

SECONDARY Classroom Teacher POSITION DESCRIPTION

POSITION DETAILS

Position Title:	Secondary Classroom Teacher
Commence Duties:	January 2018
Reports to:	School Principal
Direct Reports:	Deputy Principal/Head of Secondary

KEY OBJECTIVE

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The key objective of this position is to:

- Carry out the teaching duties and responsibilities across the four broad inter-related areas of curriculum, classroom organisation, professionalism and school expectations.

COMMUNICATION

Internal:
External:

Administration, Students, Parents, Teachers and School Leadership Team.

NESA.

CONFIDENTIALITY

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This position will come across confidential information. Therefore a confidentiality agreement is required.

SPECIAL CONDITIONS

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At times, there may be a need to work outside of normal business hours of the school for the purposes of providing a rich learning environment for the students. This will include attendance at overnight excursions.

POSITION DETAILS

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At times, the Principal or his delegate will give teachers direction in addition to the aforementioned.

The final job description will be individually tailored to the strengths of the incumbent as required by the School Leadership Team.

This position is commensurate with the following:

- With the skills and qualifications of the successful candidate.
- AIS NSW Teachers Enterprise Agreement Hybrid Model 2017-2020.

CHILD SAFETY

To follow the school's policy in respect of safeguarding and child protection and ensure the health and safety of the students.

Please note that this school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

An enhanced criminal record check and Working With Children Check will be carried out prior to confirming an offer of appointment. We welcome applications from ethnic minorities to provide further balance within our staff.

SPECIALIST POSITION CRITERIA

- Strong spoken language.
- Strong written language.
- Ability to create an engaging subject appropriate programme.
- Willingness to engage in extra-curricular activities
- Secondary teaching experience.
- Cooperation with Primary and Secondary departments.

KEY RESPONSIBILITY

Curriculum

- Plan a consistent and coherent learning programme which will foster progression and independent learning.
- Develop, implement and evaluate the school curriculum, working actively with school curriculum teams.
- Inform parents and students of expected learning outcomes.
- Maintain accurate and detailed records of students' progress.
- Use a range of assessment techniques.
- Demonstrate documentation of curriculum, including overviews and sequential detailed planning.
- Classroom organisation and management.
- Maintain an effective classroom conducive to teaching and learning.
- Encourage students to strive for their 'personal best'.
- Provide an environment that is emotionally and physically safe through positive discipline strategies in accordance with school policies.
- Use a variety of teaching strategies to meet individual students' learning styles and rates of learning, so as to engage students in effective learning.
- Understand the effective planning of the national curriculum, including assessment for learning, recording and reporting to parents.
- Effective use of data to improve performance.

Professionalism

- Maintain knowledge of best practice and current thinking in the subject areas taught.
- Have an ongoing commitment to, and participation in, professional development activities which generate an awareness of current trends and developments in education to enhance students' learning.

- Supervise pre-service teachers if required.
- Work in a professional and cooperative way sharing ideas in a supportive collegial atmosphere.
- Maintain student, staff and parent confidentiality.
- Take an active part in the general life of the school.
- Demonstrate proficiency/readiness to develop skills in IT.

School Expectations

- Encourage children to be fully involved in curricular and extra-curricular activities.
- Undertake playground supervision.
- Communicate with parents about student progress in written reports and parent teacher interviews.
- Meet administrative deadlines.
- Carry out administrative requirements associated with classroom teaching e.g. attendance roll, records.
- Attend assemblies and staff meetings as required and demonstrate an active presence focusing on the proceedings.
- To teach from a biblical perspective.

ESSENTIAL QUALIFICATIONS SKILLS AND EXPERIENCE

The incumbent will have the capacity and ability in the following areas:

- Bachelor degree in appropriate field of study.
- Desirable registration with NESAs.
- First Aid Certificate.
- Successful teaching and administration in a relevant environment.
- Understand characteristics of high achievement and best practice.
- Evidence of having raised standards of students.
- First Aid Certificate.

PERSONAL QUALITIES

The successful applicant will have the capacity and ability in the following areas:

- Work effectively as part of a team.
- Demonstrate a commitment to pastoral care and well being of students and families.
- Work independently without need for direct supervision.
- Proactive, self-motivated.
- Committed to ongoing training and development.
- Actively support the school's purpose, vision, core values and statement of faith.
- Demonstrate an active Christian faith.
- Model Christian character and good moral behaviour that explicitly supports the Christian ethos of the school.
- Demonstrate good communication and inter-personal skills.
- Contribute to a happy and productive school environment.
- Support the Principal and help him translate the wishes of the School Governance and School Management into effective practice.
- Highly motivated and organised.

- Innovative with regards to curriculum design.
- Willing to take risks and try new pedagogies and practices.
- Creative.
- Collaborative – willing to work closely with others in a team.
- Reflective – open to feedback.
- Transparent – in sharing pedagogy and practice.
- Competent with technology.
- Possess a Christian worldview.
- Committed to raising standards of achievement through partnership.

CORE VALUES

Other special requirements include the commitment to and development of the core values of Medowie Christian School:

- **Christ Centred -**

Enjoying a dynamic relationship with Jesus, relying on the Bible as the foundation to shaping our understanding of Christ, our faith and the world. To be led and empowered by the Holy Spirit and believing God is able to do more than we ask or imagine.

- **Enriching Community -**

Creating ordinary opportunities that increase the enjoyment and participation of individuals coming together for a common purpose. Contributing, engaging, leading and influencing the community – locally, nationally and internationally.

- **Nurturing Uniqueness -**

Developing and elevating the confidence of individuals that leads to constructive risk taking, problem solving, and taking pride in one's own point of view. Prospering curiosity, imagination, creativity, experimentation and perseverance when faced with challenges.

- **Inspiring Greatness -**

Fostering a passion to make a positive difference in one's own life and the lives of others. When we have passion for what we do, great things are possible. We are open to implementing new ideas and trying new things. We don't accept "that will never work" as an answer. We support and encourage ourselves and others to take action.

Needs Analysis Questionnaire

APPENDIX A

Effective leadership lies at the heart of any thriving organisation. As leaders, we need to reflect on the qualities we bring to our roles.

Would you please take the time to complete the questionnaire below by scoring yourself using the following definitions:

1 = Have little or no ability in this area.

2 = Have some competence, but would like further development in this field.

3 = Am comfortable with current/own capabilities in this area.

4 = My competence exceeds the level required for my role. No development necessary.

Leadership Quality/Attribute	Scoring			
	1	2	3	4
1. Vision/Goal Setting				
a. Creating a vision/goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Communicating and reviewing goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Translate vision into action plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Able to maintain flexibility if circumstances change	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Communication				
a. Dealing with difficult parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Dealing with difficult staff situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Dealing with difficult students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Achieving rapport quickly and effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Leading effective team meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Resolving interpersonal conflict for win/win	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Managing Staff				
a. Actively mentor staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Able to motivate staff in times of 'stress'	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Providing effective/constructive feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Creating professional development programmes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Appraising staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Delegating responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Change				
a. Fosters courage to take risks and accept new challenges	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Proactively navigate in times of uncertainty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Creating an environment of continuous improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>