

POSITION DESCRIPTION

POSITION:	Head of Department – Science
KEY RELATIONSHIPS:	This position reports to the Head of Educational Operations in the first instance. All positions at the School ultimately report to the Principal.
POSITION STATUS:	3-year tenure as Head of Science, ongoing teaching position. Commencing Term 1, 2023. <i>As per the Camberwell Anglican Girls Grammar School (Teachers) Agreement, the position of Head of Science is classified as a Category 1 Leadership position.</i>
PRIMARY FOCUS:	To lead the Science Department with enthusiasm and energy whilst modeling exceptional, innovative and inspirational teaching practice.
DOCUMENT DATE:	September 2022

CAMBERWELL GIRLS GRAMMAR SCHOOL – A Community Dedicated to Learning, Action and Service

Our Vision

A leader and innovator in the education of girls, dedicated to fostering a passion for learning and building a more just and sustainable world.

Our Mission

A Christian school in the Anglican tradition, inspiring girls in their love of learning and nurturing compassionate leaders with global mindsets.

Our Values

We welcome students of all faiths and cultures, educating them to see wisdom through intellectual inquiry, service learning and spiritual growth, honouring the values of integrity, commitment, respect, hope and courage.

Our Key Areas of Focus

- Our Learning Model
- Our Community
- Our Expert Workforce

Our Motto

'Utilis in Ministerium' (Useful in Service)

COMMITMENT TO CHILD SAFETY

All students who attend Camberwell Girls Grammar School (CGGS) have a right to feel and to be safe. The wellbeing and safety of all students in our care is our first priority and we have zero tolerance to child abuse. The protection of students is the responsibility of everyone who is employed at or is engaged by CGGS in child-connected work. To ensure the safety and best interests of all students, we take into account the needs of those with an Aboriginal or Torres Strait Islander heritage, those from culturally and/or linguistically diverse backgrounds and those with a disability.

STAFF OBLIGATION TO CHILD SAFETY

All staff at Camberwell Girls Grammar School (CGGS) take an active role, and are well informed of their obligations, in relation to Child Safety under Ministerial Order No. 1359 – “Child Safe Standards – Managing the Risk of Child Abuse in Schools and School Boarding Premises”. The CGGS Child Safety Commitment is incorporated into the school’s employment cycle from recruitment and reference checking to induction, probationary and 12 monthly performance reviews and regular Professional Learning. Employment at CGGS is subject to school policies including the Child Safety Policy, Child Safety Code of Conduct and Mandatory Reporting Policy, being read, understood and adhered to.

CHILD SAFETY EXPECTATIONS FOR SENIOR SCHOOL TEACHERS

Senior School Teachers, including Heads of Department, must ensure that at all times their students have a child safe learning environment. Each and every interaction that a Senior School Teacher has with a student will be conducted with child safe standards in mind, having an understanding of the CGGS child safe policies and procedures. This specifically relates to all student interactions in the classroom, outdoors, excursions, incursions, co-curricular lessons and events, School carnivals, School camps, and parent involvement activities.

THE ROLE

The Head of Science leads a department of experienced practitioners by ensuring a robust and future relevant curriculum of Science skills, knowledge and understandings across throughout the Senior School. The Science Department’s expert delivery of the Australian Curriculum and Victorian Certificate of Education is pivotal to the learning growth and academic success experienced by all students, in accordance with the high standards of academic excellence befitting of the School’s reputation. The Head of Science will have a strong understanding of contemporary teaching pedagogies and will be an expert in Science education and curriculum initiatives across Years 7-12. The Head of Science will have demonstrable experience in these areas and a passion for inspiring girls in future-oriented STEAM opportunities through personalised scientific inquiry and design thinking.

The Head of Science is a member of the Senior School’s Heads of Department group and is a high profile member of the School community. All staff with leadership positions at CGGS may be required to work outside of term time as requested by the Principal. This role has both a leadership and teaching commitment.

BY DESIGN Learning Architecture

The School’s **BY DESIGN** learning framework informs our way of thinking and designing curriculum. It is the lense through which all learning experiences are created at Camberwell Girls. **BY DESIGN** supports a personalised approach to learning, values the whole person and is agile enough to adapt to new expectations, such as changes to the learning environment.

KEY INTERNAL CONNECTIONS

Reporting directly to:

- Head of Educational Operations

Direct Reports:

- Laboratory Technicians
- Laboratory Assistants

Associated Relationships

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| <ul style="list-style-type: none"> • Principal • Deputy Principal • Head of Senior School • Head of Middle School • Head of Junior School • Director of Learning Design & Development | <ul style="list-style-type: none"> • Head of Digital Learning & Innovation • Head of Strategic Initiatives • Year Level Coordinators • Heads of Departments • MakerSpace Coordinator • Teaching and Professional Services Staff |
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KEY DUTIES & RESPONSIBILITIES

1. Leadership

- Implement a strategic vision for creative contemporary Science education that will prepare our students for their futures and align with the CGGS Strategic Plan
- Lead the development of innovative curriculum within the department with emphasis on design thinking and the utilisation of relevant feedback built on an evidence based approach, utilising the School's byDesign architecture.
- Lead, collaborate with and coordinate the Department's teaching staff, including orientation, support and review
- Ensure a collaborative working focus and environment within the department and other areas of the School.
- Engage and develop partnerships to enhance student opportunities
- Facilitate appropriate consultation, including convening and chairing departmental meetings
- Attend HOD meetings and contribute to School policy and program development
- Conduct regular reviews of curriculum as well as teaching and learning programs using multiple sources of evidence, student and parent feedback and current research
- Take a lead role in school-related duties such as staff meetings, learning conversations, events, excursions, assemblies and services, Open Day etc.
- Work with the Head of Educational Operations and the Finance Manager to prepare and manage departmental budgets, and the purchasing and management of resources and facilities
- Support the Science department to comply with existing and new legislative, administrative, organisational and professional responsibilities

2. Curriculum, Assessment and Resource Development

- Contribute to whole school curriculum development discussions
- Develop, implement, monitor and evaluate curriculum programs and innovations in line with the CGGS Strategic Plan and the department ensuring compliance with the Australian Curriculum and VCE.
- Ensure learning assessments are relevant, equitable, communicated to key stakeholders, and used formatively to extend each student's growth in personal learning.
- Collaboratively plan, activities, excursions, competitions, field trips, resources, assessment and other relevant matters within the Department
- Develop programs that support equitable ongoing participation of indigenous and culturally and linguistically diverse students

3. Teaching

- Develop and implement programs that improve student learning and teaching
- Model and encourage staff to use contemporary teaching methodologies
- Model exemplary teaching, assessment and reporting practices
- Utilise differentiation strategies and assessments to cater for individual learning needs
- Use digital technology to support contemporary teaching practices and foster engaged learning
- Support the development of best practice remote learning pedagogy within the department
- Ensure teaching is grounded in best practice educational research.

4. Professional Learning

- Demonstrate enthusiasm and commitment to professional learning growth through reflection, collaboration and innovation
- Collaborate with the Professional Learning Coordinator as necessary to prepare and implement a departmental professional learning plan in accordance with School priorities, AITSL Professional Standards, and the individual professional learning needs of the staff
- Initiate collaborative professional relationships, engage in research and provide quality opportunities for pre-service teachers
- Mentor staff members as required



5. General Teaching staff expectations

- Participate in the School Review process in order to continuously improve teaching knowledge and practice
- Be actively involved in pastoral care programs, being sensitive to students experiencing personal, social, or organisational problems and liaise with relevant pastoral care colleagues
- Mentoring staff members as required
- Attend and contribute to meetings for subject, faculty and staff and parent-teacher meetings, school events, Open Day, excursions, assemblies and services
- Be actively involved in the School's extensive co-curricular program
- Undertake rostered supervisory duties outside of the classroom and exercise responsibility for the welfare of students
- Supervise pre-service teachers as required

KEY PERSONAL ATTRIBUTES

- A love of teaching and a passion for education
- Experience and proven results teaching VCE Science, with an emphasis on Biology
- A strong interest in working with secondary school aged children
- High level interpersonal skills and proven ability to work collaboratively in a team
- Positive and flexible attitude
- Enthusiasm and energy
- Commitment to achieving best practice
- The ability to be discreet and maintain confidentiality
- Well-developed time management and organisational skills

QUALIFICATIONS

Essential Criteria:

- Tertiary degree with teaching qualification
- Experience in teaching VCE Science subjects
- VIT Registration
- Anaphylaxis Awareness qualification in line with Ministerial Order 706
- Mandatory Reporting qualifications
- Disability Standards for Education qualifications
- First Aid, CPR and Asthma qualifications

Desirable Criteria:

- Post graduate qualification/s
- Biology specialisation

PROFESSIONAL EXPECTATIONS

All staff at CGGS are expected to:

- Demonstrate commitment to Ministerial Order 1359 – "Child Safe Standards – Managing the Risk of Child Abuse in Schools and School Boarding Premises".
- Be responsive and maintain respectful communications and collaborative relationships with the CGGS community
- Model exemplary ethical behaviour and exercise informed judgments in all professional dealings
- Meet expectations as set out in the Staff Handbook
- Adhere to and implement all safe work practices and procedures in accordance with the CGGS Occupational Health & Safety policy, Workplace Health & Safety policy and Manual Handling policy
- Work safely and report any hazards in accordance with school procedures



ALLOWANCES

The position of Head of Science is a Category 1 Position of Responsibility and attracts both a time and monetary allowance.

APPLICATIONS

Please send your application via email to:

Erin Colwell/ Fiona Lear
Director of Human Resources
hrdirector@cggs.vic.edu.au

Closing Date: Thursday 6 October 2022 at 4.00pm

N.B. This position description is not intended to represent the entirety of the position nor is it intended to be all-inclusive. CGGS reserves the right to modify this position description in consultation with the incumbent from time to time depending on the operational needs and requirements of the School.