

Pymble Ladies' College

POSITION DESCRIPTION

Title:	K- 6 Specialist Teacher
Date updated:	January 2022
Reports to:	Head of Junior School

Position Purpose and Objectives

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 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.

Core Job Role Accountabilities

1. Personalised Education

- 1.1 Develop high quality curriculum material that reflects a thorough understanding of the curriculum framework identified in the NESA 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
 - 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 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.
- 1.8 Understand the expectations for identification of specific learning needs of individual students and work within policy guidelines to facilitate the necessary support.
- 1.9 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.
- 1.10 Create and maintain a vibrant classroom which supports engagement in learning.
- 1.11 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.
- 1.12 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. Communication

- 2.1 Ensure all written and verbal communication is courteous, professional, accurate and reflective of College values.

3. Risk and Compliance

- 3.1 Report directly to the Principal on any matters relating to child protection.
- 3.2 Consistently adhere to College policies and procedures, importantly the Risk Management, WHS, Child Protection and our emergency response practices.

4. Professional Learning

- 4.1 In partnership with your Manager, continuously align your skills and professional development requirements to ensure that you are meeting the obligations of your role.

5. Other duties may be required from time to time

Core skills, knowledge and experience

- Willingness to support the ethos and values of the College.
- Extensive knowledge of NESAs syllabus requirements across specialist area(s) of the curriculum and an understanding of how cross-curricular integrated learning is encouraged.
- Experience utilising digital technologies, including SmartBoards and iPads, to enhance learning.
- A proven understanding of effective learning practice through differentiated programs that reflect understanding of student needs.
- Sound knowledge of summative and formative assessment to evaluate student learning using different strategies and use of this information to inform teaching practice.
- A portfolio of innovative approaches to teaching and learning.
- Proven ability to work collaboratively as a member of a team.
- Skills which promote reflective practice and a culture of improvement.
- The ability to promote positive social interaction between students.
- Appropriate teaching qualifications and registration with NESAs.