



Position Details

Head of Science

At Strathcona Girls Grammar, we are committed to being a learning community that is Unstoppable Together, advancing the connections that inspire excellence, opportunity and impact for every student, grounded in optimism and the joy that shapes a purposeful life well lived.

Our mission, Empowering Minds , Enriching Community , Transforming the Future , underpins every aspect of school life. We believe that exceptional teaching has the power to transform lives. Through a culture of high expectations, curiosity, innovation and continuous improvement, we empower students to become confident, capable and future - focused learners who are prepared to thrive in an increasingly complex world.

Strathcona Girls Grammar is a school where the dignity of each person is recognised, respected and fostered. Our school takes an integrated and collaborative approach to building and strengthening safe and respectful school communities which are child safe .

Primary Purpose of the Position

The primary purpose of the position is ensure the establishment of explicit high standards for learning and teaching in Science and its related fields. The Head of Science will be committed to the implementation of best teaching practice and innovative learning programs which meet the needs of every learner. The Head of Science will lead with vision, fostering cohesion as they work with their team to engage in and develop teaching strategies which have a high impact on student learning and growth. They will drive curriculum development within their learning area whilst working collaboratively with other Heads of Department on the Academic Leadership Team to actively explore cross-curricular links and engaging content. The Head of Science will set and uphold the highest standards of teaching and learning, ensuring that every girl has the opportunity to explore, engage, and excel in the sciences.

More broadly, as a member of the School leadership team they will engage in the development of a shared understanding of outstanding leadership practices and proactively seek feedback in order to reflect on and grow their leadership skills.

Authorised by: Principal
Last reviewed: October 2026

Responsibilities	Outcome
Promote and enable the Strathcona Strategic Vision.	• Observable behaviours and professional practice of all staff at Strathcona. • Strathcona's vision is "To be a learning community that is unstoppable together, advancing the connections that inspire excellence, opportunity and impact, for every student, grounded in optimism and the joy that shapes a purposeful life well lived." • Underpinning this vision are the core values of Courage, Respect, Integrity, Compassion, and Empowerment.
Provide students with a child-safe environment.	• A demonstrated understanding of appropriate behaviour and legal obligations relating to child safety. • Be familiar with and comply with the School's Child-Safe Policy and Code Of Conduct, and any other policies or procedures relating to child safety.

To model observable professional behaviour and professional courtesy.	An environment of professional trust, empowerment and learning is fostered.
Exercising leadership that enables the achievement of strategic priorities.	- Annual plans are implemented and address student learning outcome goals. - The Head of Science leads Department meetings and engages in regular communication with team members and all stakeholders.
Working collaboratively with the Dean of Learning and Teaching to drive improvement in student learning outcomes.	- Teaching strategies are developed, implemented and reviewed according to their impact on student learning. - Curriculum content and assessment practices engage students in learning - Curriculum compliance requirements as set both internally and externally are met to a high standard of compliance reflecting best practice.
To ensure teacher practice is focussed on excellence, collaboration and continuous improvement.	Leader, peer and student feedback is given to each team member to assist and support teacher growth.
Staffing responsibilities	- Contribute to the selection of staff and make recommendations to the Principal on the appointment of new staff, both temporary and permanent. - Make recommendations to the Dean of Teaching and learning on Science allocations. These recommendations would be based on information gathered in discussions with Department staff and the Timetabler. - Resolve, through discussion with the Principal or her delegate, impediments to implementing staffing recommendations.
Creating and fostering a climate of professional dialogue around teaching effectiveness, feedback and targets for improvement.	- The Head of Science conducts formal and informal conversations on a cyclical basis with each member of their team. - The Head of Science knows the strengths and learning needs of each member of their team. - The teachers in their team actively seek feedback and work collaboratively to improve their impact on student learning. - Clear communication with all stakeholders is essential.
The implementation of diverse and contemporary teaching strategies and a differentiated curriculum within their Department.	- Measures of student engagement and learning reflect continuous improvement. - The use of a variety teaching strategies to support learning, both physical and virtual, is evident in teaching practice and student learning.
Oversee and delegate the design, implementation and review of teaching and learning programs in their Department.	- Programs and the assessment of student learning is contemporary and informed by best practice. - Programs are tracked to ensure learning programs comply with policy and design - Subject team leaders are deployed to ensure the smooth running of curriculum delivery at each level. - Curriculum documentation is stored centrally in accordance with School requirements.
Oversee assessment tasks and learning activities for the Department.	- Clear communication and planning of assessment and learning activities. Due process is followed for all activities. - Collective and individual feedback to students is regular and of a consistently high standard. - Assessment and the related feedback supports, drives and improves student learning.

	Learning activities, due dates, results, feedback and resources are stored centrally and published in accordance with School requirements
To oversee and direct the work of the Lab Technicians	- Lab Technicians carry out the duties and responsibilities as per their position description. These include: - Manage and support laboratory activities. - Prepare apparatus and chemicals for practical work and demonstrations. - Demonstrate experiments to staff and students. - Provide technical assistance and advice as required, especially in relation to experiment safety risk assessments. - Assist staff in the operation of new equipment and familiarisation with experimental procedures. - Maintaining all Science laboratory facilities and chemicals as per compliance requirements.
To enact a shared understanding of outstanding leadership practices	- Leaders engage in behaviours that reflect a shared understanding of outstanding leadership practice. - Leaders collaborate and support each other. - Leaders proactively seek feedback from all stakeholders and intentionally reflect on their strengths and opportunities for growth. - Leaders share their learning about their impact.
Using data to inform decisions	- Teachers understand and target student learning needs based on a variety of data sources. - As a department, compile reports as required.
Preparing and managing an annual budget, in consultation with the Business Office.	- The budget supports the delivery of programs in accordance with School policies and priorities. - Budget planning and compliance is required.
Meeting administrative responsibilities.	Administrative responsibilities are fulfilled as required.
Representing the School at events.	- Networks and community relationships are fostered - Best practice opportunities in education are explored. - Subject associations are maintained and their resources utilised.
An appropriate teaching load.	Demonstrate skills as an accomplished teacher.
Other duties as required.	Duties attended to efficiently and effectively.

Reporting Relationships

Reports to	Director of Learning Excellence and Pedagogy
Direct Reports	- Science Teachers - Lab Technicians
Teams	Academic Leadership team
Associated Relationships:	- Principal - Deputy Principal - Teachers - Other authorities as appropriate

Key Challenges

- Build on the School's reputation as a centre of excellence in education for young women and girls.
- To grow teacher expertise and effectiveness through challenge and support.
- To improve student engagement and learning through differentiation and student ownership.
- To promote the learning areas they lead.
- To enhance relationships with key stakeholders.
- To work collaboratively with colleagues to attain consistent and appropriate expectations of student achievement and conduct.

Selection Criteria – Knowledge and Skills

Essential:

- Sound knowledge of Victorian Certificate of Education (VCE) and Victorian Curriculum studies which are within the auspices of their learning area.
- Outstanding interpersonal skills including a demonstrated ability to consult, collaborate, negotiate and interact with staff, students and parents / guardians.
- Demonstrable understanding of contemporary learning theories and practices, especially with regard to girls' education.
- An ability to lead a team and where necessary, hold team members to account.
- An understanding of the AITSL Standards for Teaching.
- Ability to prepare and manage a budget, and manage the effective and efficient use of resources.
- Highly competent in the use and application of Information Communication Technology.
- Has a innovative approach to Science and STEM learning and its promotion at school and beyond.

Selection Criteria – Education and Experience

Essential

- Current full Victorian Institute of Teaching (VIT) registration.
- Experience in curriculum design, development and implementation.
- Experience in coordinating learning and teaching activities.
- Experience in teaching at VCE level.
- Evidence of quality teaching in a secondary school, i.e. improving student learning outcomes.
- A demonstrated knowledge of child safety.

Selection Criteria – Advantageous

- Evidence of developing and leading a team to meet a target.
- Relevant Post-Graduate studies (or working towards a further qualification).

Personal Qualities

- Be a suitable person to engage in child-connected work.
- Supportive of the ethos of the Christian tradition.
- Highly developed verbal and written communication skills.
- Demonstrated ability to work with others towards a common goal.
- Personal resilience, enabling effective management of multiple and conflicting demands.

Child Safe Standards

The School is committed to ensuring child safety. The School has zero tolerance for child abuse and will treat very seriously all allegation and concerns. In line with this commitment to child safety, the School has put in place policies and procedures to uphold the Victorian Child Safe Standards. These standards aim to promote child safety, prevent child abuse and set up processes to properly respond to allegations of child abuse.