



# The Glennie School

## Position Description

### HEAD OF DEPARTMENT - SCIENCE

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| CLASSIFICATION LEVEL: | Secondary Teacher(s)   |
| REMUNERATION:         | Commensurate with the Anglican School's remuneration scales  |
| QUALIFICATION:        | Qualifications relevant to teaching area. Applicant must either be eligible for teacher registration or have registration as a teacher in Queensland schools.                    |
| SUPERVISOR:           | Dean of Teaching and Learning  |
| SUPERVISORY ROLE:     | Middle and Senior Years Science staff  |
| POSITION DETAILS:     | Full-time, 5-year initial contract. All teachers are required to undertake extra-curricular responsibilities.  |
| PERFORMANCE REVIEW:   | A six-month probation period will apply from the date of initial appointment. Performance review will be conducted by the School annually after the date of initial appointment. |

#### POSITION SUMMARY

The Head of Department – Science is responsible for the provision of inspirational educational leadership; creating a culture of excellence in all aspects of learning, teaching, assessment, monitoring and curriculum within the department, in harmony with the aims, philosophy and strategic direction of the School.

#### PERSONAL ATTRIBUTES AND GENERAL PREREQUISITES OF STAFF AT THE GLENNIE SCHOOL

The personal attributes and skills expected for a position at Glennie include the ability to:

- demonstrate support for, and empathy with, Anglican values and beliefs together with the School's mission, vision and philosophy
- comply with all guidelines, policies and procedures as set out in legislation, the current Queensland Anglican Schools Enterprise Agreement and other School policies
- maintain confidentiality in all matters relating to students, parents and staff
- demonstrate well-developed interpersonal skills, displaying the Glennie Values (Respect, Compassion, Courage and Integrity) and a caring attitude towards all members of the Glennie community

- ensure daily behaviour and dress standards are professional, and adhere to the School's Code of Conduct and the Staff Mission Statement
- demonstrate effective organisational and time management skills, meet deadlines and display initiative
- be responsible and accountable for personal performance
- be able to work independently and with minimal supervision
- demonstrate effective IT skills appropriate for the position
- be committed to continue self-improvement through professional learning
- maintain a degree of flexibility in working hours from time to time as required for the position
- accept that the Principal reserves the right to modify the position to meet the operating and educational needs of the School
- be aware of, and be able to act on, school emergency procedures and carry out Workplace Health and Safety (WH&S) obligations of the School as indicated in the School on-line induction training program and Staff Handbook
- undertake other reasonable and relevant duties as directed by the Principal or her representative
- advocate for all areas of The Glennie School at all times

#### **PREREQUISITES OF A LEADERSHIP POSITION AT THE GLENNIE SCHOOL**

- Reflect and nurture the vision and mission of the School in day to day interactions at work
- Be committed to Christian leadership through vision, service and action
- Lead by example to staff, students and parents through developing quality relationships and a commitment to the Christian values of the School
- At all times maintain confidentiality and support of the School leadership team
- Interpersonal qualities and skills necessary for close co-operation with the School Council, members of staff, parents, students and other members of the school community
- Proven ability to operate as a Senior Leader fully supportive of the Principal
- Proven ability to work collaboratively and energetically within the School
- Knowledge of current trends in education and in particular in girls' education
- Outstanding professional presentation and manner
- Excellent written and oral communication skills
- Ability to motivate a culture of collaboration and growth amongst staff
- Have an approachable and supportive demeanour
- Desire to develop and expand role

#### **DUTIES AND RESPONSIBILITIES**

The duties and responsibilities of a Glennie Head of Department – Science will include, but not be limited to the following:

##### **Contribute and respond to the strategic direction of the School**

- Provide leadership in articulating, developing and committing to a shared educational vision for the School
- Set goals for department performance and track achievement against these goals over time

- Develop and submit an annual department budget and operational plan in response to the School's strategic plan

## **Develop and lead excellence in learning, teaching, assessment, monitoring and curriculum**

### Leadership and Management

- Participate in decision-making processes including overall curriculum planning and development
- Actively promote and implement these goals, priorities and policies
- Meet on a regular basis with members of the Educational Leadership Team regarding department goals and priorities
- Attend and actively participate in curriculum meetings with a focus on improving systems and processes; exploring new opportunities for students and sustaining collegial relationships with other HODs and Curriculum Coordinators
- Conduct regular department meetings to ensure that staff are informed about School curriculum matters, and to progress department agenda
- Engage in school-based and local professional forums and ensure that the relevant members of the Educational Leadership Team are briefed on matters of importance
- Promote departmental development, through keeping abreast with current and future technological developments and advising on and recommending further investment in tools, equipment and infrastructure to support innovation
- Oversee the purchasing, maintenance and use of resources by staff within the department, and liaise with other staff as appropriate
- Manage academic competitions in conjunction with relevant Senior Leaders
- Participate in interview panels as appropriate and as directed by the Principal
- Work closely with other HODs and relevant Junior School staff to develop cross-curricular and cross-school initiatives
- Input into teaching allocations for staff teaching within the department (Years 7 – 12)

### Curriculum Design and Assessment

- Develop and oversee Science enrichment opportunities
- Ensure the subject curriculum is compliant with the Federal and State curriculums, developmentally appropriate, and aligned P-12
- Ensure the curriculum is current, quality-assured and accessible to department staff, students and parents, as appropriate
- Ensure that the curriculum is differentiated to reflect the needs, interests and abilities of students in the subject area, including the implementation of Individual Education Programs
- Oversee the planning, preparation and review of courses and work programs in accordance with changes to Federal and State syllabus documents
- Lead the development and engagement of learning resources in the department;
- Supervise the production and secure storage of all assessment items produced in the department
- Ensure mark books and student profiles are accurate and complete, and accessible to the relevant members of the Educational Leadership Team
- Oversee assessment design, benchmarking and moderation meetings for all assessment items

- Process 'Applications for Extension' in conjunction with the relevant members of the Educational Leadership Team
- Oversee Endorsement of department assessment
- Take a lead role in the preparation of student cohorts for high-stakes external testing, i.e. NAPLAN SEA
- Monitor student progress from one term to the next and conduct formal/informal conversations with stakeholders on a case-by-case basis
- Use diagnostic, formative and summative achievement data to make adjustments where necessary to academic programs
- Ensure comparability of teaching and learning at each year level and ensure comparability of reporting

Develop a professional learning culture and accept responsibility for the quality of teaching across the department

- Engage staff in the setting of department goals for the coming year including professional development needs
- Secure consistently high standards of teaching and learning within the department by conducting lesson observations, student-tracking and providing provision of feedback to teachers with reference to the AITSL Professional Standards for Teachers
- Support teachers' professional development through the Performance and Development Cycle for Teachers, coaching and being visible in the support of teachers
- Supervise the induction of all beginning teachers and new teachers within the department
- Encourage and resource professional collaboration through professional learning teams

Act as a role model and mentor for all members of the department and nurture positive relationships between students, teachers, parents, and the wider community

- Serve as a model for colleagues through professional practice
- Produce exemplary teaching resources, to inspire and lead colleagues in their own teaching
- Offer colleagues an opportunity to observe his/her own classroom practice on a regular basis
- Provide professional advice and guidance to staff
- Work collaboratively at both strategic and operational levels with other Heads of Department, Curriculum Coordinators, teachers, parents and students
- Build partnerships with external organisations, agencies, and community groups to facilitate authentic and collaborative learning experiences, engage students and ensure a strong department
- Attend and speak at curriculum information evenings for students and parents, and be readily available to students and parents on school days, both before school, recesses and after school for a reasonable time period or by appointment
- Respond to parent communications in a timely and professional manner by appointment, email or telephone, seeking to understand the specific situation of each student to inform better management of the student as an individual

## **STUDENT PROTECTION IN ANGLICAN SCHOOLS**

Anglican schools support the rights of children and young people and are committed to ensure the safety, welfare, and wellbeing of students. Anglican schools are therefore committed to responding to allegations of student harm resulting from the conduct or actions of any person, including that of employees.

The Anglican school commitment includes the provision of a safe and supportive living and learning environment for all students and requires all employees, volunteers and visitors to model and encourage behaviour that upholds the dignity and protection of students from harm. Staff must:

- attend all student protection mandatory training annually and any other professional learning events as required by the School
- understand and comply with all obligations under the Student Protection in Anglican Schools Policy and Procedure as they relate to this position
- support and engage with all student protection initiatives and programs across the School
- comply with all reporting requirements as detailed in the Student Protection in Anglican Schools Policy and Procedure 2018

Please forward applications including appropriate qualifications and the names and contact details of three Professional Referees (external candidates) or two Professional Referees (internal candidates) to:

Human Resources Manager  
Mrs Sabine Eadie  
The Glennie School  
246a Herries Street  
TOOWOOMBA QLD 4350

F: 07 4688 8767

E: [hr@glennie.qld.edu.au](mailto:hr@glennie.qld.edu.au)