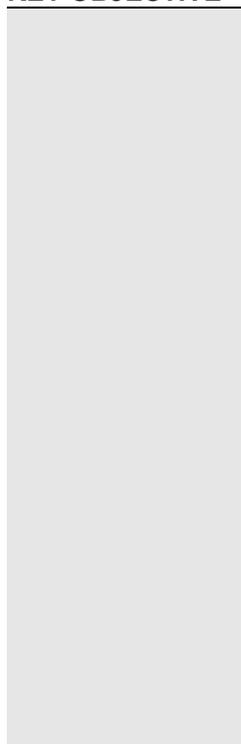


## Director of K-12 STEM POSITION DESCRIPTION

### POSITION DETAILS

Position Title:	Director of STEM
Commence Duties:	January 2018
Reports to:	School Principal
Direct Reports:	School Principal

### KEY OBJECTIVE



The key objectives of this are:

- To collaborate across the school and the broader community facilitating interdisciplinary STEM instructional teaching and learning activities.
- Carry out the teaching duties and responsibilities across the four broad inter-related areas of curriculum, classroom organisation, professionalism and school expectations.
- To be accountable for the standards of teaching and learning and student progress throughout the school especially as it relates to STEM.
- To manage a team ensuring best practice across identified areas of the curriculum.
- To develop the use of ICT to support and enhance teaching and learning.
- To exercise professional skills and judgment.
- To impact on the educational progress of all students in the school.
- To lead, develop and enhance the classroom practice of teaching staff and teaching assistants.
- Sustained outstanding assessment in STEM.
- Develop extra-curricular opportunities in STEM.
- Establish strong community partnerships supporting STEM at MCS.
- Understand and create opportunities for connection and engagement with tertiary partners.
- Establish communication pathways of research and best practice in pedagogy.

### COMMUNICATION

Internal:	Administration, Teachers, Parents, Students and School Leadership Team.
External:	NESA, Industry Partners, ME, University of Newcastle.

### CONFIDENTIALITY



This position will come across confidential information. Therefore a confidentiality agreement is required.

### SPECIAL CONDITIONS



At times, there may be a need to work outside of normal business hours of the school for the purposes of providing support or to minimise disruption to the teaching, learning and administrative functions of the school.

## POSITION DETAILS

At times, the Principal will give the Director of STEM direction in addition to the aforementioned.

The final job description will be individually tailored to the strengths of the incumbent as required by the School Leadership Team.

This position is commensurate with the following;

- With the skills and qualifications of the successful candidate.
- AIS NSW Teachers Enterprise Agreement Hybrid Model 2017-2020.

## CHILD SAFETY

To follow the school's policy in respect of safeguarding and child protection and ensure the health and safety of the students.

Please note that this school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

An enhanced criminal record check and Working With Children Check will be carried out prior to confirming an offer of appointment.

## KEY RESPONSIBILITY

### Leadership and Development

- Collaborate with School Leadership Team to ensure the development of a STEM continuum throughout the school K-12.
- Manages expenditure within budget to plan and develop recommended standards for the provisioning of the preferred future.
- Resolve disputes/conflict between staff using appropriate resolution/mediation skills.
- Serve on the School Leadership Team and provide expertise on all matters related to curriculum, instruction and assessment.
- Vision and develop an innovative leading approach to the establishment of STEM throughout the school.

### STEM Management

- Ensure K-12 STEM teachers deliver high quality lessons across the age and ability range.
- Maintain a systematic approach to assessment and recording activity.
- Monitor student progress regularly and ensure appropriate intervention strategies are deployed to address areas of under performance.
- Lead the development of syllabuses, progress trackers, schemes of work and high quality teaching and learning strategies.
- Ensure that all examination entries are accurate and on time.
- Implement a coordinated approach to supporting and developing students' STEM skills.
- Lead staff training on STEM, including contributing to MCS' induction programme for new staff and leading staff professional development sessions.
- Advise and support staff in developing STEM activities through demonstration lessons.
- Develop a culture where STEM skills are encouraged, and that students are praised and rewarded for their achievements.
- Create a cross KLA, team based approach to STEM.
- Familiarity with grant development and application procedures.

### **Strategic Development**

- Develop and implement the whole school policy for STEM.
- Use national, local and school management data to monitor standards of achievement across the school.
- Monitor the progress made towards achieving targets and use this information to plan future developments.
- Collaborate with staff on short, medium and long term planning to develop STEM in relation to:
  - Resources
  - Continuous professional development of staff
  - Aims of the school, including its policies and practices
  - Challenging targets for improvement.
- Manage strategic development across identified areas of the curriculum.
- Organise, develop and deliver collaborative training and teaching opportunities.
- Serve as a liaison between the school and industry representatives to further enhance work based learning opportunities.
- Explore the development of a STEM Academy to promote enrichment.

### **Operational Priorities**

- Adhere to and ensure all staff within area of supervision are aware of and conform to EEO, WHS and other legislative requirements and school policies.
- Ensure that teachers are clear about learning objectives, understand the sequence of teaching and learning in all subjects and communicate this to children.
- Support and guide colleagues to select the most appropriate teaching and learning methods and resources to meet the needs of the full range of students.
- Establish and implement clear policies and practices for assessing, recording and reporting on student achievement in line with school policy.
- Evaluate the teaching and learning of STEM in the school through monitoring activities.
- Use this analysis to identify effective practice and areas for improvement and, in conjunction with the School Leadership Team, take action to further improve the quality of teaching and learning across the school.

### **ESSENTIAL QUALIFICATIONS, SKILLS AND EXPERIENCE**

The incumbent will have the capacity and ability in the following areas:

- A clear understanding of how children learn best.
- A commitment to raising standards of achievement through partnership.
- A clear desire to help each child to achieve the best they can.
- Understand the effective planning of the national curriculum, including assessment for learning, recording and reporting to parents.
- Understand characteristics of high achievement.
- Understand strategies to evaluate standards of achievement.
- Effectively use data to improve learning.
- Successful teaching in a relevant environment.
- Evidence of having developed a strong STEM environment.
- Demonstrate a capacity to implement and lead PBL.

## PERSON SPECIFICATION

### ABILITY

The incumbent will have the capacity and ability to:

- Establish credibility with the School Leadership Team.
- Work effectively as a part of a team.
- Communicate effectively at all levels.
- Manage a number of adhoc projects at any one time.
- Follow through on matters thoroughly.
- Work independently without need for direct supervision.
- Pro-active, self motivated.
- Commitment to ongoing training and development.
- Actively support the school's purpose, vision, core values and statement of faith.
- Demonstrate an active Christian faith.
- Demonstrate problem solving and troubleshooting skills.

### CORE VALUES

Other special requirements include the commitment to and development of the core values of Medowie Christian School:

- **Christ Centred -**

*Enjoying a dynamic relationship with Jesus, relying on the Bible as the foundation to shaping our understanding of Christ, our faith and the world. To be led and empowered by the Holy Spirit and believing God is able to do more than we ask or imagine.*

- **Enriching Community -**

*Creating extraordinary opportunities that increase the enjoyment and participation of individuals coming together for a common purpose. Contributing, engaging, leading and influencing the community – locally, nationally and internationally.*

- **Nurturing Uniqueness -**

*Developing and elevating the confidence of individuals that leads to constructive risk taking, problem solving, and taking pride in one's own point of view. Prospering curiosity, imagination, creativity, experimentation and perseverance when faced with challenges.*

- **Inspiring Greatness -**

*Fostering a passion to make a positive difference in ones own life and the lives of others. When we have passion for what we do, great things are possible. We are open to implementing new ideas and trying new things. We don't accept "that will never work" as an answer. We support and encourage ourselves and others to take action.*

## Needs Analysis Questionnaire

### APPENDIX A

Effective leadership lies at the heart of any thriving organisation. As leaders, we need to reflect on the qualities we bring to our roles.

Would you please take the time to complete the questionnaire below by scoring yourself using the following definitions:

1 = Have little or no ability in this area.

2 = Have some competence, but would like further development in this field.

3 = Am comfortable with current/own capabilities in this area.

4 = My competence exceeds the level required for my role. No development necessary.

Leadership Quality/Attribute	Scoring			
	1	2	3	4
<b>1. Vision/Goal Setting</b>				
a. Creating a vision/goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Communicating and reviewing goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Translate vision into action plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Able to maintain flexibility if circumstances change	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2. Communication</b>				
a. Dealing with difficult parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Dealing with difficult staff situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Dealing with difficult students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Achieving rapport quickly and effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Leading effective team meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Resolving interpersonal conflict for win/win	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3. Managing Staff</b>				
a. Actively mentor staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Able to motivate staff in times of 'stress'	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Providing effective/constructive feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Creating professional development programmes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Appraising staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Delegating responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>4. Change</b>				
a. Fosters courage to take risks and accept new challenges	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Proactively navigate in times of uncertainty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Creating an environment of continuous improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>