POSITION DESCRIPTION

Title: **Secondary School Teacher**

Reports to: **Head of Learning Area**

ORGANISATION SUMMARY

Pymble Ladies' College is a K-12 day and boarding school of the Uniting Church in Australia committed to providing quality educational opportunities for girls within the context of the Church ethos. The College is non-selective and welcomes girls of Christian and non-Christian faiths. With over 2200 students and more than 800 employees, Pymble Ladies' College is a dynamic and progressive educational organisation.

One of the key elements of our strategic plan *Towards 2020: Striving for the highest* is the provision of a personalised education for all girls that is universally acknowledged for its quality, innovation and excellent opportunities. This is underpinned by a strong focus on the development of an innovative and relevant academic and co-curricular curriculum that reflects individual and unique strengths, interests and promotes the wellbeing of girls and young women.

POSITION SUMMARY

The Secondary School Teacher is accountable to the Head of Learning Area in all aspects of the position and in the delivery of the academic program and is responsible for the holistic care and growth of the student. The position requires the effective co-ordination and care of students in pastoral care groups through proactive membership of the pastoral care team. This includes mentoring, monitoring and actively engaging in the academic care and wellbeing of the student.

The Secondary School Teacher will facilitate effective learning underpinned by the Personalised Learning Framework of the College and in support of students' individual learning needs. Teachers are in a unique position to enhance outcomes through the design of rich and meaningful learning experiences for students.

The Secondary School Teacher works collaboratively with other teachers, academic and pastoral leaders to implement the K-12 Personalised Learning Framework of the College.

The Secondary School Teacher supports the effective co-ordination and care of students in Pastoral Care groups in the Middle, Upper or Senior Schools and facilitates the support of students through Wellbeing program delivery and daily organisation.

KEY RESPONSIBILITIES

1. Personalised education

Teaching and Learning

1.1 Have a thorough knowledge of your subject(s) and be prepared to extend this knowledge through professional learning, collaboration with colleagues, research and participation in external professional networks and/or events

1.2 Apply this knowledge and effective teaching strategies to develop differentiated, engaging learning activities and organise content into coherent, well-sequenced programs that meet the requirements of the NESA curriculum

1.3 Using the *Pymble* Learning Design Process, work collaboratively with other classroom teachers to design and implement learning resources which may include the integration of technology to enhance learning

1.4 Engage students in rich learning experiences that facilitate understanding, discovery, reflection and application

1.5 Collaborate with other subject specialists to develop appropriate trans-disciplinary and/or problem-based experiences to develop knowledge, skills, problem solving and critical and creative thinking

1.6 Demonstrate an understanding of the types of assessment that promote learning and reflection in students

1.7 Set and maintain clear expectations for students and promote learning as a rich and lifelong experience

1.8 Support the Head of School, Head of Learning Area and other learning leaders in maintaining a positive and stimulating learning environment.

The individual needs of students

1.9 Provide a high level of pastoral care and nurture the wellbeing of all students, creating a learning environment that reflects the College approach to Wellbeing and the Learning Framework

1.10 Enact your Duty of Care for students and communicate regularly with subject teachers, the School Leadership Team and the Head of School

1.11 Develop knowledge and understanding of individual students to enhance their learning and connectedness to the College

1.12 Understand the processes to identify specific learning needs for individual students and work within policy guidelines to facilitate a differentiated approach that enables personalised education.

Classroom Practice

1.13 Create and maintain a safe, vibrant and engaging learning environments

1.14 Teach in a manner that is effective for engaged student learning

1.15 Support the wellbeing approach of the College through classroom practice

1.16 Set and maintain clear behavioural and learning expectations for students in line with College policy and procedures.

Assessment and Reporting

1.17 Complete all requirements in relation to the marking of student work, assessment tasks and examinations and provide feedback in an effective, professional and timely manner

1.18 Complete all academic and wellbeing reporting requirements in an accurate, timely and efficient manner.

Provide support to students in the management of daily routine

1.19 Develop positive relationships with students to assist their understanding of classroom procedures and encourage an organised and safe approach to daily routine

1.20 Assist the Deputy Head of School in communicating and distributing relevant information to students and delivering the Wellbeing program

1.21 Set and apply clear expectations for students in support of the College uniform and conduct standards and monitor this on a daily basis

1.22 Communicate regularly with the Deputy Heads of School and the Head of Learning Area to ensure that students are provided with appropriate, accurate and timely information.

Effective administration related to students and learning

1.23 Ensure that roll marking procedures for attendance are fulfilled according to College policy

1.24 Support the administrative needs of the Head of Learning Areas and Head of School as required when preparing for programs and events outside the normal routine

1.25 Monitor the absentee rates of individual students and respond in line with College policy

1.26 Contribute to the organisation and administration of year level activities including the Social Responsibility program and Outdoor Education programs

1.27 Maintain accurate Records of Communication in relation to student issues and ensure the security and confidentiality of information.

2. People and Culture

2.1 Uphold the values and expectations as described in the ‘Staff Code of Behaviour’

2.2 Actively promote student engagement with the College values and expectations as described in the 'Student Code of Behaviour'

2.3 Commit to personal and professional learning relevant to the education of girls

2.4 Enhance skills and knowledge through participation in professional learning programs that support and advance best practice

2.5 Support colleagues in their ongoing professional learning journey by sharing resources and expertise, providing constructive feedback, team-teaching and/or peer-coaching or mentoring

2.6 Provide a timely formal report to the Head of Learning Area, Director of Teaching and Learning and other relevant parties on any external professional learning program attended.

3. Community

3.1 Take ownership, participate and engage students' in House initiatives and student community activities both within the College and externally.

4. Communication

4.1 Conduct all communication with students, staff, parents and members of Pymble Ladies' College community and external entities in a professional and respectful manner

4.2 Ensure all written communication is courteous, professional, accurate and reflective of the professional standards of the College

4.3 Contribute towards the development of effective communication through developing positive and professional relationships with all staff.

5. Risk and Compliance

5.1 Ensure that work undertaken is done within the policy of Risk Management and WHS practices

5.2 Meet the expectations for safety in the workplace and report potential risk to the Head of Learning Area

5.3 Remain informed about Emergency Response procedures and be capable of following and applying these should it become necessary

5.4 Report directly to the Principal on any matters relating to child protection

5.5 Consistently adhere to College policies and procedures.

6. Professional Learning

6.1 Remain abreast of current and best practice standards

6.2 Identify and participate in training programs that will enhance innovation and improve knowledge and skill.

7. Other duties may be required from time to time

POSITION REQUIREMENTS / CAPABILITIES

- Willingness to support the ethos and values of the College
- Academic and teaching qualifications that meet the requirements of the NSW Teacher Accreditation Act
- Experience in developing and enacting relevant and challenging learning experiences in support of academic and wellbeing objectives
- Demonstrated ability to guide and support students at various stages of development and foster the development of leadership capacity in students
- Develop and sustain quality professional relationships, using effective communication and interpersonal skills
- The capacity to maintain accurate and complete records and effective administration and organisation of activities related to the role
- The ability to integrate technology to enhance learning outcomes
- Demonstrated commitment to continuous improvement
- Willingness to actively participate in the College's coaching program and culture
- Ability to demonstrate professional conduct and discretion at all times.