



## Position Description | Junior School Teacher

Trinity Grammar School, Kew, is a medium sized Anglican School for boys. Shared learning with girls takes place at pre-school level (Early Learning Centre) and at VCE level through the Co-ordinate Program with Ruyton Girls' School. Trinity offers high quality educational programs across a wide spectrum of academic ability. There is an emphasis on personal excellence and on continuous improvement. High quality co-curricular sport and personal development programs seek to develop the abilities and interests of all students. All teaching staff and boys at Trinity are involved in the co-curricular programs.

The underlying ethos of Trinity seeks to develop sound Christian values, which will equip students with the appropriate wisdom, attitudes, skills and knowledge to lead a fulfilling and productive life in which service to others is a key aspect.

Members of staff at Trinity are expected to support and extend the school's ethos and culture, foster in their students the enjoyment of learning and challenge, provide opportunities for students to participate in the wider life of the school, while aiming for and forming a broad world outlook. Staff should also be prepared to continue professional development and/or further education throughout their career.

As part of its commitment to equip students to manage change in the twenty-first century, Trinity has invested in cutting-edge technology and is a notebook school with every boy from Year 5 upwards having his own laptop.

All staff are required to have an appreciation of, and to comply with, health and safety, privacy, equity and equal opportunity principles and legislation.

**Reports to:** As defined by the Headmaster or his delegate in letter of Appointment.

**Level:** Appropriate level in accordance with the Teaching Scale

**Purpose:** **Junior School Teacher**

The essential role of a teacher at Trinity is to provide a happy, rigorous, inclusive, nurturing, encouraging, caring and safe learning environment where each child is challenged to achieve their personal best in accordance with the Trinity Grammar School Operational Plan, the Strategic Plan and the Christian ethos of the School.

The teacher is required to work in a collegiate manner in partnership with fellow teachers and members of the Trinity community.

## Major Duties

In addition to the general purpose of a teacher, some duties will need to be performed at times outside school hours, such as Parent Teacher interviews and Saturday sport.

Duties may be varied by the School from time to time in accordance with the School's operational requirements.

There is a general expectation that every teacher will act in accordance with the Victorian Institute of Teaching Standards of Professional Practice for Full Registration (Appendix 3) and the Performance Criteria reflect this expectation.

## Teaching, Learning, Assessment and Reporting

- Develop a stimulating, inclusive learning environment by using a variety of styles and approaches to cater for individual learning needs and learning styles.
- Actively employ contemporary Information and Communications Technologies that enhance learning.
- Use a variety of relevant and appropriate assessment and evaluation techniques to regularly assess student progress.
- Employ a variety of teaching strategies to effectively implement the curriculum and actively engage students in the learning process.
- Participate in the preparation and maintenance of teaching resources and learning materials.
- Provide regular, timely and positive feedback to each student on their progress.
- Provide formal, interim and semester reports to parents and students that conform to the Trinity Reporting Style Guide.
- Be available for, and participate in, Parent/Teacher interviews (Junior School).
- Participate in Professional Learning so as to increase professional knowledge, strengthen teaching effectiveness and improve outcomes for students.
- Maintain current understanding regarding changes and developments in curriculum as it applies to teaching areas.
- Actively participate in faculty, sectional or Year Level committees while developing and maintaining effective professional partnerships with colleagues.

## Pastoral

- Participate in Specialist teacher meetings and activities.
- Respond efficiently and effectively to student pastoral care issues.
- Work with others to maintain a culture of inclusiveness and mutual respect that values the unique nature of each individual.
- Maintain an understanding of, and develop responses to, the special learning needs of all students.
- Understand, support and utilise School policies regarding student management and harassment.
- Participate in the management of students with allergies and other medical or psychological disorders.
- Attend services of worship and assemblies of students as requested and support the Christian education programs of the School.

## **General** (For tasks specific to the Junior School or Senior School see Appendices)

All teachers at Trinity Grammar School are expected to:

- Maintain effective, positive and cohesive working relationships with all members of the School community.
- Punctually attend all timetabled lessons and other timetabled duties.
- Maintain accurate records of student attendance using the technology adopted by the School.
- Complete administrative tasks, accurately and in a timely manner including record keeping, using the technology adopted by the School.
- Diligently undertake yard duty and other supervision duties as requested.
- Take 'extra' classes as requested.
- Attend staff meetings, pastoral meetings and other learning area meetings and briefings.
- Attend Presentation Night, Open Day, and staff professional development activities.
- Support and comply with relevant legislative/regulatory requirements such as Occupational Health and Safety, Equal Opportunity, Discrimination, Harassment and Privacy.
- Support and comply with Trinity policies and procedures as detailed on the Trinity Intranet.

Undertake other duties, which from time to time may reasonably be required, within the scope of the classroom teacher's role as directed by the Headmaster.

## **Co-Curricular**

The School has a well-developed co-curricular program. Trinity Grammar School feels this is an essential element of the education for each student. The School does not see this as an "extra-curricular" program but rather as part of the expectation for all students.

A teacher at Trinity is expected to participate in two co-curricular activities per year. These co-curricular activities could include coaching sport, kayaking, sailing, drama or some such like activity. If an activity is additional to the two co-curricular activities which a teacher is expected to be involved in annually, this co-curricular activity may attract remuneration which is additional to that published in the basic level 1-10 teachers' salary scale.

Within the co-curricular program each teacher at Trinity is usually expected to supervise and provide coaching input for two sporting groups per year (i.e. one sporting group during the summer season and one during the winter season). Where staff have other duties such as School Play or Music duties some sporting commitments may be replaced with this other co-curricular activity. This may only occur in discussion with the Headmaster.

## **Knowledge and understanding**

### **The role requires the following knowledge and understanding:**

- Depth of knowledge of the relevant subject area
- Understanding of children, stages of development, multiple intelligences and learning styles
- Understanding of best practice in the education of boys (and girls involved in the Early Learning Centre and the Co-ordinate Program at VCE)
- Understanding of current theory in teaching and learning pedagogy and pastoral welfare
- Good understanding of learning technologies and their application to enhance learning
- Good understanding of contemporary technologies as they apply to the modern classroom and familiarity with relevant subject specific and Microsoft Software applications.

## **Skills**

### **The role requires the following skills:**

- High level teaching skills, with the capacity to provide a dynamic and pro-active student-focused teaching environment
- Capacity to work with multi-ability groups
- Capacity to provide innovation in education
- Efficient organisation
- Clear communication
- Capacity to interact interpersonally
- Leadership
- Problem solving and decision making
- Capacity to contribute positively to the School's co-curricular program.

## **Attributes**

### **The role requires the following attributes**

- Compassion, patience, initiative & flexibility
- Capacity to work as part of a team
- Capacity to model good leadership
- Willingness to take part in School's Co-curricular program
- Demonstrated commitment to professional and lifelong learning
- Commitment to uphold and contribute to the Christian ethos of the School
- Capacity and willingness to contribute to the vision and mission of Trinity.

## **Qualifications/ Pre-requisites**

- Relevant tertiary teaching qualifications
- Current registration with the Victorian Institute of Teaching
- First Aid Certificate HLTFA301B – Apply First Aid (Highly desirable).
- Completion of Course 21659VIC First Aid Management of Anaphylaxis (ELC teachers)

## **Performance Criteria**

### **1. Professional Knowledge**

- a. Knowledge of how students learn and how to teach them effectively
- b. Knowledge of subject content
- c. Knowledge of the students in his / her class.

### **2. Professional Practice**

- a. Planning and assessment for effective learning
- b. Creation and maintenance of safe and challenging learning environments
- c. Use of a range of teaching practices and resources to engage students in effective learning.

### **3. Professional Engagement**

- a. Reflection on, evaluation and improvement of professional practice and knowledge
- b. Contribution as an active member of the profession.

### **4. Personal Attributes and Contribution to the School**

- a. Communication and relationship with staff, parents and students
- b. Contribution to the co- curricular life of the school
- c. Contribution to pastoral care responsibilities.

## Appendix A

### Junior School Specific Tasks

- Punctually attend all Staff, Year Level or Specialist Meetings (these meetings usually take place on a Tuesday afternoon at 3.30 pm. Participation in other Staff Meetings or House events under the direction of the Head of Junior School or Junior School Head of House) and other timetabled duties.
- Attend information evenings.
- Attend whole school events, such as Open Day, Founders' Day Fair.

## Appendix B

### Early Learning Centre Specific Tasks

An Early Learning Centre teacher has responsibilities for a specific group of students and the duties may include some or all of the following:

- complete and monitor daily attendance roll for the group
- maintain individual records for each child
- set up and pack away playground equipment daily
- assess children's health and administer medication as required
- write a daily review for parents
- write regular parent newsletters
- distribute and collect notices and consent forms
- attend and contribute to regular staff meetings
- support and advise other staff within the room in relation to their day to day work, the implementation of the program and their work with children
- assist with the development of operational philosophies as set down by the Children's Services Act and Regulations and Victorian Early Years Learning and Development Framework
- liaise with specialist staff in regard to music, library and physical education
- provide support and advice to parents
- supervise parents, students and other visitors involved in the daily programs
- plan and implement a transition program for children moving from the Three Year Old Group to the Four Year Old Group in consultation with staff in the Four Year Old room
- plan and implement a transition program for children moving from the Four Year Old Group to Prep at Trinity Grammar School in consultation with staff in the Junior School
- write Transition Learning and Development Statements for all children commencing Prep the following year
- liaise and network with staff of other ELCs through regular attendance at IPSHA meetings
- report regularly to the Director of the ELC with regard to issues involving children, parents and staff
- assist with Parent Information Evenings
- present to parents at the Information Evenings
- prepare a general information booklet for new families

The role of the ELC Teacher is to work with each family, with equal focus on the importance of creating and maintaining positive relationships with both the child and their parents.

# STANDARDS OF PROFESSIONAL PRACTICE FOR FULL REGISTRATION

Teachers in Victoria are committed to the learning and wellbeing of the students they teach and make a significant contribution to the community in which they work. They respect the individuality, capacity and backgrounds of their students and maintain high expectations for student learning.

Teachers are committed to the continuous development of their professional knowledge and skills through a combination of self-led research and evidence derived from theory and practice, to improve education and build effective communities of learners.

Teachers share an essential and privileged responsibility with parents and communities to care for all young people, and to critically evaluate their own practice to ensure that they are meeting the needs of all young people. Victorian teachers make a difference.

PROFESSIONAL KNOWLEDGE	PROFESSIONAL PRACTICE	PROFESSIONAL ENGAGEMENT
<p><b>1</b> Teachers know how students learn and how to teach them effectively.</p> <p><b>2</b> Teachers know the content they teach.</p> <p><b>3</b> Teachers know their students.</p> <p><b>4</b> Teachers plan and assess for effective learning.</p> <p><b>5</b> Teachers create and maintain safe and challenging learning environments.</p> <p><b>6</b> Teachers use a range of teaching strategies and resources to engage students in effective learning.</p> <p><b>7</b> Teachers reflect on, evaluate and improve their professional knowledge and practice.</p> <p><b>8</b> Teachers are active members of their profession.</p>	<p>Teachers draw on the body of knowledge about learning and contemporary research into teaching and learning to support their practice:</p> <ul style="list-style-type: none"> <li>o Teachers know the importance of prior knowledge and language for learning, and the impact of interaction and reflection in the learning process;</li> <li>o Teachers know how to engage students in active learning;</li> <li>o Teachers know how classroom and program design, use of materials and resources and the structure of activities impact on learning.</li> </ul> <p>Teachers have a sound critical understanding of the content, processes and skills they teach:</p> <ul style="list-style-type: none"> <li>o Teachers can articulate the key features and relevance of their content to other students and others, and can demonstrate how it is applied.</li> <li>o Teachers know the methodologies, resources and technologies which support learning of the content, process and skills they teach.</li> <li>o Teachers are familiar with curriculum statements, policies, materials and programs associated with the content they teach.</li> </ul> <p>Teachers know the learning strengths and weaknesses of their students and are aware of the factors that influence their learning:</p> <ul style="list-style-type: none"> <li>o Teachers are aware of the social, cultural, and religious backgrounds of the students they teach, and treat students equally;</li> <li>o Teachers develop an understanding and respect for their students as individuals, and are sensitive to their social needs and how they influence learning.</li> </ul> <p>Teachers use their knowledge of students, content and pedagogy to establish clear and achievable learning goals for their students:</p> <ul style="list-style-type: none"> <li>o Teachers plan for the use of a range of activities, resources and materials to provide meaningful learning opportunities for all their students;</li> <li>o Teachers monitor student engagement in learning and maintain records of their learning progress;</li> <li>o Teachers reflect on, evaluate student learning, to provide feedback to students and their parents/guardians and to inform their planning and teaching and learning.</li> </ul> <p>Teachers develop a positive learning environment where respect for individual differences and where learning is the focus:</p> <ul style="list-style-type: none"> <li>o Teachers provide a learning environment that engages and challenges their students and encourages them to take responsibility for their own learning.</li> <li>o Teachers use and manage the material, resources and physical space of their classroom to create a stimulating and safe environment for learning.</li> <li>o Teachers establish and maintain clear and consistent expectations for students as learners and for their behaviour in the classroom.</li> </ul> <p>Teachers communicate effectively with students to make their learning programs explicit, to build rapport, and to support their learning:</p> <ul style="list-style-type: none"> <li>o Teachers provide and manage opportunities for students to explore ideas and develop knowledge and skills, through discussion and group activities;</li> <li>o Teachers use and manage a range of teaching and learning strategies, technologies, activities and resources;</li> <li>o Teachers provide meaningful feedback to students and their parents/guardians about their developing knowledge and skills.</li> </ul> <p>Teachers regularly reflect on and critically evaluate their professional knowledge and the effectiveness of their teaching:</p> <ul style="list-style-type: none"> <li>o Teachers work collaboratively with other members of the profession and engage in discussion of contemporary issues and research to improve professional practice;</li> <li>o Teachers identify their own professional learning needs and plan for and engage in professional development activities;</li> <li>o Teachers develop organisational and administrative skills to manage their non-teaching duties effectively.</li> </ul> <p>Teachers contribute to the development of school communities that support the learning and wellbeing of both students and fellow teachers:</p> <ul style="list-style-type: none"> <li>o Teachers work effectively with other professionals, parents/guardians and members of the broader community to provide effective learning for students;</li> <li>o Teachers promote learning, the value of education and the profession of teaching in the wider community;</li> <li>o Teachers understand and fulfil their legal responsibilities and share responsibility for the integrity of their profession.</li> </ul>	<p>Teachers regularly reflect on and critically evaluate their professional knowledge and the effectiveness of their teaching:</p> <ul style="list-style-type: none"> <li>o Teachers work collaboratively with other members of the profession and engage in discussion of contemporary issues and research to improve professional practice;</li> <li>o Teachers identify their own professional learning needs and plan for and engage in professional development activities;</li> <li>o Teachers develop organisational and administrative skills to manage their non-teaching duties effectively.</li> </ul> <p>Teachers contribute to the development of school communities that support the learning and wellbeing of both 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