



St Margaret's Berwick Grammar

VIRTUTE ET LABORE

Position Description

Title:	Junior School Teacher
Campus:	Berwick Campus
Reports to:	Head of Junior School (or their delegate)
Tenure:	Term 4 2024 (Long Service Leave replacement)
FTE:	Full time 1.0

This organisation has zero tolerance for child abuse.

This organisation promotes the safety, wellbeing, and inclusion of all children, including those with a disability.

This organisation promotes the safety and wellbeing of children from culturally and/or linguistically diverse backgrounds and encourages applications from people from culturally and/or linguistically diverse background.

All potential employees will be required to comply with the School's Child Safe Policy and Code of Conduct.

The Junior School teacher works as part of the Junior School team in close collaboration with other members of their unit, under the leadership of the Head of School and Deputy Head of School/PYP Coordinator, in providing appropriate educational programs for the children in their classes.

The staff member is expected to interact positively with children, parents and staff; collaboratively design, plan and implement innovative programs; and contribute to the wellbeing of the student. Each teacher is expected to contribute to the provision of a caring, flexible, creative and safe environment with a focus on improved student learning.

Qualifications

- Tertiary qualifications in Primary teaching
- Registered with the Victorian Institute of Teaching
- First Aid qualifications

Position in context

St Margaret's Berwick Grammar is an authorised IB World School offering the Primary Years Programme (PYP). It is expected that all teachers will embrace this pedagogy and be prepared to undergo the necessary professional development and ongoing training.

The Australian Professional Standards for teachers provide a broad picture of the work of a teacher. The Standards are grouped into three domains of teaching: Professional Knowledge, Professional Practice and Professional Engagement. In practice, teaching draws on aspects of all three domains and outline what teachers should know and be able to do. The Standards are interconnected, interdependent and overlapping.

The Standards should be seen as providing the basis and a common language for coming to a shared understanding of what effective teaching looks like. The Standards make explicit the elements of high quality teaching and learning. It is, therefore, the implicit reason why the role, responsibility and accountability of a Junior School teacher is focussed on these standards.

Roles, Responsibility and Accountability

Professional Knowledge

- Use teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning.
- Structure teaching programs using research and collegial advice about how students learn.
- Design and implement teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.
- Design and implement effective teaching strategies that are responsive to the local community and cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander students
- Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities.
- Design and implement teaching activities that support the participation and learning of students with disability and address relevant policy and legislative requirements.
- Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities.
- Organise content into coherent, well-sequenced learning and teaching programs.
- Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements.
- Provide opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.
- Apply knowledge and understanding of effective teaching strategies to support students' literacy and numeracy achievement.
- Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful.

Professional Practice

- Understanding of the IB Primary Years Program and pedagogy within the school / teaching structure
- Set explicit, challenging and achievable learning goals for all students.
- Plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning.
- Select and use relevant teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.
- Select and/or create and use a range of resources, including ICT, to engage students in their learning.
- Use effective verbal and non-verbal communication strategies to support student understanding, participation, engagement and achievement.
- Evaluate personal teaching and learning programs using evidence, including feedback from students and student assessment data, to inform planning.
- Plan for appropriate and contextually relevant opportunities for parents/ carers to be involved in their children's learning.
- Establish and implement inclusive and positive interactions to engage and support all students in classroom activities.
- Establish and maintain orderly and workable routines to create an environment where student time is spent on learning tasks.
- Manage challenging behaviour by establishing and negotiating clear expectations with students and address discipline issues promptly, fairly and respectfully.
- Ensure students' wellbeing and safety within school by implementing school and/ or system, curriculum and legislative requirements.
- Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.
- Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning.
- Provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals.
- Understand and participate in assessment moderation activities to support consistent and comparable judgements of student learning.
- Use student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice.
- Report clearly, accurately and respectfully to students and parents/carers about student achievement, making use of accurate and reliable records.

Professional Engagement

- Use the Australian Professional Standards for Teachers and advice from colleagues to identify and plan professional learning needs.
- Participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities.
- Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice.
- Undertake professional learning programs designed to address identified student learning needs.

- Meet codes of ethics and conduct established by regulatory authorities, systems and schools.
- Understand the implications of and comply with relevant legislative, administrative, organisational and professional requirements, policies and processes.
- Establish and maintain respectful collaborative relationships with parents/ carers regarding their children's learning and wellbeing.
- Participate in professional and community networks and forums to broaden knowledge and improve practice.

Skills, experience and key competencies

- Commitment to the school's philosophy, values, policies and procedures.
- A professional attitude, dedication and commitment to the conduct and completion of duties and responsibilities of the position.
- Demonstrate excellent interpersonal skills to enable effective communication at all levels.
- Demonstrated ability to work in an honest, open, creative and flexible manner that contributes positively to the effectiveness of the department.
- Ability to balance short term priorities with longer term plans and requirements.
- Ability to respond appropriately under times of great demand.
- Demonstrated ability to develop excellent relationships and liaise professionally with staff, students and parents.
- Demonstrated experience in dealing appropriately with highly confidential and sensitive information.
- The ability to build positive and enduring rapport with people and display enthusiasm and desire to positively promote the school and its student, parents, staff, achievements and programs.
- Attend weekly staff meetings, Parent-Teacher-Student (PTS) conferences, Open Days, Information Sessions etc. as necessary.
- Attend and be an active participant in school camps, excursions and incursions.
- Participate in Professional Learning provided by the school and attend at least one external Professional Learning opportunity.

Other duties from time-to-time as may be required by the Head of Junior School, Deputy Head of Junior School or Principal.