



St Leonard's College

Teaching Staff

Position Description

Position Title:	Classroom Teacher – years 5 to 8 Maths and Science specialist
Dated:	November 2022
Reports To:	Head of Middle School
Prepared by:	Head of Human Resources

Position Purpose

The upper primary and early secondary years of schooling are an important stage as students look for new challenges, eager to learn more about the world around them and their place in it.

Children at this age have a real thirst for knowledge, driven by the wealth of information available to them instantly and at any time online.

Currently the College is seeking a specialist maths/science teacher to teach in years 5 and 6.

We understand that the life of an 11-year-old now is very different to that of their parents and teachers at the same age, and that the old ways of teaching are unable to meet modern year 5 and 6 students' potential abilities and understandings. That's why we have developed a unique program for learners at this stage, designed to present them with the challenges they seek and instil in them a love of learning that will stay with them throughout their secondary education and beyond.

Our award-winning program provides students in years 5 and 6 with a greater challenge, ensuring they remain engaged and excited in their learning and building in them the learning dispositions, confidence and critical

Position Status

This is a permanent full-time position, commencing Monday 23 January 2023, the new staff induction day.

Years 5 and 6 are under the direction of the Head of Middle School in conjunction with the Head of Years 5 & 6. The 5/6 team consists of the Head of Years 5 & 6, Years 5 & 6 Curriculum Coordinator and other specialist teachers of year 5 and 6

Overview of Teaching at The College

St Leonard's College is committed to the International Baccalaureate Primary Years Programme (IBPYP), from Prep to year 4, and the Understanding by Design (UbD) framework is implemented in years 5 to 9. This position will be of particular interest to teachers who have a genuine interest in innovation in primary education. There is no requirement that applicants will have any experience of the IBPYP.

The classroom teacher is responsible for the pastoral and academic progress of each individual student in their care. Teachers are expected to create an attractive and positive learning environment, actively engage children in the learning process and use a variety of teaching strategies to cater for learning styles and mixed abilities.

All areas across the College 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. 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 behavior 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.