



POSITION DETAILS:

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| Position Title: | Curriculum Leader (Science) |
| Group: | Teaching & Learning Directorate |
| Supervisor: | Executive Director of Teaching & Learning |
| Direct Reports: | Teachers of Science |
| Date of Last Review: | May 2016 |

PRIMARY ROLE/PURPOSE:

The Curriculum Leader (Science) is responsible to the Executive Director of Teaching & Learning for the Science Program in the Senior School (Years 7-12). The Curriculum Leader will work with staff appointed to teach Science in those year levels to ensure that academic programs of study in the applicable area are effectively managed and that appropriate learning standards are met.

The purpose of the role is summarised as:

- To provide direction, supervision and care for staff appointed to teach Science, which is consistent with the St Paul's School Philosophy Statement and Statement of Teaching and Learning;
- To effectively lead a culture of learning among the students which is consistent with the School's mission and philosophy of education (a holistic education) and the Statement of Teaching and Learning adopted by the School;
- To work collaboratively with the Heads of Learning, Head of Studies Junior School, Head of Studies Middle Years of Schooling, and Head of Studies Senior School to ensure that learning programs and assessment are in line with the School's strategic directions and curriculum framework.

The Curriculum Leader (Science) is a member of the Senior School Curriculum team lead by the Executive Director of Teaching and Learning.

RELATIONSHIPS AND AUTHORITY

This position is responsible to the Executive Director of Teaching & Learning.

KEY COLLABORATIVE RELATIONSHIPS:

- Head of Studies Junior School
- Head of Studies Middle Years of Schooling
- Head of Studies Senior School
- Heads of Learning
- Teaching Staff in the Learning Area (7-12)

KEY ACCOUNTABILITIES:

Leadership

- Lead their learning area in a way that places the student and his/her learning at the centre;
- Build relationships within the Learning Area based on trust and respect in line with the School's ethos and values statements;
- Build relationships with other members of the Middle and Senior School Curriculum team with a view to exploring innovative and creative integrated modules especially 7-12;
- Facilitate subject area planning and assessment;
- Collaboratively work with relevant Heads of Learning, Head of Studies Junior School, Head of Studies Middle Years of Schooling, and Head of Studies Senior School to strengthen a 7-12 continuum for Science, ensuring continuity and progression in the Science program;
- Implement strategies to improve Teaching and Learning within the Year level/Subject area, including differentiation and the use of technologies;
- Praise initiative and celebrate creativity and innovation.

Curriculum Leadership

- In collaboration with the Learning Area team, relevant Heads of Learning, Head of Studies Junior School, Head of Studies Middle Years of Schooling, and Head of Studies Senior School ensure that courses are regularly reviewed and invigorated to provide students with modern curriculum delivery that is reflective of best practice and the School's Statement of Teaching and Learning and Philosophy Statement;
- Inform and seek to be informed about all aspects of curriculum development and teaching and learning practices;
- Encourage content that ensures student achievement consistent with the School's Statement of Learning and Teaching and Philosophy Statement;
- Support and be knowledgeable in differentiation strategies and philosophy of the School;
- Facilitate and be knowledgeable of information resources and technology used for instruction;
- With the assistance of the relevant Head of Learning, use multiple sources of data as diagnostic tools to assess, identify and apply instructional improvement.

Management

- Hold Learning Area meetings as required to discuss co-ordination of work, curriculum development and student assessment and opportunities as necessary to support teaching staff in their learning area to develop their professional understanding;
- Ensure all teachers develop course outlines in consultation with their teams and that these are all given to students at the start of each unit of work and uploaded to Moodle;
- In collaboration with the Learning Area team, Head of Studies Middle Years of Schooling and Head of Studies Senior School develop programs of assessment that are authentic and valuable. If examinations are to be used, ensure that examination rooms are booked, papers are prepared, supervisors are informed, papers are collected and marked and results are collated and moderated;
- With the Head of Studies Senior School, collate results ensuring that results are calculated and recorded as per assessment procedures;
- Maintain records of student progress, including meeting all QSA requirements within the related senior subjects;
- On behalf of the Learning Area, prepare budget requests to present to the Finance Manager as per the School's budgeting process (Term 3);
- Manage the School Science budget in consultation with the Science team;
- Order resources for the Learning Area. Ensure that a register of Learning Area assets is kept;
- Apply to the Head of Studies Senior School for dates and times for excursions, where possible, the term before the excursion is planned;
- With Administration staff, ensure that the relevant staff prepare notes, transport, charge sheets, risk assessment forms etc. for the excursion;
- After the excursion, ensure that the relevant staff provide charge sheets to Accounts;
- If applicable, with the support of the VET staff, appropriately manage any VET courses embedded into the subject area.

Supervision

- Be responsible for the appraisal of selected teaching staff, ensuring that a professional learning plan is collaboratively developed with the teacher signing off on the agreed plan. Plans are to be collated and monitored by the Manager of Teaching and Learning;
- Review planning documentation, providing constructive feedback to teachers pertaining to instructional sequence, differentiation and integration of ICT;
- Manage any low level staffing issues to ensure that parental concerns are managed in a positive manner;
- Refer staff performance issues to the Executive Director of Teaching & Learning;
- Refer any academic behavioural issues to the relevant Head of House.

Other

- Additional duties as allocated by the Headmaster.

KEY SELECTION CRITERIA:

Qualifications

- A degree or higher in the relevant field and a diploma or teaching qualification.

Essential

The Curriculum Leader (Science) should:

- Be an outstanding teacher and be able to articulate why they are so;
- Understand the learning process for young adults;
- Be a good administrator and a person who can effectively manage their time;
- Have a sound knowledge and understanding of their subject area;
- Be an active supporter of the School’s statement of Teaching and Learning, School’s vision and Philosophy Statement;
- Have a knowledge of Middle Schooling pedagogy.

AUTHORISATION:

I hereby agree that this Position Description accurately reflects work requirements.

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I hereby agree that this Position Description accurately reflects work requirements.

Headmaster

Paul Browning

Name

Signature

Date

**Curriculum Leader
(Science)**

Name

Signature

Date

ATTACHMENT – ST PAUL’S SCHOOL

SCHOOL ENVIRONMENT

St Paul’s School is an Anglican School, owned by the Anglican Church Diocese of Brisbane. It caters for students from pre-school to year 12. It is located in Bald Hills, in the north of Brisbane, in Queensland, Australia.

The School’s Vision is “Leading in educational thinking and practice.”

The School’s Values are:

By **Faith** and by **Learning** we strive to grow in **Community** with God and each other, valuing each person and celebrating individual excellence.

We value Faith, believing that

- ❖ Each person is a unique creation of a loving, redeeming God and able to be empowered and sustained by the Holy Spirit through the teaching and life of Jesus Christ; and that
- ❖ Each person can have a relationship with God, through Jesus Christ, demonstrated by modeling one’s life on Christ, serving others and participating in the traditions and practice of the Anglican Church.

We value Learning, where

- ❖ Students are encouraged and supported as they strive to reach their intellectual, physical, social, moral, emotional and spiritual potential in a balanced and disciplined way; and where
- ❖ Growth and personal excellence are celebrated, innovation is encouraged and a love of learning is fostered.

We value Community, where

- ❖ Students, staff and families support the aims, purpose and mission of the school and serve one another, using their God-given gifts; and where
- ❖ Students, staff and families grow together in faith and learning, promoting love, justice and peace for all.

It is our belief that when all these areas are working in harmony - Faith, Community and Learning, encompassed and support by God that individual excellence can be realized.

SCHOOL EXPECTATIONS

All employees are bound by the requirements of the School's policies and procedures as they apply from time to time, and are expected to act with integrity, and in a way that demonstrates a proper concern for the public interest expressed with a framework of a Christian educational organisation.

As such employees at St Paul's School are expected to embrace the following statements.

As well as comply with all federal and State legislation as they apply from time to time as well as any relevant Canon Laws or Diocesan policies.

As a condition of employment employees are expected to obtain and hold for the duration of employment, a current Positive Notice Blue Card.

Much of the information gleaned by employees during the course of their duties is confidential and should be treated as such. Employees shall not use confidential information to gain advantage for themselves, their related persons or for any other person or body, in ways which are inconsistent with their obligation to act impartially. Nor should such information be used improperly and cause harm or detriment to any person, body, or the School.

Proof of qualifications as well as a disclosure on any matter which may affect your employment in this position will also be required prior to commencement.

LEADERSHIP EXPECTATIONS

"If a leader's actions are driven by service and dedication to a cause or a relationship then they are a servant leader."

Leadership at St Paul's is based on the philosophy of individual and School "wholeness", collaboration, teamwork and transparent decision-making. The model of leadership reflects the values central to St Paul's School, that of Faith, Learning and Community.

Leadership Principles underpinning the Leadership at St Paul's:

- St Paul's School leadership structure is **student-centred** and reflects our agreed values of Faith, Community and Learning.
- The leadership structure is **learning-centred** for both students and staff, providing opportunities for open and transparent communication and decision-making.
- Collaborative leadership based on teams enabling of ideas to be brought forward by anyone through a variety of formal and informal routes (everyone's voice deserves to be heard).
- Education of the whole person in which the intellectual, spiritual, emotional and physical development are all-important and integrated.
- The importance of creating an environment which encourages high academic achievements at senior levels by ensuring appropriate methodologies and subject content.
- The concept of St Paul's School as a single whole School, made up of four Sub-Schools each with some degree of autonomy whilst sharing many common elements.