

POSITION DESCRIPTION



The Cathedral School
of St Anne & St James
T O W N S V I L L E

ROLE TITLE:

Head of Department - Science

REPORTS TO:

Luke Baills (Principal)

Tonia Gloudemans (Deputy Principal – Teaching, Learning and Innovation)

Rebecca Smith (Director of Teaching and Learning – Senior School)

Karen Brennan (Assistant Head of Middle School)

INDUSTRIAL AGREEMENT:

The Queensland Anglican Schools Enterprise Agreement

COMMENCEMENT DATE:

January 2027

APPLICATION CLOSING DATE:

We will assess applications as they arrive, so apply today!

This is an exciting opportunity for an experienced and forward-thinking curriculum leader to shape the strategic direction and future of Science learning at The Cathedral School. As Head of Department – Science, you will provide clear instructional and curriculum leadership across Years 7 to 12, build the capability of a collaborative team of educators, and drive continuous improvement in curriculum, pedagogy, assessment and student outcomes.

Commencing in January 2027, this permanent full-time teaching and middle-leadership position is suited to a proven or emerging curriculum leader who can articulate a compelling vision for Science education, translate strategy into high-quality practice, and lead people, programs and improvement with confidence, accountability and purpose.

The Cathedral School of St Anne & St James located in Mundingburra is Townsville's only Independent Anglican School for boys and girls from Early Childhood to Year 12 and boarding students from Year 7 to 12. The school is set amongst a lagoon and lush tropical rain trees creating a wonderful canvas to inspire learning and creativity. At Cathedral we educate for life-long success. We know that this requires a well-rounded education and a focus on developing the whole person by nurturing the body and spirit as well as the mind. We are excited about the future and cherish the opportunity to invest in the leaders of tomorrow.

ORGANISATIONAL ENVIRONMENT

The Cathedral School is an Anglican co-educational school of approximately 1200 students from six weeks old to Year 12 including 170 boarding students from Years 7 to 12.

PURPOSE AND MISSION:

Inquisitive minds. Kind hearts. Purposeful futures.

We strive to create a community where every student is supported and empowered to reach their potential, developing confidence, curiosity, and agency to shape their own learning within a caring and connected environment. Students are encouraged to grow not only as individuals but as engaged, connected, and responsible citizens who contribute to a shared purpose and the common good. We invite them to meet challenges in the way our founders intended – with love, courage, determination, service, and faith in God.

In this way, we nurture *inquisitive minds* to think deeply, *kind hearts* to act compassionately, and *purposeful futures* to be lived with meaning, hope, and resilience, honouring the vision that has united our Cathedral community for more than a century.

VISION:

Futures shaped by purpose, passion, and character.

We will achieve our vision of shaping futures by:

- Nurturing purpose, so that every member of our community knows who they are, what they value, and how they want to contribute:
- Embracing passion, so that lives are enriched with growth, balance, and joy:
- Developing character, through living the Gospel and building Christian community:

Our vision and mission bring together what we want all members of The Cathedral School community to know, love, and become.

ORGANISATIONAL EXPECTATIONS:

All employees are expected to conduct themselves professionally, ethically and responsibly in a manner that upholds the ethos and reputation of the School. Employees must treat students, families, colleagues, contractors, volunteers and the wider school community with courtesy, fairness and respect, and contribute to a safe, inclusive and child-safe environment.

Employees must comply with the School's policies, procedures, lawful and reasonable directions and organisational practices, including the Staff Code of Conduct – Student Safety and Wellbeing, Student Safety and Wellbeing Manual, Dress Code, Work Health and Safety requirements, privacy and confidentiality obligations, and mandatory training relevant to their role.

Employees must perform their duties to the best of their ability, be accountable for their conduct, decisions and performance, act honestly and in good faith, work collaboratively, and contribute positively to the School community.

The Cathedral School is committed to the safety, welfare and wellbeing of children and students. Employees must promote and protect student safety, maintain appropriate professional boundaries, exercise duty of care and supervision, and promptly report concerns, allegations, disclosures, risks or breaches in accordance with school procedures and applicable legal requirements.

Employees must complete annual induction and mandatory training, follow school procedures, take reasonable steps to prevent foreseeable risk of harm, and escalate concerns where a student's safety, welfare or wellbeing may be at risk.

As a condition of employment, employees must hold and maintain all qualifications, registrations, suitability clearances and authorities required for their role, including, where applicable, Queensland College of Teachers registration, a current Suitability Notice (Blue Card), National Police History Check, First Aid and CPR certification. Proof of qualifications will be required prior to commencement.

Employees must ensure they are fit for duty, take reasonable care for their own health and safety and the health and safety of others, and comply with work health and safety legislation, risk management processes and incident reporting requirements.

Confidential, personal and sensitive information obtained through employment must only be accessed, used, stored or shared for legitimate school-related purposes. Employees must not disclose information to unauthorised persons or use it for personal advantage, to benefit another person, or in a way that may cause harm or detriment to any person, body or the School.

Employees must communicate professionally, respectfully, accurately and in a timely manner, use approved school systems and processes where required, and maintain appropriate confidentiality in all dealings with students, families, colleagues and external parties.

Employees may be required to undertake duties outside their usual role or specialism, provided those duties are lawful, reasonable and within their skills, competency and capability. This position description is a guide only and is not intended to be an exhaustive list of duties.

TEACHER EXPECTATIONS:

The Cathedral School is guided by the Queensland College of Teachers Code of Ethics and the AITSL *Professional Standards for Middle Leaders*.

Working at this level, Heads of Department at The Cathedral School are required to support the mission, aims, and strategic direction of the school through the delivery of effective teaching and learning programs, the Teacher Performance and Development Framework, analysing student performance data, and fostering an inclusive and challenging learning and working environment.

PRIMARY ROLE PURPOSE:

The Head of Department - Science position is a permanent full-time teaching position with a 5-year leadership tenure for the Head of Science role.

The position of Head of Department is responsible for:

- Leading the delivery of department curriculum, pedagogy, and assessment in the Middle and Senior Schools.
- Developing the quality of teaching and learning in the department, by guiding teachers' development of professional knowledge, professional practice, and professional engagement.

- Improving student learning outcomes by evaluating and revising programs and instructional classroom practice, analysing student data, taking account of feedback from students, parents, and colleagues, and considering current research on effective teaching and learning.
- Creating an environment that is positive, professional, collegial, and responsive to the mission, aims, and strategic direction of the school.

RELATIONSHIPS AND AUTHORITY:

The position is responsible to the Principal through the Assistant Head of Middle School, Director of Teaching and Learning – Senior School, and the Deputy Principal – Teaching, Learning, and Innovation for the day-to-day performance of duties. Employees at this level are responsible for their own work.

Work is carried out with general supervision on progress and outcomes and involves the application of knowledge and initiative to achieve outcomes within time constraints by prioritising tasks, setting goals, and determining best practices to implement in order to meet deadlines.

Problems are solved by reference to established practices and procedures, and the application of initiative or judgement in applying them or by reference to the Assistant Head of Middle School, Director of Teaching and Learning – Senior School, and the Deputy Principal – Teaching, Learning, and Innovation.

KEY ACCOUNTABILITIES:

In addition to meeting the AITSL Professional Standards for Middle Leaders and involvement in the school's Co-Curricular program as required under the Queensland Anglican Schools Enterprise Agreement, the Head of Department is responsible for the achievement of specific outcomes in the following key areas:

LEADERSHIP OF CURRICULUM

- Ensure the subject curriculum is compliant with the Federal and State curriculums, developmentally appropriate, quality-assured, aligned from Years 7 – 12, and accessible to staff, students, and parents, as appropriate. This includes ensuring the curriculum is appropriately implemented as per the ACARA and QCAA requirements, as well as oversight for the planning, preparation, and review of courses and learning programs in accordance with any changes to Federal and State curriculum documents.
- Organise, implement, and evaluate the assessment program of all subjects in the department.
- Oversee department quality assurance processes for the development of assessment instruments, teacher judgments about student work and the recording of student results, and adhere to QCAA endorsement and confirmation processes, as directed by the Assistant Head of Middle School and Director of Teaching and Learning – Senior School.
- Oversee the development of the Learning Management System course pages for the department in eCat, ensuring they are visible and maximised by teachers to improve student learning.
- Oversee the punctual and accurate completion of the reporting process by department staff.
- Ensure department resources for student learning are appropriate, relevant, contemporary, and readily available. Lead the development of department-created learning resources.
- Ensure the curriculum is differentiated to reflect the needs, interests, and abilities of students in the subject areas, including oversight of the accurate completion of all NCCD documentation in the department.

- Coordinate whole-department activities, such as subject competitions, and special events, and oversee teachers' planning of tests, field trips, and excursions that enhance student learning.
- Oversee safety training and the use and maintenance of all department work areas, classrooms, resources, tools, and equipment.
- Stay abreast of current developments in department subjects at the Middle and Senior School levels, and where appropriate, the tertiary level.
- Prepare and administer the department budget.

LEADERSHIP OF TEACHING AND LEARNING

- Secure high standards of teaching and learning within the department by conducting lesson observations and providing feedback to teachers with reference to the Teacher Performance and Development Framework.
- Spend time with teachers to identify strengths and areas for improvement and ensure all teachers are provided with targeted opportunities for professional growth.
- Support teacher growth through the Performance and Development Cycle, by overseeing performance and development goals based on data, and monitoring and ensuring improvement in outcomes over time. Celebrate the ongoing achievements of staff.
- Coordinate Department professional learning to improve instructional classroom practice and student learning, including professional learning around data literacy.

LEADERSHIP OF STUDENT LEARNING

- Use a range of data to identify gaps in student learning at an individual and group level.
- Review a range of data (including, but not limited to class data, NAPLAN, QCAA, GPA results, and student surveys) on a regular basis to monitor the effectiveness of programs.
- Work with teachers to embed a combination of formative and summative assessment practices that help to guide the next steps in learning and teaching for all students in their classes.
- Maintain high expectations and an expectation that every student will learn and achieve positive outcomes.

LEADERSHIP OF STAFF

- Actively participate in Curriculum Leaders meetings with a focus on improving systems and processes, exploring new opportunities for students, and sustaining collegial relationships with other Heads of Department and School leaders.
- Conduct regular department meetings to ensure that staff are informed about School curriculum matters, and to progress the department agenda.
- Keep the community informed regarding information and events related to the department via curriculum documentation, the school magazine, curriculum reports, information evenings, newsletters, social media, and other means.
- Actively promote and lift the profile of the department within the school community.
- Advise students and parents on subject selection and counsel individual students where appropriate.
- Work closely with Year Level Deans, Heads of House, Heads of Department, the School Executive, and other members of staff as appropriate.

- 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.
- Establish good staff morale, collegiality, and a professional attitude in the department.
- Look to the general welfare and performance of all the staff in the department, with special care for staff who are new to the school.
- Encourage staff to engage with appropriate professional networks and subject associations and take responsibility for sharing knowledge with relevant colleagues.
- Assist in planning the organisational structure of the department and assist with the recruitment, selection, induction, transition, and mentoring of beginning and new teachers.
- Recommend department loads for teachers during the timetabling process.

SKILLS AND KNOWLEDGE:

ESSENTIAL CRITERIA

The Head of Department will be required to meet the following Essential Criteria and actively work towards obtaining the desired competencies, knowledge, and skills.

Qualifications

- Bachelor of Education (Secondary) or a degree qualification supported by a post-graduate diploma or degree in teaching or education.
- Registration with the Queensland College of Teachers.
- Current First Aid and CPR certificates.

Competencies, Knowledge & Skills

- Excellent understanding of the Australian Curriculum and relevant QCAA syllabuses.
- Demonstrated experience teaching a range of Science subjects across Years 7–12.
- Expertise in developing curriculum and scope and sequence documentation for a Faculty/Department.
- Demonstrated ability to lead and mentor a learning team.
- Excellent interpersonal, communication, leadership, organisational, planning, and time-management skills.
- Demonstrated understanding of the *Australian Professional Standards for Teachers* and the *Australian Teacher Performance and Development Framework*.
- Demonstrated understanding of the learning and development needs of individual students.
- Demonstrated ability to lead data-informed conversations.

Desirable Competencies, Knowledge & Skills

- Knowledge of The Art and Science of Teaching (ASOT) by Robert Marzano.
- Knowledge of current issues and challenges facing young people
- Basic understanding of occupational health and safety and anti-discriminatory practices.

APPLYING FOR THE POSITION

Please submit a cover letter outlining your interest in the role and the contribution you would bring, together with your resume and contact details for three professional referees. We will review applications as they are received and encourage you to apply promptly.

All staff are expected to support the philosophy and values of The Cathedral School. Our commitment to the safety and wellbeing of children and young people is central to our recruitment process.

Preferred applicants must hold, or be eligible to obtain, a current Blue Card and/or registration with the Queensland College of Teachers, as applicable to the role. Pre-employment screening includes referee checks and verification of identity, qualifications and relevant registrations. Applicants must also disclose any information relevant to their suitability to work with children and young people.