

Primary Teacher Position Description

Good Shepherd College



Position Title: Primary Teacher

Scope: Junior Campus

Reports To: Director of Learning

Award: LEVNT Multi-enterprise Agreement 2018

Accountable To: Principal

Salary: Teacher Band Level 1-11

Employment: Full Time

Tenure: 12 month contract (with an option to extend)

GOOD SHEPHERD COLLEGE MISSION STATEMENT

Good Shepherd College is a place of faith and learning where people are inspired, cared for and equipped to live as active contributors in the community.

PURPOSE OF THE POSITION

The primary objective of the Primary teacher is to inspire, care for and equip students and staff at Good Shepherd College with matters related to curriculum, Pastoral Care and community.

In this role, the teacher is to:

- model service as shown to us by our Lord and Saviour Jesus Christ
- support the Principal and other college staff in fulfilling the aims and purpose of Good Shepherd College, and to support and maintain the philosophy and ethos of the college as “A place of faith and learning.”
- display the qualities of building positive relationships, good organisation, discernment in decision making and sound communication skills.
- abide by the Staff Code of Conduct
- be familiar with and follow the college’s policies and procedures
- carry out the responsibilities to the best of their ability and in a safe manner as outlined the college’s Workplace Health and Safety Policy and associated procedures
- reflect on their own work performance and seek further training or professional development opportunities to update knowledge and skills

The Primary Teacher is responsible to the Principal, via the Director of Learning.

KEY DUTIES AND RESPONSIBILITIES

The role is predominantly a Primary teaching position. The teacher is directly answerable to the Director of Learning and is expected to contribute to the strengthening of college culture in the following areas:

1. Strengthening Lutheran Identity

- 1.1. Support and contribute to the growth of a strong Christian faith community through personal example and professional leadership. This includes participation in chapels and staff devotions.
- 1.2. Support the Lutheran ethos of the college (as outlined in the Framework for Lutheran Schools).

2. Enhancing Excellence in Teaching and Learning

- 2.1. Design and implement teaching and learning programs using contemporary knowledge and understanding of curriculum, assessment and reporting requirements.
- 2.2. Apply current and comprehensive knowledge of the content and teaching strategies of the Early Years program and other learning areas to develop engaging activities.
- 2.3. Knowledge of current educational practice and Victorian Curriculum as they pertain to the primary years.
- 2.4. Know and understand how young people of different ages learn and facilitate effective learning.
- 2.5. Use formal and informal data to monitor and plan for effective teaching and learning. This includes the use of internal and external data to track and enhance learning outcomes for individual students.
- 2.6. Model high levels of pedagogical expertise, collaboration and teamwork in the enhancement of student outcomes.
- 2.7. Plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning.
- 2.8. Implement effective strategies to improve students literacy and numeracy achievement.
- 2.9. Create and select from a wider range of resources, including ICT, to engage students in their learning.
- 2.10. Understand and participate in assessment moderation activities to support consistent and comparable judgements of student learning.
- 2.11. Provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals.
- 2.12. Develop learning activities that incorporate differentiated strategies to meet the specific learning needs of students across a full range of abilities.
- 2.13. Create a safe and supportive learning environment that provides a high standard of pastoral care in the role of classroom teacher.
- 2.14. Actively support and use the restorative and wellbeing practices and initiatives of the college.
- 2.15. Establish and implement inclusive and positive interactions to engage and support all students in classroom activities.
- 2.16. Establish and maintain orderly workable routines to create an environment where students time is spent on learning tasks.
- 2.17. Contribute to the growth of a culture of thinking that places high value on academic learning.

3. Engage in Ongoing Improvement and Innovation

- 3.1. Engage in ongoing professional learning to update knowledge and practice, targeted to professional needs and college priorities.
- 3.2. Contribute to professional discussions with colleagues in a range of forums to evaluate practice directed at improving professional knowledge and practice, and the educational outcomes for students.
- 3.3. Engage in reflection, collaborative planning, monitoring and review.

4. Community Building

- 4.1. Foster effective learning partnerships with students, staff, parents and members of the wider community.
- 4.2. Demonstrative responsiveness in all communications with parents/carers about their child's learning needs.
- 4.3. Conduct conferences with parents and students.
- 4.4. Act professionally at all times in dealing with students, peers, members of the profession and members of the community.
- 4.5. Actively support the co-curricular program of the college.

5. Leading Effective Organisation and Management

- 5.1. Know and adhere to department and college policies and procedures.
- 5.2. Attend and contribute to department and college staff meetings.
- 5.3. Implement the college teaching and learning program that is consistent with Victorian Curriculum requirements and follow the pedagogical approach of the college.
- 5.4. Assess and report on student performance in line with the college's curriculum, assessment and reporting framework.
- 5.5. Collect evidence of student performance and keep updated student profiles and portfolios.
- 5.6. Have an awareness of personal health and well-being for themselves and their colleagues.
- 5.7. Adhere to the workplace health and safety requirements of the position.

SELECTION CRITERIA

The successful applicant will need to demonstrate or have the demonstrated capacity to develop the capabilities described below:

- SC1 **Strengthening Lutheran Identity** - A demonstrated ability to support the Christian ethos of the college, its worship and devotional program.
- SC2 **Excellence in Teaching and Learning** - Knowledge and demonstrated skills of contemporary educational practice including a high level of pedagogical expertise, and familiarity with current Victorian Curriculum syllabuses as they pertain to the Early Years and Primary Programs. A commitment to continual enhancement of individual student learning in line with the college's pedagogical framework will be expected.
- SC3 **Ongoing Improvement and Innovation** - A demonstrated commitment to ongoing improvement and innovation in the areas of Early Years teaching and learning.
- SC4 **Building Community** - Demonstrated professional skills that foster effective learning partnerships with students, parents and members of the wider community. This would include the ability to maintain a positive focused environment with a high standard of pastoral care and a demonstrated ability to support the co-curricular program of the college.
- SC5 **Leading Effective Organisation and Management** - Demonstrated skills and knowledge in construction and implementation of college learning programs including the use of documented planning and monitoring processes to ensure high standards of learning occur.
- SC6 **Personal Qualities** - Demonstrated levels of confidence, flexibility, teamwork, innovation and perseverance required to get the best from students and contribute to highly effective P-12 learning culture. This would include a commitment to ongoing professional learning and growth across all dimensions of college life.

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CHILD SAFETY

As Good Shepherd College has a commitment to child safety, teaching staff will be responsible for understanding, applying and promoting the college's child safety commitment, policies and procedures, including:

- complying with the college's Child Protection policies
- identifying and proactively addressing risks
- identifying indicators of possible child abuse
- reporting concerns, including Mandatory Reporting
- taking all practice steps to protect students where a risk to their safety has been identified.
- managing disclosures
- promoting resilience and reporting amongst students

WORKPLACE HEALTH AND SAFETY

All staff are expected to comply with the WH&S Policy, legislative requirements and to adhere to safe work practices by:

- ensuring adherence to WH&S policies and procedures.
- consulting with staff on WH&S issues.
- ensuring that staff are equipped with the information, instruction, training and supervision that they need to work safely
- identifying and assessing, if necessary, and controlling hazards within their area of responsibility
- encouraging early reporting of incidents
- assisting with initiating early return to work on suitable duties after a workplace injury
- ensuring that all staff, including volunteers and contractors, are aware of, and abide with, all relevant health and safety procedures
- ensuring all plant and equipment is properly maintained
- acting as a role model by demonstrating safe work behaviours

EXPERIENCE, QUALIFICATION AND SPECIAL CONDITIONS:

- Possess, or be eligible to obtain, registration within Victoria.
- Possess appropriate educational qualifications.
- First Aid Certificate
- Graduate teachers should not be discouraged from applying. Whilst a depth of experience may not exist, we are excited by the potential we see in many beginning teachers, and see it as a privilege to contribute to the shaping of an early years educator.