



**TRINITY
GRAMMAR
SCHOOL, KEW**

Position Description for Classroom 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: Classroom Teacher

The essential role of a classroom 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 classroom 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 classroom 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) Parent/Student/Teacher interviews (Senior 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 Year Level meetings and in Year Level 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 programmes 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 promote the School's Operational Plan (2012-2016, and subsequent iterations) in all areas pertaining to this role and its place in the wider culture and the ethos of the School.
- Support and comply with relevant legislative/regulatory requirements such as Occupational Health and Safety, Equal Opportunity, Discrimination, Harassment and Privacy.
- Support and adhere to the School's Child Protection Policy, Staff Code of Conduct and child abuse reporting policies and procedures.
- 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.

At Trinity Grammar School Kew, responsibility for the protection of children is shared because children are safeguarded only when all individuals accept responsibility and work together and play their part in keeping children and young people safe from harm and abuse.

All classroom teachers and form teachers are in a position to observe the student's day-to-day moods and behaviours and to pick up causes for concern at an early stage. Observations of the form teachers and classroom teachers underpin the Trinity referral method for the systemic detection of, and support for, children at risk.

All teachers are required to:

- Attend and take part in child protection training including the completion of online modules on the detection and reporting of child abuse.
- Support and adhere to the School's Child Protection Policy, Staff Code of Conduct and child abuse reporting policies and procedures
- Report cases of suspected child abuse in accordance with TGS policy and legal obligation.
- A teacher who has concerns about a child should:
 - Discreetly and confidentially document their concerns about the child at an early stage and continue to monitor their concerns
 - Discuss their concerns with Head of Counselling and/or Head of Year/Head of Junior School/another colleague who can assist.
 - Refer the child to the next Referral Meeting if concern warrants referral
 - If the teacher forms a belief that the child is at risk of physical or sexual abuse inform the Headmaster and report their belief to DHS Child Protection and/or the police. (The teacher need not make a report if a report has already been made or is about to be made by another person, but the teacher needs to check that a report has been made.)

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 programme.

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 HLTF301B – Apply First Aid (Highly desirable).
- Completion of Course 21659 Vic 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

Senior School Specific Tasks

- Punctually attend all Form Meetings (these meetings usually take place on Monday, Wednesday and Friday commencing at 8.20am; and a Thursday commencing at 8.30am), House Activities (House meetings commence at 8.20am on a Tuesday. Participation in other House events should be under the direction of the Head of House but would normally include House activities during Wednesday lunchtime and major House events such as Athletics or House Performing Arts Festival) and other timetabled duties.
- Act as a Form Teacher and
- Act as a member of a House, or,
- Hold a designated Position of Responsibility which excludes Form Teacher and House duties.

Appendix B

Junior School Specific Tasks

- Punctually attend all Staff, Year Level or Specialist Meetings (these meetings usually take place on a Tuesday afternoon at 3.30pm. 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 C

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

PROFESSIONAL KNOWLEDGE

PROFESSIONAL PRACTICE

PROFESSIONAL ENGAGEMENT

1 Teachers know how students learn and how to teach them effectively.

2 Teachers know the content they teach.

3 Teachers know their students.

4 Teachers plan and assess for effective learning.

5 Teachers create and maintain safe and challenging learning environments.

6 Teachers use a range of teaching strategies and resources to engage students in effective learning.

7 Teachers reflect on, evaluate and improve their professional knowledge and practice.

8 Teachers are active members of their profession.

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 communities 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 practice. They work collaboratively, using 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 discover and develop their potential to learn independently and critically throughout their lives. Victorian teachers make a difference.

CHARACTERISTICS OF EFFECTIVE TEACHING

Teachers draw on the body of knowledge about learning and contemporary research into teaching and learning to support their practice.

Teachers have a sound, critical understanding of the content, processes and skills they teach.

Teachers know the learning strengths and weaknesses of their students and are aware of the factors that influence their learning.

Teachers use their knowledge of students, content and pedagogy to establish clear and achievable learning goals for their students.

Teachers develop a positive learning environment where respect for individuals is fostered and where learning is the focus.

Teachers communicate effectively with students to make their learning programs explicit, to build rapport, and to support their learning.

Teachers regularly reflect on and critically evaluate their professional knowledge and the effectiveness of their teaching.

Teachers contribute to the development of school communities that support the learning and wellbeing of both students and fellow teachers.

Teachers know the importance of prior knowledge and language for learning, and the impact of discussion, group interaction and reflection in the learning process.

Teachers know the relevance of their content to their students and others, and can demonstrate how it is applied.

Teachers are aware of the social, cultural, and religious backgrounds of the students they teach, and treat students equitably.

Teachers plan or the use of a range of activities, resources and materials to provide meaningful learning opportunities for all their students.

Teachers provide a learning environment that engages and challenges their students and encourages them to take responsibility for their own learning.

Teachers provide and manage opportunities for students to explore ideas and develop knowledge and skills, through discussion and group activities.

Teachers work collaboratively with other members of the profession and engage in discussion of contemporary issues and research to improve professional practice.

Teachers promote learning through the role of education and the profession of teaching in the wider community.

Teachers know how to engage students in active learning.

Teachers are familiar with curriculum materials and programs associated with the content they teach.

Teachers know the importance of holding regular meetings with students' families to support their learning.

Teachers monitor learning and maintain records of their learning progress.

Teachers use and manage their physical space to create a stimulating and safe environment for learning.

Teachers use a range of teaching and learning strategies, technologies, activities and resources.

Teachers identify their own professional learning needs and plan for and engage in professional development activities.

Teachers understand and fulfil their legal responsibilities and share responsibility for the integrity of their profession.

Teachers know how program design, use of materials and resources and the structure of activities impact on learning.

Teachers are familiar with curriculum statements, policies, materials and programs associated with the content they teach.

Teachers know the importance of holding regular meetings with students' families to support their learning.

Teachers select assessment strategies to evaluate student learning to provide feedback to students and their parents/guardians and inform future planning for teaching and learning.

Teachers establish and maintain clear and consistent expectations for students' learners and for their behaviour in the classroom.

Teachers provide meaningful feedback to students and their parents/guardians about their developing knowledge and skills.

Teachers develop organisational and administrative skills to manage their non-teaching duties effectively.

Teachers understand and fulfil their legal responsibilities and share responsibility for the integrity of their profession.