



FINTONA

LEARNING AREA LEADER – SCIENCE & TECHNOLOGY

Reports to: Head of Learning, Teaching & Development

Responsible to: Principal

Member: Learning and Teaching Team

Time Fraction: approx. 0.2FTE for the role and approx. 0.8FTE teaching

“Fintona is a school dedicated to the education of young women, encouraging girls to think for themselves and to have concern for others”

Annie Hughston, Founding Principal, 1896 - 1935

ABOUT US

Fintona is an independent, non-selective, non-denominational day school renowned for its distinct and challenging approach to academic excellence. Fintona celebrates learning across a wealth of disciplines and encourages its students to move beyond their comfort zone to become fearless and adaptable leaders in their chosen field. Our students are connected to their school community, have respect for self and others and are compassionate and principled.

Inspired by strong leadership and exceptional teachers; engaged and eager to learn through broad-based rigorous education programs, a Fintona girl will find the confidence to achieve her highest academic and personal aspirations, whatever they may be.

Situated in Balwyn, an inner eastern suburb of Melbourne, the School caters for girls in Prep to Year 12 and offers a co-educational Early Learning program. The current enrolment is approximately 580 students from ELC to Year 12, with major entry points being 3-year old kinder, Year 5 and Year 7.

Our staff of around 150 and our students enjoy magnificent grounds and facilities and are happy, supported, and proud of their school, its reputation, and its traditions.

OUR HISTORY

With a rich history dating back to 1896, we are always mindful of the contribution of those who have gone before us. Miss Annie Hughston, our founding Headmistress, and Miss Margaret Cunningham, our second Headmistress, more than anyone else, positioned Fintona for the modern era.

These remarkable women left a legacy that still endures – the unwavering commitment to an outstanding education for girls in a small school environment.

Today, we honour the commitment and passion of all who have helped shape Fintona. We take pride in getting to know and nurturing every girl so that she can unearth her own version of extraordinary.

Our School motto maintains its driving force today: Age Quod Agis – do what you do well.

GOVERNANCE

The School consists of two legal entities: Fintona - a school limited by guarantee, and Tourmont Incorporated – which acts as a Trustee for the Fund, a Public Charitable Trust established to provide support and assistance to Fintona Girls' School. The Business Manager is secretary to both entities.

The School's Board of Management includes Alumni and parents, past and present. The School Board determines the overall policy for the School and devolves its day-to-day leadership and management to the Principal and the School Leadership team. The Business Manager is appointed by the Principal and a sub-committee of the Board. In all day-to-day matters the Business Manager reports directly to the Principal.

ADMINISTRATION

The members of School Leadership are the Principal, Business Manager, HR Manager, Head of Senior School, Head of Middle School, Head of Junior Campus, and Deputy Principal / Head of Learning, Teaching & Development.

This group work together to set School policy, lead staff in meeting the goals of the School's Strategic Plan and manage the day-to-day operation of the School.

POSITION OVERVIEW

The Learning Area Leader leads, develops and promotes the academic Science and Technologies program of Fintona Girls' School. In collaboration with others, the Learning Area Leader develops a vision of excellence that inspires the highest quality education, through authentic learning experiences, innovation, passion and purpose. The role has overall responsibility for the leadership and management of the Science Faculty (which includes Technology) across the Middle and Senior School, working closely with the P-6 Curriculum & Pedagogy Leader, ensuring exemplary teaching standards and learning outcomes for our students as they come to know the power of science and technologies and their interconnectivity in our world. The Learning Area Leader oversees the team of teachers and the Laboratory Technician who contribute to a rich and diverse curriculum within their faculty, and has overall responsibility for the development and review of all curriculum documentation that further support the aims of the school and empowerment of our students as dynamic, curious and intelligent individuals.

KEY RESPONSIBILITIES

STRATEGIC LEADERSHIP

- Work collaboratively with the Learning and Teaching team to support the strategic direction of the School and develop a coordinated and purposeful approach to teaching and learning
- Develop a rich culture of learning and teaching
- Ensure the positive promotion of the School
- Contribute to the development of school policy and strategic planning
- Establish and maintain positive relationships with staff to ensure high standards of operation and support professional learning to develop their leadership potential
- Lead professional development sessions to support growth in staff and in student learning outcomes
- Appraise and advise teachers about all matters pertaining to management and professional growth in your Learning Area

LEADING LEARNING

- Maintain professional currency of developments in science and technology education to broaden knowledge and inform best practice in teaching and learning
- Maintain the development of authentic learning experiences that enrich the learning of science and technology and collaborate with other Learning Area Leaders where knowledge and potential exists to create cross-curricular learning opportunities
- Promote the development of task oriented and student-centred learning
- Engender strong team spirit and culture across campus and the school in your Learning Area, encouraging innovation, collaboration and excellence amongst peers
- Oversee the effective development, delivery and review of the Learning Area, and related co-curricular programs across the School, to maximise student learning outcomes, including consideration of:
 - identifying the learning skills and content that are expected
 - new technologies
 - data analysis - monitoring assessment, reporting, and external assessment and benchmarking avenues

- Coordinate, support and promote quality teaching and learning development in your Learning Area within and beyond the school, and encourage teacher participation in opportunities to showcase what they do
- As a Learning Area team, establish and maintain a strong focus on supporting students as learners through a growth mindset and with the management of workload, goal setting and performance anxiety
- Work with the Learning Enhancement Leader to support the Learning Area team in knowing and understanding the learning needs of the students in their care

ADMINISTRATION

- Ensure that programs within the Learning Area are clearly documented and sequential, that the curriculum is in line with government and School policy, and is informed by trends at a local, national and global level
- Ensure course outlines, curriculum documentation, handbook information and faculty information in other relevant School platforms and publications is current
- Oversee the electronic storage of Learning Area documentation and resources
- Understand the implications and comply with relevant legislative, administrative, organisational and professional requirements, policies and procedures

ASSESSMENT AND REPORTING OF STUDENT LEARNING

- In line with school processes and in conjunction with the Learning Area team devise a range of relevant recording methods for assessments in each relevant subject and year level, to monitor students learning progress
- Ensure that Learning Area staff apply a range of assessment items on which reliable judgements of students' achievements can be made and which meet the School's and the government's goals
- Ensure that Learning Area staff maintain ongoing records of student outcomes and prepare continuous reporting and semester reports accordingly
- Support Learning Area teachers to adapt teaching practices on the basis of student assessment data
- Demonstrate the interconnected processes between planning, pedagogy and assessment

COMMUNICATION

- Ensure that there is an efficient flow of information to all members of the Learning Area team
- Represent the Learning Area at Learning and Teaching Team meetings
- Support and promote learning and teaching School initiatives
- Hold and document regular meetings with the Learning Area teaching team to discuss educational issues – improved student learning outcomes, innovation, curriculum review and assessment
- Liaise effectively and equitably with all members of the Learning Area team
- Establish and maintain respectful collaborative relationships with parents/carers regarding their child/ren's learning and wellbeing

RESOURCES

- Have oversight and responsibility of the Learning Area budget
- Manage the ordering, storage and distribution of learning materials
- Maintain all relevant classrooms, learning and performance areas relevant to your Learning Area in an attractive and orderly manner, including collections and displays of student work

TEACHING

- Teach an appropriate load, as directed by the Principal, in a comprehensive and professional manner commensurate with an exemplar teacher

PROFESSIONAL LEARNING

- Use the Australian Professional Standards for Teachers and advice from colleagues to identify and plan professional learning needs individually and for the Learning Area team
- Maintain up-to-date knowledge and practice, targeted to professional needs and school priorities
- Engage with colleagues to evaluate the effectiveness of teacher professional learning activities to address student learning needs and improve learning outcomes

PASTORAL CARE

- Take a caring interest in the students and their welfare, and contribute to the maintenance of tone, standards and general discipline across the School
- Be the central contact for the teaching needs of the students in your allocated classes and other such roles expected of a teacher and leader at the School
- Provide effective communication with students and parents
- On a needs basis, liaise with the appropriate Head of School regarding the social, emotional or academic development of students in your care
- Liaise with the School Counsellor regarding issues of concern with any student in your care

CHILD SAFETY

- Provide a safe and welcoming environment for all students and any young people who visit the School to engage in school approved activities
- Promote the safety and wellbeing of children and young people to whom the School provides services
- Ensure that all interactions with students are positive and safe
- Act as a positive role model at all times for students
- Report any suspicions, concerns, allegations or disclosures of alleged abuse to a Child Safety Officer
- Participate in Child Safety and Wellbeing training
- Declare information which may impede your suitability to work with children and/or young people or indicate a possible risk to children and young people. This includes, but not limited to, any criminal charges or convictions relating to children or young people.
- Provide adequate care and supervision of all students, not only on the campus but whenever students are involved in school approved activities

- Be aware and observant of key indicators of child abuse, neglect and harm with students
- Listen and respond to the views and concerns of children, particularly if a student indicates that they or another child has been abused and/or are worried about their safety or the safety of another child

OTHER DUTIES

- Actively supervise students while on Yard Duty
- Take replacement classes, as appropriate to your load and as allocated
- Attend staff meetings – Learning and Teaching, Learning Area, year level, whole school, and information evenings
- Attend an annual camp, as appropriate to your FTE
- Contribute to the co-curricular program

GENERAL

- Participate in mandatory training and comply with strategies to provide workplace safety (e.g. child safety, occupational, health and safety, equal employment)
- The Principal may allocate other duties relevant to the position in accordance with the School's requirements.

This Position Description is neither an exclusive or exhaustive list of duties and responsibilities. Fintona Girls' School reserves the right to vary this position description to meet the changing needs of the School.

KEY RELATIONSHIPS

INTERNAL

- Deputy Principal / Head of Learning, Teaching & Development
- P-6 Curriculum & Pedagogy Leader
- Learning Area Leaders
- Learning Enhancement Leader
- Head of Middle School
- Head of Senior School

- Principal
- Business Manager

OTHER

- Students and Parents

DIRECT REPORTS

- Learning Area Teachers
- Laboratory Technician

POSITION REQUIREMENTS

KNOWLEDGE AND SKILLS

The successful candidate will have demonstrated high-level experience and ability to:

- teach science and technology and inspire learning
- lead in a school setting
- motivate a dynamic team
- manage others and work well in teams
- utilise ICT in supporting an organisation's workflow and communications
- lead and manage change and / or projects in line with the strategic direction of the School

- maintain confidentiality and trust

The successful candidate will possess excellent:

- problem solving, analytical and thinking skills
- strategic and creative thinking skills
- accuracy and attention to detail in all aspects of their role
- skills in sensitively handling matters of a confidential nature
- organisational and self-management skills, including the capacity to prioritise, meet deadlines and manage time effectively
- negotiation skills and strong interpersonal and communication skills – written and oral
- people management, and team leading and building skills
- stakeholder management skills
- knowledge and experience of matters pertaining to school management, including Human Resources, Governance, Risk and Compliance

The successful candidate will:

- have current knowledge of curriculum, educational trends, best schooling practices and policy developments as they relate to the Education setting
- have demonstrated the ability to promote and support co-curricular activities that build student engagement and enhanced learning opportunities
- have demonstrated success in implementing curriculum planning, school policies and objectives
- be a positive ambassador of the Learning Area in all communications with students, parents, teachers and members of the wider community on a range of issues involving core curriculum and co-curricular activities, subject choice, reporting and awards
- have demonstrated organisational and educational leadership and a record of success in achieving agreed goals in collaboration with others
- have had success in maintaining programs, events or initiatives that encourage student involvement
- possess a broad knowledge of teaching practices, theory and pedagogy, particularly, the Australian Curriculum and VCE
- be confident in the application of learning technologies that enhance student learning
- demonstrate the ability to construct and implement a strategic plan associated with the role
- operate as a productive and supportive team player, colleague and mentor
- demonstrate flair, enthusiasm and initiative, as well as the ability to inspire others
- present as a strong and fair role model to staff and students
- be receptive to new ideas, innovative practices and adaptable to change
- possess an approachable, even disposition in carrying out duties with a sense of perspective and balance
- be able to clearly demonstrate a commitment to the provision of an outstanding education for young people
- have experience working with children
- have a demonstrated understanding of child safety and providing a child safe environment

- have a demonstrated understanding of appropriate behaviours when engaging with children
- possess a sound understanding of the Child Safe Standards and other mandatory reporting requirements as they apply to Victorian Schools, and a strong commitment to providing a child safe environment at all times.
- be familiar with legislation relating to child safety (e.g. mandatory reporting)

PERSONAL QUALITIES AND CHARACTERISTICS

- Proactive person with excellent organisational, administrative and time management skills
- Possess high level interpersonal skills and the proven ability to build trust, rapport and harmonious and cooperative working relationships at all levels and with all stakeholders
- Highly developed social and emotional intelligence that supports the ability to be flexible and sensitive when working with diverse personalities and changing situations
- Excellent personal presentation and work ethic
- Demonstrated capacity to be a strategic, fair minded professional
- Proven ability to work collaboratively in a similar environment

EXPECTATIONS OF STAFF

- Treat each other (staff, parents and students) with courtesy and respect
- Respect the right of others to learn/work without distraction or disruption
- Take responsibility for their own actions, progress and development
- Proactive in maintaining a safe and clean school environment
- Respect the property of the School and others

GENERAL

- Uphold the ethos and values of the School
- Contribute to and support the strategic directions of the School
- Willing to work additional hours on occasion
- Support all Fintona policies and follow all School procedures
- Strong desire to work in a highly regarded independent girls' school and have an understanding of the importance of this role in facilitating the provision of an outstanding education for the girls at Fintona

QUALIFICATIONS / CHECKS

- VIT registration
- Relevant tertiary qualification (minimum four year undergraduate degree)
- Current Anaphylaxis certification
- Current CPR qualification
- Current First Aid qualification
- Current Asthma qualification

WORKPLACE HEALTH AND SAFETY

Employees are responsible and accountable for:

- supporting their health and safety, and that of others, by undertaking their duties in a manner that is positive, proactive and sustainable;
- active participation in events and training that support workplace health and safety;
- compliance with workplace policies and procedures for risk identification, risk assessment and risk control;
- the identification and timely reporting of health and safety risks, accidents, incidents, injuries and property damage at the workplace; and
- correct utilisation of appropriate PPE.

CHILD SAFE STANDARDS

Fintona Girls' School is committed to ensuring that all those engaged in our school promote the fundamental right of children and young people to be respected and nurtured in a safe school environment.

We have zero tolerance of child abuse and expect all of our staff to:

- be familiar with, understand and comply with the School's Child Safety and Wellbeing Policy, Child Safety Code of Conduct and Child Safety Response and Mandatory Reporting Policy and Procedure and demonstrate behaviours in accordance with these;
- be in possession of a current and valid VIT registration;
- respond according to the School's policies and procedures when interacting with children and young people, taking all allegations and concerns very seriously;
- demonstrate a duty of care to students; and
- be committed to providing a safe environment for all children and young people, promoting physical, emotional and cultural safety.

DECLARATION

I, _____ (full name) acknowledge that:

- I have read and understand the Learning Area Leader – Science & Technology Position Description;
- I have read, understand and signed a copy of the Teacher Position Description, which is also a key part of my role at the School;
- I understand that it is an expectation of all staff at Fintona Girls' School that they will embrace the School Goals, particularly in regard to the School's ethos, values and traditions and the continued development of a culture of improvement and commitment to excellence, in all that they do;
- my behaviours and actions will reflect the ethos and values of the School and will place the needs of the school at the centre;
- this Position Description is neither an exclusive or exhaustive list of duties and responsibilities and is subject to review and modification by the Principal in accordance with the changing needs of the School;
- while the primary responsibilities are articulated, it is expected that I will engage with the wider school community and in school events and activities, playing an ambassadorial role as a representative of the School; and
- this Position Description provides a framework for professional review that will be reviewed from time to time.

Employee Name (print in full): _____

Employee Signature: _____

Date: _____