

# Science Learning Area Leader

## Position Description



<b>POL:</b>	Languages Learning Area Leader
<b>Time Release:</b>	5 periods
<b>Reporting to:</b>	Deputy Principal Learning and Teaching
<b>Appointment Period:</b>	2 years, commencing 2026
<b>Scope:</b>	Whole of the school

### About this role:

Catholic College Sale, in the Marist and Sion traditions, fosters a Catholic and Mission focused environment that encourages all learners to strive for excellence and to grow in their potential. In this context teacher leaders strive to provide technical, human, educational, symbolic and cultural leadership, which is student centred and which facilitates the development of each student's potential in an environment of trust, excellence and best practice.

Teacher leaders commit to building a reflective, collaborative and cooperative culture which engages the hearts and minds of every student every day. As a leader within the Catholic College Sale community we believe that effective learning in our Catholic context is built on engagement, growth and excellence, always centred on the whole person.

The Science Learning Area Leader is responsible for the effective leadership, coordination, and development of Science education across the College. This role ensures high-quality teaching and learning aligned with the College's vision and the Victorian Curriculum, with a focus on collaboration, innovation, and continuous improvement.

The Science Learning Area Leader is appointed by the Principal and is responsible to the Principal and Deputy Principal - Learning and Teaching; reporting to the Principal is via the Deputy Principal - Learning and Teaching. He/she works collaboratively with the Director of Student Engagement Years 7-10 and the Director of Senior Studies to provide the best outcomes for student learning.

### Team Memberships:

Learning Development Team

Other teams, as directed by the Principal

### 1. Key Accountability One – Leader of Catholic Identity and Mission

*The Languages Learning Area Leader is co-responsible for developing Catholic identity and the educational mission of the College.*

- 1.1. Gives personal witness to Catholic values in carrying out day-to-day duties of the role and engaging students, staff and broader community in the mission of Catholic College Sale as a Catholic school.

- 1.2. Actively leads prayer and works to promote the charisms of Saint Marcellin Champagnat and Our Lady of Sion and the mission and life of the Catholic Church by supporting the sacramental and liturgical life of the College and the Vision and Mission Plan.
- 1.3. Support the spiritual and professional development of staff particularly in regard to faith formation, service ministry, social justice and liturgy.
- 1.4. Seeks or maintains Accreditation to Teach Religious Education and Lead in Catholic School consistent with DOSCEL policy and Religious Education Curriculum.
- 1.5. Supports and contributes to the development of the Marist Association of Saint Marcellin Champagnat

## **2. Key Accountability Two – Leader of Learning**

*The Languages Learning Area Leader ensures the promotion of the College learning culture in accordance with contemporary learning principles. The role is focused on the development of quality pedagogy and learning gains for all students, informed by contemporary research and supported by professional learning.*

- 2.1. Actively promotes the College Vision for Learning as the foundational values and whole school pedagogy.
- 2.2. Creates a performance culture of continual improvement across the College characterised by learning growth for all students.
- 2.3. Promotes and models classroom strategies that maximise student learning incorporating the principles of contemporary learning.
- 2.4. Leads and implements the analysis of systematically gathered data on student performance and outcomes including, but not limited to, academic, attendance, behavioural and wellbeing data.
- 2.5. Participates in the facilitation of staff meetings (ensuring relevant professional learning is accessible).
- 2.6. Review College policy and procedure documents including assessment and behaviour policies to ensure Leaders of Wellbeing and Leaders of Learning are collaborative in their approach and decision making.
- 2.7. Support curriculum design and assessment, including establishing a “common pedagogical language.”
- 2.8. Actively supports the ongoing development of quality contemporary teaching, learning and assessment processes, including the effective use of school data.

## **3. Key Accountability Three – Building the Capacity of Self and Others**

*The Languages Learning Area Leader assists the professional development of colleagues across a broad spectrum of leadership and other domains so as to build the capacity of the team to lead contemporary learning and teaching in safe and growth-promoting learning environments.*

- 3.1. Models, coaches and mentors teachers in their use of a range of strategies, including use of evidence of performance and feedback and goal setting to challenge and support staff in improving their professional practice and wellbeing.
- 3.2. Applies contemporary professional knowledge of performance growth and development to ensure quality teaching and supports all staff in reflecting on performance by referencing evidence and standards.
- 3.3. Initiates strategies for developing a climate for accepting and providing constructive feedback and recognition of achievement, including student voice.
- 3.4. Works with teachers and middle leaders on the use of the Whole School Approach to Positive Behaviour Support framework, including the Universal strategies. These strategies include Effective Communication, Active Supervision, Routines, Building Relationships and Use of Space.
- 3.5. Providing classroom observation and targeted feedback in both formal and informal settings.
- 3.6. Supporting teachers when rolling out common educational principles, in the classroom and through the provision of resources.
- 3.7. Continued mentorship of Permission to Teach and Graduate teachers modelling the learning cycle, providing professional development, and guiding teaching and learning formation.
- 3.8. Contribute to educational policy and practice within the College and in wider professional contexts.

#### **4. Key Accountability Four - Leader of Strategic Thinking, Improvement, Innovation and Change**

*The Languages Learning Area Leader is co-responsible for developing a culture and practice of innovation and creativity in learning and teaching across the College, contributing actively to change for the future, working strategically, influencing policy and identifying contemporary approaches to learning and teaching.*

- 4.1. Motivates and works with others to initiate and foster evidence-based reflection and future-focused improvement and innovation to achieve best practices in contemporary teaching and learning.
- 4.2. Models across all levels of College leadership strategic thinking, innovation and change management and commitment to professional learning.
- 4.3. Contributes to the development of a positive workplace culture and workplace satisfaction.
- 4.4. Develops in self and colleagues a shared understanding of innovation and developmental change processes as they apply to learning and teaching.

## **5. Key Accountability Five – Leading the Management of the College**

*The Languages Learning Area Leader has an astute understanding of change processes and appropriate stewardship of College resources.*

- 5.1. Facilitates processes and provides support as needed to ensure adherence to legislative, mandatory reporting and system level requirements relevant to the role.
- 5.2. Exercises good stewardship of College resources.

## **6. Key Accountability Six – Engaging and Working with the Community on Learning and Teaching**

*The Languages Learning Area Leader contributes to the knowledge of parents and the wider community on contemporary issues in learning, teaching and overall development of young people.*

- 6.1 Assist the Deputy Principals in maintaining structures and strategies for effective liaison, consultation, collaboration and partnership with parents with a focus on student achievement and contemporary issues in learning, teaching and wellbeing.
- 6.2 Understands the broader community within which the College resides and is aware of the cultural, social and political characteristics that inform the needs of students, families and carers and the challenges they face.
- 6.3 Contributes to the development of a College environment that is welcoming, hospitable, life giving and just.
- 6.4 Engages with College stakeholder groups in decision-making processes as required.
- 6.5 Contributes to collaborative processes and decision-making that builds relationships and promotes shared commitment, partnership and a sense of achievement.

## **Key Responsibilities**

The Science Learning Area Leader is responsible for:

- Fostering collective efficacy within the Science Learning Area by promoting collaboration, reflection, and shared goals for student learning.
- Embedding the College's Vision for Learning and Whole School Pedagogy within Science curriculum planning and classroom practice.
- Mentoring Science staff to build pedagogical and content expertise, particularly in inquiry-based, practical, and evidence-informed science teaching.
- Using data, research, and student feedback to inform the design and implementation of engaging and rigorous Science programs across Years 7–12, including VCE subjects.

- Monitoring and evaluating Science curriculum delivery, ensuring alignment with the Victorian Curriculum and VCAA Study Designs, and using student performance data to drive continuous improvement.
- Ensuring that formative and summative assessments in Science reflect progressive learning and support skill development in scientific inquiry, analysis, and communication.
- Promoting data literacy among Science staff to support tracking of student growth and targeted intervention strategies.
- Contributing to whole-school literacy and numeracy strategies through a Science lens, including supporting scientific literacy, data interpretation, and numeracy in context.
- Leading professional learning within the Science team, including facilitating moderation, peer observation, and the sharing of best practice.
- Coordinating Science-related excursions, incursions, and partnerships, ensuring alignment with curriculum outcomes and adherence to College policies.
- Actively contributing to professional learning teams and curriculum committees to share innovations in Science education and to inform school-wide teaching and learning decisions.
- Managing the Science Learning Area budget, including the allocation of resources, lab equipment, and consumables, with oversight from the College Finance Committee.
- Building positive, professional relationships with staff, students, and families to support student engagement and achievement in Science.
- Maintaining regular communication with the Deputy Principal – Learning and Teaching regarding curriculum developments, student progress, and team needs.
- Collaborating with House Leaders, Directors of Engagement, and the Director of Senior Studies to monitor and support students' academic progress and engagement in Science.

## **Other Duties**

- Compliance/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. Assist in the provision of a child-safe environment for students and demonstrate a duty of care to students in relation to their physical and mental wellbeing.
- Develop and maintain appropriate professional networks and attend professional learning programs relevant to the role.
- Develop, implement and maintain appropriate channels of communication at all levels of the College and local community.
- Actively contribute to the College communication platforms (newsletter, social media and email).
- To communicate and celebrate community programs and initiatives.
- Carry out other duties as directed by the Principal when required.

