching. All curriculum documentation must reflect Australian Curriculum, SACE, IBO and school policies.

Plan for and implement effective teaching and learning:

- Ensure exemplary practice and high expectations, and lead colleagues to encourage students to pursue challenging goals in all aspects of their education
- Ensure exemplary practice and lead colleagues to plan, implement and review the effectiveness of their learning and teaching programs to develop students' knowledge, understanding and skills
- Work with colleagues to review, modify and expand their repertoire of teaching strategies to enable students to use knowledge, skills, problem-solving and critical and creative thinking
- Conduct regular reviews of teaching and learning programs using multiple sources of evidence including student assessment data, curriculum documents, teaching practices and feedback from students, colleagues and parents/carers

Create and maintain supportive and safe learning:

- Initiate and model strategies, and lead colleagues to maintain a quality learning environment by implementing effective classroom management and promoting student responsibility for learning

Assess, provide feedback and report on student learning:

- Develop and apply a comprehensive range of assessment strategies to diagnose learning needs, comply with curriculum requirements and support colleagues to evaluate the effectiveness of their approaches to assessment
- Model exemplary practice and initiate programs to ensure colleagues apply a range of timely, effective and appropriate feedback strategies
- Work with the Director of Teaching and Learning to coordinate student performance and program evaluation using internal and external student assessment data to improve teaching practice
- Work with colleagues to ensure that the School's reporting requirements and deadlines are met

Professional Engagement

A Head of Department must model a commitment to professional learning, and lead, administer and positively influence their team members to continuously seek improvement.

Engage in professional learning:

- Use the Australian Professional Standards for Teachers to plan personal professional development goals, support colleagues to identify and achieve personal development goals and pre-service teachers to improve classroom practice
- In partnership with the Director of Learning and Teaching, initiate collaborative relationships to expand professional learning opportunities and engage in research
- In partnership with the Director of Learning and Teaching, implement professional dialogue within the department, school and/or professional learning committee which is informed by feedback, analysis of current research and practice to improve the educational outcomes of students

Engage professionally with colleagues, parents/carers and the community:

- Advocate for, participate in and lead strategies to support high-quality professional learning opportunities for colleagues that focus on improved student learning
- Model exemplary ethical behaviour and exercise informed judgements in all professional dealings with students, colleagues and the community
- Initiate, develop and implement relevant policies and processes to support colleagues' compliance with and understanding of existing and new legislative, administrative, organisational and professional responsibilities
- Demonstrate responsiveness in all communications with parents/carers about their child's learning and wellbeing
- Contribute to professional networks and associations and build productive links with the wider community to improve teaching and learning
- Engage and lead in whole-school initiatives and implementation of the School's Strategic Plan

Summary of Key Responsibilities

- Lead the team of Science teachers
- Support the effective use of the Canvas Learning Management System for Science teaching staff
- Establish processes that encourage innovation in teaching across the Science subjects
- Manage faculty expenditure in line with agreed budgets
- Work with laboratory technicians and other ESOs
- Ensure that SACE and IB teaching programs are up-to-date and reflect best practice, and ensure that relevant SACE and IB administration is completed in a conscientious and timely fashion
- Review curriculum offerings as necessary in the light of evolving university and workplace requirements
- Attend Teaching and Learning Committee meetings
- Attend STEM meetings

Person Specification

Essential:

- Ability to teach a senior Science subject
- Ability to work both independently and as part of a team (including leading teams)
- Excellent communication skills, including the ability to present effectively to audiences
- Ability to think creatively about best practice in teaching and learning

Desirable:

- Experience working in schools with laptop programs
- Knowledge and understanding of emerging technologies and digital pedagogies, and how to prioritise them in the context of our particular educational setting
- Knowledge of and experience in the Canvas LMS
- Knowledge of and experience in the Office 365 suite and its application in an educational context

Conditions

This is a full-time, five-year contract position commencing Term 1, 2020, to the end of the 2024 school year. The salary is determined by the Award and the St Peter's Collegiate Girls' School Enterprise Agreement. Co-curricular involvement is an expectation of all teaching staff. Pastoral care is also a fundamental expectation of staff which involves Home Group responsibilities, yard duty and participation in school events as required. Other conditions are as outlined in the Award and the Enterprise Agreement. The teaching load is 0.82.

Julia Shea
Principal
June 2019