



Pymble Ladies' College

POSITION DESCRIPTION

SECONDARY TEACHER

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 over 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 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 are responsible for demonstrating effective and positive practice, including:

- Strive to achieve the College vision, mission and goals;
- Contribute to a culture that engenders transparency, responsibility and accountability;
- Commit to integrating student centred learning and scholarship with emotional, spiritual, academic, social and physical growth;
- Commit to ongoing personal and professional development
- Support the Uniting Church ethos;
- Foster an environment where knowledge and information are valued and shared; and
- Represent the College in a positive and professional manner.

THE ROLE

Reporting Relationship

The Teacher is responsible to:

- the Head of Department in the delivery of the academic program and for student tracking and progress, and
- the Head of School in all aspects of student care both in health/wellbeing and academic.

Position Statement

The Teacher is responsible for the holistic care and growth of the student. The position requires the effective co-ordination and care of students in pastoral care groups through proactive membership of the pastoral care team. This includes mentoring, monitoring and actively engaging in the academic care and wellbeing of the student.

The Teacher will facilitate effective learning underpinned by the curriculum and learning framework of the College and in support of students' individual learning needs. Teachers are in a unique position to enhance outcomes through the delivery of rich and meaningful learning experiences for students.

The Teacher works collaboratively with other teachers, academic and pastoral leaders to implement the K-12 Learning Framework of the College.

The Teacher supports the effective co-ordination and care of students in Pastoral Care groups in the Middle, Upper or Senior Schools and facilitates the support of students through Wellbeing program delivery and daily organisation.

Key Accountabilities

The position responsibilities are summarised in the following areas:

1. Personalised education

1.1. Teaching and Learning

- Have a thorough knowledge of your subject(s) and be prepared to extend this knowledge through professional learning, collaboration with colleagues, research and participation in external professional networks and/or events
- Apply this knowledge and effective teaching strategies to develop engaging learning activities and organise content into coherent, well-sequenced programs that meet the requirements of the NSW BOSTES curriculum
- Work collaboratively with other classroom teachers to design and implement learning resources which may include the integration of technology to enhance learning
- Engage students in rich learning experiences that facilitate understanding, discovery, reflection and application
- Collaborate with other subject specialists to develop appropriate trans-disciplinary and/or problem-based experiences to develop knowledge, skills, problem solving and critical and creative thinking
- Demonstrate an understanding of the types of assessment that promote learning and reflection in students
- Set and maintain clear expectations for students and promote learning as a rich and lifelong experience
- Support the Head of School, Head of Department and other learning leaders in maintaining a positive and stimulating learning environment.

1.2. The individual needs of students

- Provide a high level of pastoral care and nurture the wellbeing of all students, creating a learning environment that reflects the College approach to Wellbeing and the Learning Framework.

- Enact your Duty of Care for students and communicate regularly with subject teachers , the School Leadership Team and the Head of School
- Develop knowledge and understanding of individual students to enhance their learning and connectedness to the College
- Understand the processes to identify specific learning needs for individual students and work within policy guidelines to facilitate a differentiated approach that enables personalised education.

1.3. Classroom Practice

- Create and maintain a safe, vibrant and engaging learning environments
- Teach in a manner that is effective for engaged student learning
- Support the wellbeing approach of the College through classroom practice
- Set and maintain clear behavioural and learning expectations for students in line with College policy and procedures.

1.4. Assessment and Reporting

- Complete all requirements in relation to the marking of student work, assessment tasks and examinations and provide feedback in an effective, professional and timely manner
- Complete all academic and wellbeing reporting requirements in an accurate, timely and efficient manner.

1.5. Provide support to students in the management of daily routine

- Develop positive relationships with students to assist their understanding of classroom procedures and encourage an organised and safe approach to daily routine
- Assist the Student Coordinator in communicating and distributing relevant information to students and delivering the Wellbeing program
- Set and apply clear expectations for students in support of the College uniform and conduct standards and monitor this on a daily basis
- Communicate regularly with the Student Co-ordinator and Head of Department to ensure that students are provided with appropriate, accurate and timely information.

1.6. Effective administration related to students and learning

- Ensure that roll marking procedures for attendance are fulfilled according to College policy
- Support the administrative needs of the Head of Department, Student Coordinator, and Head of School as required when preparing for programs and events outside the normal routine
- Monitor the absentee rates of individual students and respond in line with College policy
- Contribute to the organisation and administration of year level activities including the Social Responsibility program and Outdoor Education programs.
- Maintain accurate Records of Communication in relation to student issues and ensure the security and confidentiality of information.

2. People and Culture

- Uphold the values and expectations as described in the 'Staff Code of Behaviour'

- Actively promote student engagement with the College values and expectations as described in the 'Student Code of Behaviour'
- Commit to personal and professional learning relevant to the education of girls
- Enhance skills and knowledge through participation in professional learning programs that support and advance best practice
- Support colleagues in their ongoing professional learning journey by sharing resources and expertise, providing constructive feedback, team-teaching and/or peer-coaching or mentoring
- Provide a timely formal report to the Head of Department, Director of Teaching and Learning and other relevant parties on any external professional learning program attended.

3. Community

3.1. Leadership and participation

- Take ownership, participate and engage students in House initiatives and student community activities both within the College and externally.

3.2. Communication

- Communicate effectively with students, parents and staff in relation to both academic and pastoral matters as required
- Inform the Student Coordinator and/or Head of School of significant pastoral care matters
- Inform the Head of Department of significant academic matters
- Be accessible at reasonable times to students when assistance or guidance is sought
- Respond to parent enquiries in a professional, timely and efficient manner
- Attend parent-teacher meetings, information evenings and other College community events as required
- Contribute to the development of policy, procedures and processes and provide recommendations to the Heads of School and Heads of Department for improvement

3.3. Risk Management

- Report directly to the Principal on any matters relating to Child Protection
- Inform the Director of Risk and Compliance about risk management issues as they arise
- Assist in monitoring a safe and secure school environment for staff and students
- Participate in training, preparation and practice for responding to accidents, emergencies or other threats to safety or security of student, staff or other members of the College community.

4. Sustainability

- 4.1. Promote a positive attitude towards consideration, care and sustainability of the environment and support social responsibility programs.
- 4.2. Work collaboratively with community members in the use and distribution of resources
- 4.3. Use resources effectively to support learning outcomes and follow College sustainability initiatives and policies on procurement.

The Principal may direct other reasonable and relevant duties.

KEY COMPETENCIES

1. Academic and teaching qualifications that meet the requirements of the NSW Teacher Accreditation Act
2. Experience in developing and enacting relevant and challenging learning experiences in support of academic and wellbeing objectives
3. Demonstrated effective Duty of Care for students in line with policy and procedures
4. Demonstrated ability to guide and support students at various stages of development and foster the development of leadership capacity in students
5. An exemplary record of professional conduct including maintaining appropriate confidentiality
6. The capacity to maintain accurate and complete records and effective administration and organisation of activities related to the role
7. Be a productive and collaborative member of a school education community
8. Develop and sustain quality professional relationships, using effective communication and interpersonal skills
9. The ability to integrate technology to enhance learning outcomes
10. A track-record of ongoing personal and professional growth and development
11. Demonstrated support of the ethos and five core values of the College and, within this, the capacity to lead by example.