



JUNIOR SCHOOL TEACHER POSITION DESCRIPTION

Reports To	Head of Junior School
Overview	<p>The Primary School classroom teacher works directly with the students in their care to promote learning and enhance student outcomes through</p> <ul style="list-style-type: none">• Direct teaching of students• Provision of coherent and planned curriculum including effective pedagogy, formative and summative assessment and reporting on student progress• Engagement of students in appropriate lessons and learning activities• Participation in other teaching related activities;• The performance of additional duties allocated by the Head of Junior School or the Headmaster
Main Objectives	<ol style="list-style-type: none">1. Professional Teaching and Learning<ul style="list-style-type: none">• Curriculum• Pedagogy• Assessment and Reporting2. Pastoral Care of Students<ul style="list-style-type: none">• Pastoral Care• Behaviour Management3. Developing and Maintaining Positive Relationships4. Effective and Efficient Administration5. To reflect the ethos of the School as both an Anglican and a PP – 12 school.
Duties and Responsibilities	<p>1) Professional Teaching and Learning</p> <p>a) Curriculum</p> <ul style="list-style-type: none">• Plan a comprehensive learning programme;• Know relevant curriculum documents and guidelines and apply them;• Prepare and share teaching resources with other teachers in the Junior School.• Follow ASSG policy in relation to academic matters including assessment, work program planning, development and implementation.• Keep abreast of changes to state and national curriculum requirements



b) Pedagogy

- Identify individual learning needs and styles, and plan experiences that enable all students to achieve success;
- Know and understand a range of learning methodologies and technologies and their application in the classroom.
- Address students' varying intellectual, emotional and physical abilities in teaching practice;
- Keep abreast of changes in general and subject specific pedagogy

c) Assessment

- Maintain accurate and comprehensive records of student progress and achievement;
- Use varied assessment and reporting methods to regularly monitor learning progress;
- Use assessment tasks that are purposeful and relevant to the teaching and learning programme and the learning needs of students;
- Provide students with both positive and critical feedback on performance that reinforces student achievement and focuses on further learning;
- Provide parents and students with detailed, accurate and informative written and oral reports at appropriate times, as required by the School.
- Demonstrate a comprehensive knowledge of expectations of student performance and learning outcomes as indicated by State and national assessment measures and by interpreting and communicating them to colleagues
- Ensure that information about students' previous experiences and achievements in their subject is used to plan curriculum and improve student learning across a year level or within a learning area

2) Pastoral Care of Students

a) Pastoral Care

- Take responsibility for the pastoral needs of students
- Liaise between parents and other staff members including Boarding Residents to support the learning needs of students;
- Refer matters of concern in relation to students to the Head of Junior School and parents;
- Attend and participate in the extra-curricular life of the School through the sporting and cultural calendar



- Implement any Pastoral Care Policies and Programs in particular:
 - building rapport with individual students
 - encouraging the growth of self-esteem in each student
 - identifying academic and personal issues which are impacting of the growth and development of each student

b) Behaviour Management

- Establish and maintain an orderly, co-operative and task oriented learning environment;
- Set and adhere to timelines for completion of work;
- Make all reasonable efforts to manage the behaviour of students effectively with the directions of ASSG policies and procedures;
- Negotiate and implement effective consequences and strategies to assist students who negatively impact on teaching and learning;
- Respond appropriately to student misbehaviour, with calmness, respect and avoiding recourse to aggressive behaviour, and identify factors contributing to prolonged, repeated or severely irresponsible behaviour and seek resolutions;
- Follow up matters related to behaviour and classroom learning where necessary, contacting parents and other staff if required.

3) Developing and Maintaining Positive Relationships

- Work effectively and collegially as a member of a School team in a range of School activities;
- Exercise effective communication skills with students, colleagues, parents or guardians, and others;
- Establish positive and effective relationships with students, and encourage in them a positive and appropriate sense of self-worth;
- Participate in partnerships with colleagues to reflect critically and constructively upon and improve teaching and learning practice;
- Both maintain confidentiality in regard to sensitive or private information about students, families, colleagues and the School, and also communicate information appropriately when necessary in the interests and well- being of the ASSG community.



	<p>4) Effective and Efficient Administration</p> <ul style="list-style-type: none">• Complete administrative tasks accurately, according to necessary administrative deadlines, and maintain accurate records;• Meet and teach students at designated locations and times, and model high standards of punctuality, dress, language and other standards and expectations in the School;• Encourage in students an understanding of and support for the Christian practices and values of the School, teaching them as necessary;• Attend professional development activities to improve teaching and pastoral care skills.• Develop and maintain effective professional partnerships with other staff;• Undertake supervision duties, including yard duty, diligently;• Attend staff meetings, parent teacher interviews and other co-curricular activities, including active involvement in the extra-curricular programme or negotiated equivalent;• Demonstrate familiarity with and provide advice on relevant employer policies and procedures;• Supervise additional classes as required.• PERFORM ANY OTHER DUTIES AS DELEGATED BY THE HEADMASTER.
<p>Personal Skills and Attributes</p>	<p>Personal Skills and Attributes</p> <p>It is assumed that the Junior School teacher will:</p> <ul style="list-style-type: none">• demonstrate a strong commitment to the ethos of Anglican education;• be vitally concerned about the needs of students;• need to be able to communicate sensitively and confidentially with parents and students;• set a good example of Christian living in the School and in his/her private life and ideally be an active worshipping member of a Christian congregation;• have a high degree of teaching competence and be highly organised;• demonstrate a high degree of flexibility in his/her approach to dealing with students and in the teaching methodologies employed;• be able to work collaboratively with other staff members and build positive relationships with others;• strive for honesty and integrity;• have a high degree of computer literacy or be willing to undertake training in computer literacy• demonstrate a high level of organisational skills;



	<ul style="list-style-type: none">• have a professional outlook on teaching and the needs of students;• have an ability to adapt to a new and changing environment;• be prepared to undertake additional professional development.
Selection Criteria	<p><i>The following criteria will be used by the selection panel. Applicants should address the main points in their written applications. Shortlisted applicants will be interviewed for the position, and may be asked about any of the dot points during the interview.</i></p> <p>SC 1 – Teaching qualifications</p> <ul style="list-style-type: none">• Be a registered teacher in Queensland or be able to gain Queensland Teacher Registration. <p>SC2 – Demonstrated high level of communication and interpersonal skills when relating to students, parents and other teachers.</p> <ul style="list-style-type: none">• sensitivity to students' problems and the capacity to develop strategies to assist student needs• contribute to the building of confidence and self- esteem with students• <p>SC3 – Ability to select and use appropriately, a wide range of teaching and assessment strategies to suit the needs of a diverse range of students.</p> <ul style="list-style-type: none">• teaching strategies used• preparation and planning• assessment and reporting practices – ability to provide constructive advice to parents appropriate to their daughters\sons• classroom management <p>SC4 - Demonstrated commitment and capacity to actively contribute to a broad range of school activities as a member of the School team.</p> <ul style="list-style-type: none">• providing evidence of involvement in extracurricular activities <p>SC5 - Demonstrated capacity to reflect critically upon their professional practice.</p> <ul style="list-style-type: none">• willingness to participate in professional development activities



- participate co-operatively and to assist other members of the faculty to promote the learning area within the School community
- assist student teachers in the development of their teaching skills

SC6 – Demonstrate the capacity for leadership, self-management, participation decision-making, team building and the ability to accept, promote and manage change.

SC 7 – Demonstrate the capacity for best practice in curriculum development and implementation, evaluation and assessment and management of teaching and learning activities.

- understanding of current issues in education
- ability to contribute to the identification of student learning needs
- contribution to the development and implementation of curriculum programs

SC 8 – Ability to apply information and communication technologies to the teaching and learning process as well as collecting, organising and processing relevant data.

SC9 Demonstrated skills which reflect commitment to and understanding of the Christian ethos of the school:

- Willingness to contribute to the maintenance of the Christian-based caring atmosphere of the school.
- Ability to lead children in Christian worship and devotions.