POSITION DESCRIPTION

SPECIALIST TEACHER JUNIOR SCHOOL

THE COLLEGE

Pymble Ladies’ College is a K-12 day and boarding school of the Uniting Church in Australia committed to providing quality educational opportunities for girls within the context of the Uniting Church ethos. The College is non-selective and welcomes girls of Christian and non-Christian faiths. With 2000 students and more than 400 employees, Pymble Ladies’ College is a medium sized organisation which operates in a dynamic and varied environment.

One core element of the Pymble 2020 vision is the provision of a personalised education for girls that is universally acknowledged for its quality, innovation and excellent opportunities. This is underpinned by a strong focus on the development of an innovative and relevant academic and co-curricular curriculum that reflects individual and unique strengths, interests and desires of girls and young women in a global age.

All Pymble staff play a role in shaping, influencing, implementing and evaluating the College culture. Within this, staff at Pymble are responsible for demonstrating effective and positive behaviours and competencies, including:

- Strive to achieve the College vision, mission and goals
- Contribute to a culture that engenders transparency, responsibility and accountability
- Foster a commitment to continuous improvement
- Support the Uniting Church ethos
- Foster an environment where knowledge and information are valued and shared
- Represent the College in a positive and professional manner

THE ROLE

Teachers in the Junior School are accountable to the Head of the Junior School in all aspects of the position.
The purpose of the position is to ensure the delivery of effective teaching in support of the curriculum philosophy of the College and in support specifically of students’ individual learning needs. Teachers are in a unique position to enhance curriculum outcomes through the delivery of rich and meaningful learning experiences for students.

Each teacher in the Junior School works collaboratively with other teachers in the Junior School, curriculum and pastoral leaders, and support staff to enhance the K-12 curriculum philosophy of the College. Specialist Teachers collaborate with colleagues in the same Learning Area to ensure overall alignment of learning across Stages pre-1 to 5.

**Key Accountabilities**

The position responsibilities are summarised in the following areas:

1. **Personalised education**
   1.1. Develop high quality curriculum material that reflects a thorough understanding of the curriculum framework identified in the NSW Board of Studies Syllabus. Collaborate with colleagues to integrate a range of curriculum areas in the delivery of learning experiences for students
   1.2. Demonstrate knowledge of the key curriculum philosophies that underpin the developmental model of teaching and learning
   1.3. Engage students in the learning process through:
       - the delivery of curriculum experiences that are rich, meaningful, creative and stimulating; and
       - facilitating learning needs of individual students
   1.4. Design units of work that reflect the principles of a developmental and differentiated curriculum model
   1.5. Work collaboratively with other classroom teachers to facilitate the planning of appropriate resources and support the effective integration of Technology into the curriculum
   1.6. Set and maintain clear behavioural and learning expectations for students in the classroom and promote learning as a rich and lifelong experience
   1.7. Know, guide and challenge each individual student and provide a high level of pastoral care for all students in line with the pastoral philosophy of the College. Understand the expectations for identification of specific learning needs of individual students and work within policy guidelines to facilitate the necessary support
   1.8. Demonstrate an understanding of the testing program and process used in determining a student’s stage of learning. Monitor the performance of all students to maximize individual potential and implement effective teaching and learning strategies to assist in the attainment of improved outcomes for students
1.9. Create and maintain a vibrant classroom which supports engagement in learning. Ensure that the classroom is clean and hygienic and teach students the basic principles of cleanliness to assist in this process. Work with students to assist their understanding of classroom procedures to develop an orderly and safe daily routine.

1.10. Complete all requirements in relation to the marking of student work, assessment tasks, and examinations in an efficient and timely manner. Complete all academic report requirements in a timely and efficient manner.

2. People and Culture

2.1. Take personal responsibility by fulfilling duties and tasks effectively and efficiently.

2.2. Collaborate and communicate effectively with colleagues including participate in Staff Meetings, learning teams and project teams as appropriate.

2.3. Role model the College values in behavior and professional practice.

2.4. Take steps to ensure currency of knowledge in relation to educational trends and developments in practice particularly in relation to the education of girls.

2.5. Identify and engage professional development and training programs that support ongoing professional growth, development of new skills and knowledge and to enhance innovation and practice.

3. Community

3.1. Communicate effectively with students, parents and staff including responding to parent requests for information in a timely and efficient manner.

3.2. Maintain Records of Communication and files in relation to student and staff matters and ensure the security and confidentiality of information.

3.3. Report directly to the Principal through the Head of the Junior School on any matters relating to Child Protection.

3.4. Respond in a timely and efficient manner to all incidents relating to students’ safety and well-being.

3.5. Act, as necessary, to provide information to the Head of the Junior School when relevant issues relating to risk management arise.

4. Use Resources sustainably

4.1. Use a broad range of teaching and learning resources.

4.2. Work collaboratively with other classroom teachers in the use and distribution of resources.

4.3. Maintain an effective level of resources within the classroom.

4.4. Set expectations for students in the use of resources.

The Principal may direct other reasonable and relevant duties as required.
KEY COMPETENCIES

1. Extensive knowledge of BOSTES Syllabus requirements across specialist area(s) of the curriculum and an understanding of how cross-curricular integrated learning is encouraged

2. Experience utilising digital technologies, including SmartBoards and iPads, to enhance learning

3. A proven understanding of effective learning practice through differentiated programs that reflect understanding of student needs

4. Sound knowledge of summative and formative assessment to evaluate student learning using different strategies and use of this information to inform teaching practice

5. A portfolio of innovative approaches to teaching and learning

6. Proven ability to work collaboratively as a member of a team

7. Skills which promote reflective practice and a culture of improvement

8. The ability to promote positive social interaction between students

9. Willingness to support the ethos and values of the College

10. A commitment to professional conduct including the ability to maintain confidentiality

11. Demonstrated commitment to ongoing professional development

12. Appropriate teaching qualifications and registration with BOSTES NSW.