



POSITION DESCRIPTION

Junior School Teacher

1. POSITION IDENTIFICATION

Position Title:	Junior School Teacher
Reporting To:	Head of Junior School
College Department:	Education
Position Classification:	As determined by Seymour Colleges SA Enterprise Agreement 2017
FTE:	

2. POSITION SUMMARY

The Junior School Teachers are responsible for the holistic care, growth and wellbeing of the students and creating a positive learning environment that promotes growth in every student to achieve their best. The Teacher will facilitate effective learning underpinned by the curriculum and learning framework of the College and in support of students' individual learning needs.

In addition to programmed work at the College, it is acknowledged that teachers spend considerable amounts of time preparing for that work or in other professional tasks on campus, in the community, or at home.

3. KEY ACCOUNTABILITIES

The position responsibilities are summarised in the following areas:

3.1 Key Responsibilities

3.1.1 Specific

- Teach the core areas of the curriculum – Mathematics, English, Science, SOSE (including Religious and Values Education), Technology and Health.
- Work in collaboration with the Head of Junior School, Assistant Head of Junior School and other staff to plan, document and deliver an appropriate teaching program.
- Assess each student according to program and College requirements.
- Assume the specific pastoral care of a Junior School class.
- Work with the Head of Junior School to care for each student in the class.
- Carry out all administrative duties associated with the class.
- provide a contemporary, relevant and student-centred education;
- provide a caring classroom environment of support for all students;
- foster independent, resilient young people with a positive sense of self;

- inspire within students a love of learning;
- ensure teaching methodologies support critical thinking and problem-solving skills, and facilitate independent learning;
- identify and respond to the individual learning needs of all students to enable them to strive for personal excellence;
- monitor individual student progress and promptly communicate any concerns to relevant staff and/ or parents;
- report clearly and regularly to parents on their daughter's progress and learning outcomes;
- actively incorporate ICTs in teaching and learning;
- foster outward-looking young people who are empathetic and active global citizens.

3.1.2 General

- assist the Principal in fulfilling the aims and purpose of Seymour College, by supporting the philosophy and ethos of the College as summarised in the College vision:
Women of strength, optimism and justice, confident for the future and ready to take on the world.
Seymour inspires within each student a passion for lifelong learning, a celebration of community, and a quest for personal excellence.
- cooperate fully with the Principal and other members of staff in keeping with the values and traditions of the College
- actively support the strategic direction of Seymour College
- demonstrate organisational, administrative and management practices appropriate to the position
- support a vibrant learning environment within Seymour College
- provide consistent public support both within and outside of Seymour College for school-wide policy initiatives
- practice professional judgement and initiative commensurate with the role
- comply with legislative requirements and the SA Enterprise Agreement 2017
- perform duties according to College policies, particularly the College Staff Handbook
- carry out other duties related to the position as required

3.3 Communication

- communicate effectively with students, parents and staff in relation to both academic and pastoral matters as required
- inform the Head of School and/or Head of Department of significant pastoral care matters
- inform the Head of Department of significant academic matters
- be accessible at reasonable times to students when assistance or guidance is sought
- respond to parent enquiries in a professional, timely and efficient manner, following the College Communication Policy and guidelines

- attend parent-teacher meetings, information evenings and other College community events as required
- contribute to the development of policy, procedures and processes and provide recommendations to the Heads of School and Heads of Department for improvement

3.4 Risk Management

- report directly to the Principal on any matters relating to Child Protection
- inform the Executive Director Corporate Services about risk management issues as they arise
- assist in monitoring a safe and secure school environment for staff and students
- participate in training, preparation and practice for responding to accidents, emergencies or other threats to safety or security of student, staff or other members of the College community.

4. SELECTION CRITERIA

4.1 Essential Criteria

4.1.1 Educational/Vocational Qualifications

- current South Australian Teacher's Registration
- qualifications and experience appropriate to the role
- current Working With Children's Check (WWCC) certificate
- current Responding to Abuse and Neglect certificate
- current First Aid certificate

4.1.2 Skills and Abilities

- ability to work under pressure whilst maintaining a sense of perspective and humour
- have excellent communication skills with the ability to articulate a clear understanding of how working in teams will improve teaching performance
- be able to demonstrate a commitment to his or her own professional learning and development
- have well-developed skills with information and communications technologies, and have a clear understanding of how to integrate ICTs into lessons
- have a strong understanding of current pedagogy and how this pertains to girls' education
- have advanced skills in classroom teaching with an ability to teach classes of students with a variety of abilities and aptitudes
- conveys genuine passion and enthusiasm for teaching and learning

4.1.3 Experience

- experience working with a number of timelines and meeting objectives for each task

- demonstrated experience in, and vision for the delivery of curriculum in the junior years of schooling
- experience of promoting positive behaviour conducive to learning which is focused on raising standards

4.1.4 Knowledge

- possess excellent knowledge of the current primary curriculum
- an understanding of an evidence of commitment to, the Seymour College Teaching and Learning Framework and Wellbeing Framework
- an overriding commitment to, and high aspirations for, rigorous and innovative approaches to teaching and learning in junior years
- knowledge of the requirements of the curriculum frameworks used within the College

4.2 Desirable Criteria

4.2.1 Educational/Vocational Qualifications

- THRASS trained (highly desirable)
- evidence of continued professional development
- additional qualifications at post-graduate level
- qualifications which further support the work of the College

4.2.2 Experience

- experience working in an all girl's school
- experience working in an IB school
- ability to teach across the Junior, Middle and Senior School
- effective leadership of a subject area
- previous experience working with children who have special educational needs