



# St Margaret's Berwick Grammar

VIRTUTE ET LABORE

## St Margaret's Berwick Grammar

### Position Description

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Title:	Physical Education Teacher
Campus:	Junior School (Berwick Campus)
Reports to:	Head of Junior School, with day-to-day guidance from the Deputy Head of Junior School/PYP Coordinator and Junior School PE Coordinator.
Tenure:	Fixed-term, 0.6 FTE, commencing 13 July 2026 and concluding at the end of Term 2, 2027

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*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 PE teacher works in close collaboration with other members of the PE/Sport team under the leadership of the Head of School and Deputy Head of School/PYP Coordinator and JS PE Coordinator, in providing appropriate educational programs for the children in their classes. This position includes teaching of Physical Education to Years 4, 5 & 6.

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

## Qualifications

### Essential

- Tertiary qualifications in Primary teaching
- Current registration with the Victorian Institute of Teaching
- Current First Aid qualifications
- Commitment to Child Safety and the School's Child Safe Policy and Code of Conduct

### Desirable

- Physical Education qualifications
- Experience teaching Primary School PE
- Experience with, or willingness to engage in, the IB Primary Years Programme

### 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 focused 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 PE teaching programs using research and collegial advice about how students learn.
- Design and implement PE teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.
- Develop PE 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.
- 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.

- 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 PE teaching programs or lesson sequences that engage students and promote learning.
- Develop and maintain planning documentation in PE that supports and reflects IB PYP philosophy and practice (i.e. term planners, weekly programs, units of inquiry).
- 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.
- Establish and implement inclusive and positive interactions to engage and support all students in classroom activities.
- 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 in PE.
- Provide timely, effective and appropriate feedback to students about their achievement in PE 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 PE, 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 appropriate professional development in the area of PE and Health education.
- 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

- Experience and training in the teaching of Physical Education is preferred
- 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, respectful 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 Parent-Teacher-Student (PTS) conferences, Staff Meetings, Information Sessions etc. as necessary.
- Attend and be an active participant in school camps, excursions and incursions, if required.
- Contribute to Junior School PE and sporting events, including carnivals, activity days, interschool sport, excursions or other relevant school events as required.
- 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 Heads of Junior School or Principal.

The successful applicant is expected to understand and comply with all relevant child safety, mandatory reporting and professional conduct obligations.