



PROSPECTUS FOR CANDIDATES

HEAD OF MATHEMATICS
Permanent
(Full-time)



ST PAUL'S
GRAMMAR SCHOOL
IN CHRISTO FUTURUM

Mission Statement

As a Christ-centred community, St Paul's Grammar School enables excellence in all areas, empowering students to be discerning and knowledgeable individuals of integrity, who are called to serve in the world with respect and compassion.

Vision Statement

St Paul's will be a dynamic, transformative and exemplary Christian Grammar School where students and staff can flourish, both within and beyond the school.



ST PAUL'S
GRAMMAR SCHOOL
IN CHRISTO FUTURUM



About St Paul's

The school was founded in 1983 and since then has grown into one of Sydney's leading schools. Over 800 students from Pre-Kindergarten to Year 12 enjoy a spacious and peaceful 70 acre semi-rural campus; students from the greater Sydney and Blue Mountains areas mix with nearly 40 international students from the People's Republic of China. We were the first school in NSW to offer IB programmes across the entire school: Primary Years Programme, Middle Years Programme and Diploma Programme. As such, the school has considerable experience and expertise in these programmes, as well as the NSW Education Standards Authority (NESA) syllabuses.

Students are encouraged to excel in a broad range of endeavours, both within and beyond the classroom. The school actively fosters a culture where achievement is high, where diversity is celebrated, and where holistic and experiential learning are central. As a Christian school, all staff are expected to have commitment to the St Paul's model of integrated Christian education; we believe passionately that Christian faith matters in all areas of life, including learning, pastoral care, community relationships and school organisation.

The school highly values the experience of the creative arts. An extensive range of curricular and co-curricular opportunities exist in music, visual art, drama and dance; the school's Conservatorium of Music provides tuition in a broad range of musical instruments and vocal training.

The school is a member school of the Independent Sporting Association (ISA) and participates in competitive Saturday sport against a range of metropolitan and country independent schools. Sport provides great personal learning opportunities which complement the learning during the normal school week.

Over 120 full and part-time staff work at the school. The school enjoys a professional reputation built upon numerous staff members' contribution to national and international associations and conferences. Many staff contribute to curriculum development, have published teaching resources and support materials for both the NSW NESA and International Baccalaureate. The school invests heavily in the professional learning of its staff – we believe that a high quality staff is the key to engaged, productive and effective learning.



Key attributes and expectations of St Paul's Grammar School staff

All staff are expected to contribute to the school in a manner consistent with the following:

- active support for the mission and vision of the school, specifically through:
 - enhancing its distinctive Christian heritage and culture;
 - pursuing a positive, rigorous and contemporary Pre-Kindergarten to Year 12 learning environment for all students;
 - increasing principled and active student involvement in the wider cultural and sporting life of the school;
 - encouraging and promoting the engagement of the wider community in the life of the school;
- pursuit of personal growth in Christian knowledge, worship, community and lifestyle;
- a totally independent Christian school; therefore, a diversity of Christian traditions should be supported and celebrated;
- a coherent and seamless Pre-Kindergarten to Year 12 school on one campus; therefore, coherent and developmentally appropriate learning and pastoral care should be evident;
- international perspectives on education; therefore, our international perspectives should infuse our school, not just be isolated to enrolling international students or receiving visits from our sister schools;
- integration of Christian faith and behaviour in those areas of the school for which they have responsibility;
- diligence and excellence, combined with humility and grace;
- open and cooperative collegial relationships based on trust, integrity, transparency and accountability;
- active commitment to working in flexible team-based structures and processes;
- willingness to innovate, share and transform current practices based on current research, active professional reading and/or collegial engagement (i.e., conferences, seminars, etc.);
- personal commitment to the attributes of the IB Learner Profile (inquirer, knowledgeable, thinker, communicator, principled, open-minded, caring, risk taker, balanced, reflective), as well as advocacy of these qualities amongst staff and the wider school community;
- active commitment to and involvement with the co-curricular life of the school;
- high level engagement with technology in both curriculum and administration experience;
- consistently support school policies including student welfare, child protection, WHS and risk management.

Head of Mathematics – Secondary School

Working at St Paul's Grammar School

St Paul's Grammar School is a co-educational, Pre-Kindergarten to Year 12, interdenominational Christian school. "Inspired by Christian purpose and hope, St Paul's Grammar School enables teaching and learning for the "whole of life" to serve the world". As an International Baccalaureate World school, our aim is to present a world-class education, preserving the best of traditional methodology whilst harnessing the best in cutting edge contemporary practice. In doing so, we also seek to present, with integrity, the teachings and values of the Christian faith.

POSITION TITLE:	Head of Mathematics Department
DEPARTMENT:	Faculty of Mathematics
LOCATION:	Secondary School 52 Taylor Road, Cranebrook NSW 2749
PURPOSE STATEMENT:	The role of the Secondary Head of Department is to supervise the delivery of content in their Faculty, in accordance with NSW NESA and IB Curricula, and to guide and support the staff in their Faculty. This should be achieved using collaborative professional practice in both teaching and learning, to ensure that all students are given the best possible opportunity to learn.
POSITION REPORTS TO:	Director of Learning Services
COORDINATES WITH:	<ul style="list-style-type: none"> • The Office of Learning Services • MYP/IB Diploma Coordinators • Professional Growth Coordinator • Fellow Heads of Department • The Office of Students & Family Services • Learning Enrichment Staff • Library staff • Other staff in the School – Teachers and Support staff
AWARD/AGREEMENT RELATIONSHIP:	Independent Schools NSW Standards Model (Teachers) Multi-Enterprise Agreement 2017
CLASSIFICATION:	According to NSW NESA
STATUS:	Permanent Full-Time
OTHER ALLOWANCES	Nil
SPECIAL CONDITIONS	Supportive of the School's Christian aims and ethos

MAJOR ACCOUNTABILITIES:
<ul style="list-style-type: none"> • Actively support, and live out the school's Declaration of Faith, Strategic Plan, Mission Statement and IB Philosophy. • Demonstrate an expert knowledge within the faculty. • Build a strong collegial framework of teachers and support staff as learners, who are willing to share and support one another in a shared vision. • Be cognisant of current pedagogical theories and ways of approaching teaching and subject content within the faculty. • Foster innovation in both curricular and co-curricular faculty-based activities. • Model excellent working practices and communication skills. • Prepare budgets and manage faculty resources effectively and with due diligence. • Encourage staff to set goals, be reflective of their own teaching practice and to grow in their teaching skills. • Mentor staff, especially new and less experienced teachers. • Develop collaboratively strategic plans for the professional growth of the faculty. • Provide a quality educational service to students and parents through positive, rigorous and contemporary teaching and learning. • Know students and how they learn – including both the pastoral and academic care of students. • Provide differentiated, holistic, inquiry-based, learner-centred and experiential experiences for students. • Demonstrate deep knowledge of the NSW NESA and IB Curricular. • Collaborate with colleagues to implement effective written, taught and assessed curriculum – incorporating ICT. • Create, supervise and maintain engaging, supportive and safe learning environments. • Assess, provide feedback and report on student learning. • Engage in professional learning. • Engage professionally with colleagues, parents/carers and the community. • Encourage and promote engagement with the wider community, through active participation in the co-curricular life of the school. • Collaborate with the Facilities Manager on the development of any changes to the maths facilities.

ESSENTIAL SKILLS / QUALIFICATIONS:

- Appropriate teaching qualifications; at the minimum of degree level.
- Accreditation to teach with NSW NESA (or exemption from pre 2004) at Band 2 or 3.
- An understanding of the NSW NESA & IB MYP/DP syllabus in relation to their discipline.
- A clear understanding of the learning needs of students.
- Effective communication and requisite IT skills.
- Demonstrated organisational skills including the ability to work to deadlines.
- Proven ability to lead a collaborative team in a professional, courteous manner.
- Intermediate-level skills using computer- based applications, including the MS Office Suite (Internet Explorer, Outlook, PowerPoint, Word and Excel).
- Current Working with Children Check (NSW WWCC).
- Membership of a local Christian church or community.
- A willingness to lead a school co-curricular activity.

DESIRABLE SKILLS / QUALIFICATIONS:

- A Masters of Education
- Experience in delivering the IB MYP/DP syllabus in relation to their discipline.
- Evidence of effective differentiation in the classroom.
- Advanced-level skills using computer- based applications, including the MS Office Suite (Internet Explorer, Outlook, PowerPoint, Word and Excel)
- Experience in using school computer software, including a School Database and Learning Management System (LMS)
- A skill, expertise or qualification to lead a school co-curricular activity (e.g. soccer coach level 2, competence in playing a musical instrument or RFS Membership)
- Current First Aid Certificate, including CPR.

Key Performance Indicators	Description
1. Supporting the School's Christian Mission <i>Demonstrate an integration of faith and behaviour in all areas of school life. Act with love, grace, humility and generosity to all students, staff and families of St Paul's Grammar School.</i>	<ul style="list-style-type: none">• Actively support, and live out the school's Declaration of Faith, Strategic Plan and Mission Statement.• Reflect an integrated model of Christian teaching and or service to all aspects of school life.• Promote in staff & students a strong commitment to serve others.
2. Service <i>Demonstrate excellent communication skills, including the ability to liaise with all members of the community, both internal and external.</i>	<ul style="list-style-type: none">• Professionally serve all members of the school community - including students, parents and staff.• Represent the best interests of the school at all times.• Communicate with staff, students and parents in a professional and timely manner (within 48 hours of enquiry being made)
3. Skills, Knowledge & Application <i>Demonstrated knowledge and application of the skills required for this position. This includes knowledge and understanding of appropriate content and skills, legislation, policies and procedures.</i>	<ul style="list-style-type: none">• Demonstrate expert knowledge in faculty discipline; know students and how they learn & know faculty content and how to teach it• Supervise faculty staff to ensure that appropriate learning experiences are being delivered that conforms to the St Pauls Learner Platform and the requirements of the IB and NESA.• Supervise faculty curriculum development and preparations for NESA & IB Registration compliance through monitoring teaching programs and standards, including registration processes• Ensure faculty staff plan for, assess and implement effective teaching and learning strategies in a collaborative manner.• Ensure Faculty staff assess, provide feedback and report on student learning, according to established guidelines.• Ensure Faculty staff use ICT effectively in the classroom including the school's learning management systems (synergetic, schoolbox).
4. Professional Conduct <i>Demonstrated adherence to the professional responsibilities of working in a Grammar School and understanding of the need for adherence to the schools policies and procedures and the Staff Code of Conduct.</i>	<ul style="list-style-type: none">• Fulfil all requirements of the St Paul's Staff Code of Conduct• Undertake all duties with loyalty, enthusiasm, diligence and the highest standards of professionalism.• Pursue and encourage excellence in all areas of school life.• Adhere to school policies; including: Student Welfare, Child Protection, WHS, Assessment and Reporting and Copyright Regulations.• Maintain confidentiality regarding all school related issues.
5. Personal & Professional development	<ul style="list-style-type: none">• Maintain a comprehensive working knowledge of the AITSL National Standards for Teaching.• Fulfil requirements of NESA to maintain Teacher Accreditation.• Supervise, appraise, and grow staff professionally through positive administration of the school PGP (Staff Appraisal & Growth program)

<p><i>Demonstrated experience in and understanding of the need for continuing both personal and professional development.</i></p>	<ul style="list-style-type: none"> • Performance manage underperforming staff. • Engage in own professional learning. • Attend all compulsory professional development provided by the school and as required by the school with outside agencies. • Complete and support all requirements of the school's Professional Growth Program for the HoD's own Professional Growth
<p>6. Team work & Communication</p> <p><i>Demonstrated ability to contribute to a diverse team, or participate as an active member of a team, consistent with the philosophy and policies of the school.</i></p>	<ul style="list-style-type: none"> • Liaise with specialist program staff to ensure curriculum and assessment conforms to appropriate differentiated and pedagogical models • Model a willingness to work positively and collaboratively within a team as well as having the ability to work independently to Faculty staff. • Demonstrate effective communication and conflict resolution skills. • Establish and maintain effective communication networks. • Share the burdens of other staff as necessary.
<p>7. Administration & Compliance</p> <p><i>Through the use of organisational processes, ensure that all administration and documentation requirements are initiated and completed in a professional and timely manner.</i></p>	<ul style="list-style-type: none"> • Establish faculty policies and procedures in keeping with school and external requirements • Ensure all required documentary evidence is collected and maintained for school and external authorising agencies such as Workcover, NESA and IB. • Perform supervisory duties, as required • Maintain regular faculty-based professional development and administrative meetings; ensure minutes/notes are written and filed on my.stpauls • Actively participate in school management and planning meetings as required • Supervise the proper order of physical facilities used by their faculty • Prepare budgets and manage faculty resources effectively and with due diligence • Oversee and maintain safe working practices • Establish and maintain student progress records and provide effective/helpful handover of information (via data, anecdotal record and observation) from year to year. • Comply with WH&S requirements (specifically Section 36 of the Workplace Health & Safety Act) to ensure a safe working environment. • Current knowledge and active application of school policies and procedures including copyright regulations. • Demonstrate knowledge of risk management; ability to apply due diligence with regard to the reporting of hazards and incidents. • Conversant with the procedures for organising events, i.e. Calendar, Variations to Routine (VTR/V2R), Risk Management Plans (RMP), Student Permission Notes.
<p>8. Community Engagement</p> <p><i>Demonstrated commitment to the St Paul's Community as an integral part of all SPGS employment responsibilities and to willingness to enhance our P-12 culture and co-curricular programs.</i></p>	<ul style="list-style-type: none"> • Attend and actively participate in school-based community engagement activities such as parent-teacher evenings, subject selection evenings, school assemblies, chapels, sports carnivals, school camps, and excursions. • Be involved in at least one school-approved co-curricular activity per year.
<p>9. Pastoral Care</p> <p><i>Demonstrated commitment to the Pastoral Care of all students at St Paul's Grammar School and an understanding of the need for adherence to all schools policies and procedures in relation to the Pastoral Care of all students P-12.</i></p>	<ul style="list-style-type: none"> • Support and maintain discipline and pastoral structures and expectations within the school • Ensure Faculty staff nurture students as individual learners. • Ensure Faculty staff create and maintain supportive and safe learning environments with appropriate levels of encouragement and discipline. • Actively supervise and pastorally care for a tutor group. • Administer First Aid on occasion, as required. • Provide active & vigilant supervision of playground behaviour, ensuring safe playing practices. • Identify misbehaviour and bullying incidents; adhere to reporting protocol, as appropriate.

Given the dynamic environment in which the school operates, the Principal may alter the roles and responsibilities of this position at his discretion in order to most effectively serve the needs of the school.

I have read, understand and agree to undertake the responsibilities and requirements as detailed in this position description.

Name: _____

Signature: _____

Date: _____

NATIONAL PROFESSIONAL TEACHING STANDARDS

The elements:

Professional Knowledge Standard

1. Know students and how they learn.
2. Know content and how to teach it.

Professional Practice Standard

3. Plan for and implement effecting teaching and learning.
4. Create and maintain supportive and safe learning environments.
5. Assess, provide feedback and report on student learning.

Professional Engagement Standard

6. Engage in professional learning.
7. Engage professionally with colleagues, parents/carers and the community.

Information for Applicants

Closing date	Applications must be received by 2pm Wednesday 24 April 2019
How to apply	<p>To apply for this position, please complete a <i>St Paul's Application for Employment</i> form, sign and date it, and return together with a cover letter and your CV, including the names of three referees, one of whom should be your current Minister of Religion.</p> <p>Applications should be marked as "confidential" and forwarded either via post to:</p> <p>Executive Assistant to the Principal St Paul's Grammar School Locked Bag 8016 Penrith NSW 2751</p> <p>Or scanned and emailed to: hr@stpauls.nsw.edu.au</p>
Enquiries	Confidential inquiries can be directed to the Principal, Mr Ian Wake, via email hr@stpauls.nsw.edu.au
Employment process	To obtain a <i>St Paul's Application for Employment</i> form, or gain an understanding of the St Paul's Grammar School employment process, please read the information on the school's website http://www.stpauls.nsw.edu.au/employment

Please note that employment screening is mandatory in accordance with legislative requirements. A current Working with Children Check will be required by the successful candidate.



a: 52 Taylor Rd Cranebrook NSW Australia
2749
t: +61 2 4777 4888
e: info@stpauls.nsw.edu.au
www.stpauls.nsw.edu.au



IB CONTINUUM
CONTINUUM DE L'IB
CONTINUO DEL IB