



---

Position Title:	Gifted and Talented/High Potential Learning Teacher
Prepared:	August 2022
Reports To:	Head of Enrichment and High Potential Learning
Prepared by:	Head of Human Resources

---

### Position Purpose

At St Leonard's College all students are supported to reach their potential. High Potential Learners (HPL) have unique social, emotional, and learning needs which should be recognised, valued, and catered for appropriately. Taking this into account, the goal of the HPL program is to provide identified students with appropriate educational provisions.

The primary role of the High Potential Learning (HPL) - Primary teacher is to identify, promote, oversee, and evaluate academic extension opportunities for Primary school students at St Leonard's College.

Working closely with the Head of Enrichment and HPL, the successful candidate will deliver a range of opportunities for identified HPL students in the college. This will include Literacy and Numeracy withdrawal classes, mentoring for external competitions and facilitating academic co-curricular programs. As an International Baccalaureate PYP and IBDP school, an ability to make links with Units of Inquiry is essential. Both within and beyond the classroom, a key element of this role will be to support teachers in meeting the unique needs of identified HPL students.

The College is seeking a candidate with appropriate qualifications in post-graduate Gifted & Talented studies, who is also highly experienced working within a Primary School setting.

### Position Status

This is a permanent full-time position, commencing at the start of the 2023 school year, Monday 23<sup>rd</sup> January, the new staff induction day.

Currently this is a full-time position split between the Junior School (Prep to Year 4), Full time Equivalent (FTE) 0.6, and Years 5 and 6, FTE 0.4.

The College would consider an individual applicant for each section of the school.

Full time teaching staff are expected to undertake a mentor role which, depending on the year level, attracts an allowance.

### Duties and Responsibilities specific to the role

- Provide a range of learning experiences that allow for a variety of talent development opportunities for identified HPL students
- Creatively develop and deliver HPL withdrawal classes
- Involvement in various external competitions/programs such as Maths Talent Quest, Science Talent Search, Tournament of Minds, Future Problem Solving, Ethics Olympiad, Debating and Public Speaking

- Through the analysis of relevant data, identify students requiring academic extension and enrichment through the college's HPL Program
- Provide high quality pastoral support for students involved in the HPL program, including careful monitoring of academic progress and communication with teachers and parents
- Advise and support teachers to deliver quality in-class differentiation for HPL students as well as understanding their unique cognitive, social, and emotional needs
- Provide professional learning opportunities for staff
- Develop, implement and review documentation as needed (for example Individual Learning plans, Student Profiles)
- To assist with the emending of the High Potential Learning Policy within College staff
- Collaborate with Learning Enhancement staff to assist twice-exceptional students
- Produce reports and newsletters showcasing the HPL program at St Leonard's College
- To act as an advocate for HPL students to ensure that their voice is supported, recognised, and acknowledged within the College

#### Key Selection Criteria – HPL specific:

- Experience delivering quality programs for primary aged HPL students across a range of academic areas – particularly in numeracy and literacy and STEM fields
- Expert knowledge on the unique cognitive, social, and emotional needs of HPL students
- Has formal qualifications in gifted education (or equivalent)
- Has experience using data as a tool to select students for extension and enrichment programs
- Has experience running and facilitating external competitions (such as those listed above)
- Excellent knowledge of current best practice within the field of gifted education
- Passionate about advocacy for gifted education

#### Key Selection Criteria – General:

- An understanding of the IB PYP programme
- Demonstrate a commitment to student wellbeing and pastoral care
- Proven competence with the use of technology
- Strong written and verbal communication skills
- High level interpersonal skills and the capacity to develop a good rapport with staff, students and parents
- An ability to collaborate effectively with staff across all areas of the College
- Takes initiative and is proactive
- Excellent organisational, administrative and communication skills

### Overview of Teaching at The College

All faculties consist of dedicated teams of professionals who promote individual growth in the academic understanding of their students. They work closely in teams to develop differentiated programs that provide support and extension where needed. A typical lesson will provide inspiration, rigour, and stimulate curiosity and critical thinking. St Leonard's College has a culture of academic excellence which is driven by its motivated staff and supported by students' involvement in other opportunities to supplement and extend their learning beyond the classroom.

The successful applicant will be passionate about teaching and learning and be able to inspire their students. They will know the current research on best pedagogical practices and be able to work in a team, share resources and ideas, and be able to communicate clearly with students and their parents. They will promote a growth mindset and focus on each student's learning pathway, having strategies to determine their entry level and assess what each student needs to do in order to display growth in the student's learning. They will be competent users of technology to support their organisational and pedagogical practices.

Teachers are expected to undertake supervisory duties which are allocated in a roster either before school, at recess, lunchtime or after school. They are also expected to be involved in cocurricular activities, which may reflect particular skills and interests or as designated by the College. Teachers also undertake pastoral care responsibility. With each of these tasks it is the practice of the College to share the responsibilities as evenly as possible amongst the teaching staff so that there is no unreasonable load on any member of staff.

All teachers are expected to attend staff meetings and other ad hoc meetings as arranged. It is also an expectation that all members of teaching staff attend the College's major functions throughout the year.

### **Other Functions & Responsibilities**

The responsibilities of a St Leonard's College teacher include, but are not limited to:

- Preparing and executing well-planned, academically rich and innovative lessons;
- Developing a stimulating learning environment by using a variety of styles and approaches to cater for individual learning needs;
- Employing a variety of effective teaching strategies to effectively implement the curriculum;
- Ensuring that classrooms are places where technology is seamlessly, yet actively, employed to assist in effective learning;
- Reporting on academic achievement to parents via the Continuous Reporting system and make appropriate levels of contact with parents as necessary;
- Developing learning relationships with students that assist in developing the confidence and learning of St Leonard's College students;
- Giving appropriate time to the planning of lessons and collaboration with other teachers as part of teaching teams;
- Actively contributing to a culture of teaching and learning where teachers learn with, and from, each other and actively inquire into effective pedagogical practice;
- Engaging in active and continuous professional learning that is relevant to their area/ subject discipline as well as concerns and debates in the education sphere more generally;
- Being thoroughly versed in the policies of the College and abide by the policy directives;
- Supporting Pastoral staff in ensuring that the expectations of student behaviour and dress are met;
- Engaging with students in a variety of activities outside the classroom, including House and co-curricular activities.

Teachers at St Leonard's College are dynamic, enthusiastic professionals who are committed to:

- the development of learning and teaching programs with clearly defined outcomes;
- the maintenance of effective assessment recording and reporting strategies;
- the integration of ICT into teaching and learning in the classroom;
- meeting all curriculum and assessment requirements;
- engaging in cocurricular and pastoral programs of the College.

### **Qualifications and Experience**

It is a condition of employment that all staff provide a current Employee Working with Children Check or VIT before their position will be confirmed. A Criminal Record check may also be requested in certain circumstances.

For Teachers at the College, VIT registration and a tertiary qualification in Education is required as a minimum.

For General Staff at the College, appropriate qualifications or experience for the specific role is a requirement.

### **Child Safe Responsibilities and Requirements**

St Leonard's College has zero tolerance for child abuse.

St Leonard's College is committed to the safety and wellbeing of our students.

All employees are required to have a positive history of working with children, and be able to demonstrate their suitability, experience and attributes in relation to child safety.

Prior to commencing employment information will be collected in order to establish suitability for child-connected work as defined in Ministerial Order 1359.

Everyone working at St Leonard's College is responsible for the care and protection of the children and young people within our care and reporting of information about suspected child abuse. This includes not only a strong belief but also a legal requirement to comply with the child safety and protection obligations under Ministerial Order No. 1359, and a strong commitment to be actively engaged in the College's child safe culture.

All members of staff share in the responsibility for the prevention and detection of child abuse, and must:

- Be responsible for understanding and applying the College's Child Safe Policy including being compliant with the Child Safe Code of Conduct and being proactive in reporting any concerns or identified risk, and will be required to read and formally acknowledge their acceptance of the school's Code of Conduct for staff
- Take all reasonable steps to protect children from abuse
- Report any reasonable belief that a child's safety is at risk to the Principal or delegate
- Teachers, nurses and psychologists fulfil their obligations as mandatory reporters
- Report any suspicion that a child's safety may be at risk to their supervisor (or, if their supervisor is involved in the suspicion, to the Principal or delegate)
- Promote the cultural safety, participation and empowerment of Aboriginal and Torres Strait Islander children
- Promote the safety, participation and empowerment of children with culturally and/or linguistically diverse backgrounds
- Promote the safety, participation and empowerment of children with a disability
- Provide an environment that is supportive of all children's emotional and physical safety

## General Responsibilities

All staff are to be supportive of the St Leonard's College Mission Statement and to enhance the school's reputation as one which is a warm and caring environment, characterised by efficiency, professionalism and a willingness to meet the individual needs of those within its community.

This position is covered by the conditions stipulated in the *St Leonard's College Agreement 2020*, and any subsequent Agreement.

- The College:
  - is an equal opportunity employer
  - complies with the requirements of the Privacy Act
  - has a strong commitment to Health, Safety and Wellbeing
  - will not tolerate harassment of any kind.
- College Standards - all staff are expected to actively support the following standards:
  - Communication – effective, helpful and positive

- Confidentiality – Protect the privacy and confidentiality of all personal information (staff/families/students)
- Teamwork – work together as a team to achieve the best results. Share information and collaborate across all sections of the College; trust, respect and support
- Accountability – we do our work with honesty, integrity and enthusiasm
- Performance – we perform to the best of our ability
- Initiative – looking for opportunities to improve the way we work; flexible, adaptable and efficient.