



Pittwater House

POSITION DESCRIPTION

TITLE	Junior School Teacher - Maternity Leave
REPORTS TO	Principal via Deputy Principal and Head of Junior School
PERIOD OF EMPLOYMENT	Term 2, Week 7, 2022

POSITION OVERVIEW

Liaison with

1. Deputy Principal
2. Head of Junior School
3. Assistant Head of the Junior School
4. Head of Teaching and Learning
5. Parents

Philosophy

The care of and interest in the individual student is one of the most important aspects that differentiates Pittwater House from other education institutions. Differentiating between the sexes and maximising the needs of each gender is a core aim of Pittwater House Schooling.

Providing the students with an academic, relevant, global, 21st century educational experience that encourages the use of technology and critical thinking skills is central to the Pittwater House service.

Honesty and integrity are the first of the Pittwater House Core Values and need to be reflected in staff attitude towards all areas of the School. Confidentiality of records and information, both personal and corporate, is of paramount importance. In all dealings with parents, students, staff and members of the public, your approach needs to reflect the high standard and reputation of the School and your actions need to be in accordance with relevant laws.

ESSENTIAL CRITERIA

General expectations for staff at Pittwater House

A Pittwater House teacher will create a learning environment that is engaging, promotes and recognises excellence and differentiates for the needs of all students. They will:

1. Know students and how they learn.

- a. Recognise the importance of providing differentiated content, assessment and learning strategies in all classes.
- b. Understand and prepare effective teaching and learning strategies based on the fundamental need to support the participation and learning of all students.

2. Know the content and how to teach it.

- a. Have academic mastery of the subject content they teach.
- b. Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities.
- c. Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements.
- d. Apply ICT strategies to support effective learning
- e. Be an active user of the School's e-learning platform to support learning and communication.

3. Plan for and implement effective teaching and learning.

- a. Have proven skills in programming, lesson planning, assessment and reporting strategies.
- b. Plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning.
- c. Embrace the use of relevant resources and strategies to improve student agency, engagement, differentiation and learning.
- d. Select and use relevant teaching strategies to develop knowledge, skills, problem-solving, and critical and creative thinking.

4. Create and maintain supportive and safe learning environments.

- a. Establish and implement inclusive and positive interactions to engage and support all students in classroom activities.
- b. Manage challenging behaviour by establishing and negotiating clear expectations with students, and address discipline issues promptly, fairly and respectfully.
- c. Ensure students' wellbeing and safety within school by implementing school and/or system, curriculum and legislative requirements.
- d. Maintain professional confidentiality concerning information about staff and/or students and their families.

5. Assess, provide feedback and report on student learning.

- a. Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning.
- b. Assess and return work promptly to students with adequate feedback.
- c. Have proven skills in programming, lesson planning, assessment and reporting strategies.
- d. Use student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice.
- e. Understand the need to provide effective feedback to students in order to improve their understanding and learning.

6. Engage in professional learning.

- a. Participate in learning to update knowledge and practice targeted to professional needs and school priorities.
- b. Undertake professional learning programs designed to address identified student learning needs.
- c. Be reflective teachers, continually looking for feedback and learning opportunities.
- d. Be available for faculty and staff professional learning, before and after school, where required.

7. Engage professionally with colleagues, parents/carers and the community.

- a. Maintain effective communication with colleagues, Heads of School and parents.
- b. Serve as good ambassadors of the School. This includes conducting oneself in accordance with the professional standards of the School, including being well-groomed and wearing appropriate professional attire.
- c. Take an active interest in the general life of the School - supporting policies, procedures, aims and objectives in order to facilitate the day-to-day operation of, and promote a high quality of education within, the School.
- d. Act as a member of a team, developing and supporting the philosophy and ethos of the team.
- e. Attend and participate in assemblies where directed.

8. Other.

- a. Undertake other roles as determined by the Principal.
- b. Maintain a valid Working with Children check approval number.
- c. Ensure that all documents are prepared and presented in accordance with the School's Style Guide.
- d. Have appropriate qualification in education and be registered and comply with NES requirements.
- e. Engage with the Pittwater House Quality Teacher Performance and Development cycle.

Pastoral and Co-curricular Duties

A Pittwater House teacher will recognise the importance of pastoral care and be actively involved in the program. In particular, they may:

1. Be allocated a “Form Class” each year (pastoral class).
2. Be responsible for attendance and following up attendance issues.
3. Promote pastoral care and leadership of the students.
4. Be involved in the pastoral or leadership annual camp.
5. Maintain and run the pastoral program in the allocated Form time.
6. Attend and participate in assemblies where directed.
7. Be available for co-curricular activities after school and other times where required.
8. Provide appropriate administration and supervision during these activities, where required.

Performance:

The successful applicant will be reviewed ongoingly in accordance with the NESA Teaching Standards and the School’s Code of Conduct.