

Position Description

Junior School Classroom Teacher

Position Title: Junior School Classroom Teacher
Reports to: Head of Junior School
Campus: Traralgon

The following Position Description is intended to give prospective applicants an overview of the intended position only. It is not intended to be an exhaustive summary of tasks and duties. It is expected that specific tasks and functions will change from time to time in line with the School's operational structures and programs.

About the School:

St Paul's Anglican Grammar School celebrates learning across a wealth of disciplines and encourages its students to move beyond their comfort zone to become highly capable and adaptable young people and leaders. Our students are connected to their community, have respect for themselves 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 St Paul's student will find the confidence to achieve high academic and personal aspirations, whatever they may be, by pursuing their potential.

The AITSL National Professional Standards for Teachers serve as a guide for our expectations for our School Leaders and teachers. Staff at St Paul's Anglican Grammar School are expected to support the Anglican ethos of the School and be actively involved in school life including co-curricular activities.

We pride ourselves on the high quality of teaching and learning at St Paul's. All teachers are involved in Professional Learning Communities (PLC), working together to enhance students' learning outcomes and teaching skills.

St Paul's Anglican Grammar School is a multi-campus Independent School with campuses located in Warragul and Traralgon and, in the new future, Drouin. The Warragul campus is approximately 100 kilometres from Melbourne and the Traralgon Campus 175 kilometres. Our 1400 students and 240 staff across both locations enjoy beautiful grounds and facilities and are happy, supported and proud of their school, its reputation and its traditions.

Primary Purpose:

All teachers at St Paul's Anglican Grammar School accept that they are committed to a philosophy where the learning and wellbeing of the students under their care is their primary responsibility. All teachers are responsible for creating a teaching atmosphere and a learning environment that provides trust, belonging and joy. Students are guided towards developing a value system, which will lead them to become compassionate, thoughtful and successful members of their community. Teachers at St Paul's Anglican Grammar School are expected to provide the highest quality teaching which aligns with research evidence and best practice, Federal and State Government directives, the St Paul's ethos, values and the expectation of the community. All members of staff at St Paul's Anglican Grammar School are integral to the pastoral care, academic achievement and personal development of our students.

Position in Context:

The Classroom Teacher is responsible to the Head of Junior School. The classroom teacher will liaise directly with the Junior School Leadership team which includes the Deputy Head, Director of Learning and Teaching, P-2 / 3-6 Team Leaders and Pastoral Care Leaders. They will be an active member of the Junior School's Professional Learning Community, other committees and working groups as required.

Major Duties and Responsibilities**1. Learning & Teaching*****Curriculum, Planning & Preparation***

- Demonstrate knowledge of content and pedagogy.
- Structure teaching programs using research evidence and best practice including high impact teaching strategies which align with the science of learning.
- Design, document and implement learning and teaching programs using detailed knowledge of the curriculum, assessment and reporting requirements.
- Contribute to a strong and effective teaching and learning environment through the writing of detailed curriculum plans, assessment and reporting documents at the direction of the Head of Junior School.

Classroom Instruction

- Engage students in the process and enjoyment of learning through effective instruction.
- Provide lessons which are thoroughly prepared, incorporate appropriate resources and are designed to engage all students in learning.
- Demonstrate and implement teaching strategies which are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socio-economic backgrounds.
- Develop teaching activities that incorporate differentiated strategies to meet the specific needs of students across a full range of abilities.
- Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.
- Apply knowledge and understanding of teaching strategies including the science of reading to support students' literacy and numeracy achievement.
- Use effective teaching strategies to integrate ICT into learning and teaching programs for enhanced engagement, relevance and effectiveness.
- Select and apply effective teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.

Assessment and Reporting

- Develop and apply a comprehensive range of assessment strategies to diagnose learning needs, comply with curriculum requirements and assess student learning.
- Provide targeted and timely feedback to students, parents and school staff of each student's current needs in order to progress learning.
- Understand and participate in assessment moderation activities to support consistent and comparable judgments of students' learning.
- Work with colleagues to use data from internal and external student assessments for evaluating learning and teaching, identifying intervention and modifying teaching practices.

- Maintain accurate records of the teaching and learning program and of students' assessments and attendance.
- Report clearly, accurately and respectfully to students, parents/ carers about student achievement.

Classroom Environment

- Establish a comfortable and respectful classroom atmosphere and environment.
- Cultivate a culture for learning and create a safe place for risk taking, encouraging students to become independent and confident learners.
- Manage routines and procedures efficiently and set a tone that is cooperative and productive.
- Effectively manage classroom behaviour with clear expectations and consequences.
- Organise physical classroom space for optimal learning.

2. Student Wellbeing

- Take a caring interest in the students and their welfare.
- Create and maintain appropriate professional relationships with students.
- Create a safe, productive and positive learning environment which promotes the physical, emotional, social and intellectual wellbeing of all students.
- Maintain an inclusive environment in the classroom which is respectful of all present and fosters student learning.
- Explicitly teach the School's Wellbeing curriculum with a focus on developing students' personal and social capabilities and behaviour education.
- Liaise with school psychologist and school counsellor regarding wellbeing and learning concerns as needed.
- Undertake pastoral care sessions and student wellbeing duties, being sensitive to students experiencing personal, social, emotional or learning challenges.
- Liaise with the Junior School Leadership team on a needs basis to address pastoral and wellbeing concerns.
- Monitor and report on student wellbeing in accordance with school procedures
- Keep accurate, detailed and careful School records of meetings or discussions and ensure these are communicated and stored appropriately.
- Protect students and family's right to privacy and treat information with an appropriate level of confidentiality.
- Establish relationships with parents/carers based on courtesy, mutual trust and open communication.

3. Professional Learning and Development

- Demonstrate a commitment to ongoing professional learning and continually strive to improve teaching and learning practices.
- Actively support the establishment of a culture of continuous learning and improvement by supporting change and actively promoting professional learning of colleagues.
- Participate in curriculum initiatives for St Paul's Junior School.
- Maintain awareness of current research and educational trends via membership of educational associations and professional networks.
- Actively participate in the Junior School's Peer Observation and Coaching initiatives to further develop and enhance teaching skills and knowledge.

- Be open to feedback and constructive criticism, demonstrate the ability to reflect on practice, to self analyse and be willing to learn.
- Prepare and implement an annual Performance Plan, using the Australian Professional Standards for Teachers and advice from colleagues to identify and plan professional development goals and learning needs.
- Engage in the teacher appraisal processes in accordance with school procedures and timelines.
- Participate in learning, to update knowledge and practice, targeted to professional learning needs and school goals.
- Engage with colleagues to evaluate the effectiveness of teacher professional learning activities to address student learning goals.

4. Co-Curricular Activities

- Take responsibility for providing lunchtime activities and / or clubs each year.
- Actively participate in and contribute to camps, excursions, inter house and inter school sport and any other extra and co-curricular activity which forms part of the School's program as a provider of education.

5. Professional Responsibilities

- Engage professionally with colleagues, parents and the community.
- Actively contribute to the development of a psychologically safe work environment.
- Be prepared to share, collaborate, value and support other staff in order to build a trusting, respectful and team-oriented work environment.
- Establish and maintain respectful collaborative relationships with parents/carers regarding their children's learning and wellbeing.
- Promote a positive image of the School to the wider community in both personal interactions and through written communications.
- Attend and actively participate in staff meetings, briefings, committees and working groups as required.
- Attend and actively participate in Student Learning Conferences, Parent Teacher Interviews, Support Group Meetings and parent meetings as requested from time to time.
- Attend and actively participate in Open Days, Information Sessions, music soirees, drama productions and special events in support of the students as required.
- Undertake rostered supervisory duties outside the classroom and exercise responsibility for the welfare of students.
- Provide written articles for the Junior School newsletter, School Magazine – Perspectives, website and MyStPauls regarding learning and teaching as required.
- Maintain a safe and healthy environment and report any hazards in accordance with school procedures.
- Be familiar with all School Policies, relating to workplace and education as outlined in the Staff Handbook and posted on MyStPauls/Complispace.
- Maintain high ethical standards. Operate within the VIT and School's Staff Code of Conduct and support the School, its values, goals and strategic priorities.
- Understand the implications and comply with legislative, administrative, organisational and professional requirements, policies and procedures.

6. Child Protection Statement

St Paul's is a child safe employer and is committed to the welfare of children and their protection. The School has systems to protect children from abuse, and will take all allegations and concerns very seriously and respond to them consistently, in line with our policies and procedures.

All potential employees and volunteers will be required to comply with the School's Child Safe Policy and Code of Conduct. St Paul's performs thorough assessments of potential and existing employees in accordance with this policy. The assessments will be used to ascertain whether the potential or existing employee is a fit and proper person to be trusted to work in a school environment and in the position applied for or held. The screening process includes, but is not limited to, Criminal Records Checks, Working with Children Checks and checks of social media accounts.

St Paul's has zero tolerance of racism and it is an expectation that staff and volunteers will act on incidents of racism. It is also an expectation of the School that all staff and volunteers will support children to express their culture and enjoy their cultural rights.

St Paul's is committed to Equal Employment Opportunity principles and is committed to the principles of merit-based selection, equity, diversity and procedural fairness in our recruitment process.

7. Occupational Health & Safety

All employees are responsible for their own safety behaviour and adherence to safe work practices is a condition of employment. Employees are required to observe all safety regulations and procedures.

All employees are responsible for:

- Carrying out their duties in a manner which does not adversely affect their own health and safety or that of others.
- Cooperating with measures introduced in the interested of workplace health and safety
- Undertaking any training provided in relations to OH&S
- Immediately reporting all matters which may affect workplace health and safety to the OH&S manager, Head of School or Maintenance Manager.
- Correctly using any information, training, personal protective equipment and safety devices provided.
- Refraining from intentionally misusing or recklessly interfering with anything that has been provided for health and safety reasons.
- Undertaking only those tasks for which they have authorisation and / or the necessary training and for which all necessary safety arrangements are in place.

Key Contacts:

- Head of Junior School
- Deputy Head of Junior School
- Director of Learning & Teaching
- P-2 / 3-6 Team Leader
- P-2 / 3-6 Pastoral Care Leader
- Learning Support teacher
- Parents
- Students
- Junior School Teachers and Staff

Conditions of Employment

St Paul's has an Enterprise Bargaining Agreement 2023-2027 which includes conditions of employment for teaching and non-teaching staff. Detailed information about St Paul's can be found on other parts of our website. The role is subject to a six-month probationary period.

Applications

Applications should address the following:

- Understanding of current evidence and research based educational pedagogy including science of learning and science of reading
- Ability to effectively plan, deliver and assess teaching and learning programs
- Demonstrated commitment to student wellbeing.
- Ability to create a safe, inclusive and secure learning environment in which trust is fostered, individual differences are respected and valued and students are encouraged to achieve their potential
- Strong team orientation with the willingness to contribute and collaborate in a team environment
- Ability to establish effective relationships with colleagues and parents and partnerships within the wider community.
- Passion and commitment to teaching as a vocation, sound organizational and procedural work habits and high standards of personal integrity and professionalism.

Essential Requirements

- Appropriate qualifications as a teacher.
- Registration with Victorian Institute of Teaching

Emailed to hr@stpaulsags.vic.edu.au.

For further information and a confidential discussion about this role please contact Ann Wilson, Human Resources Manager on 5622 6160 prior to the closing date.