



# POSITION DESCRIPTION

## MATHEMATICS TEACHER

### 1. POSITION IDENTIFICATION

Position Title:	Mathematics Teacher
College Department:	Education
Position Classification:	As determined by Seymour Colleges SA Enterprise Agreement 2017
FTE:	Part-Time
Tenure:	0.85 FTE Commencing Term 3, 2022 to end of 2022 school year

### 2. POSITION SUMMARY

The Teacher is 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 Personalised education

##### 3.1.1 Teaching and Learning

- have a thorough knowledge of 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
- work collaboratively with other classroom teachers to design and implement learning resources which may include the integration of technology to enhance learning
- engage students in rich learning experiences that facilitate understanding, discovery, reflection and application
- 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

- demonstrate an understanding of the types of assessment that promote learning and reflection in students
- set and maintain clear expectations for students and promote learning as a rich and lifelong experience
- support the Head of School, Head of Department and other learning leaders in maintaining a positive and stimulating learning environment
- attend Faculty meetings and other teaching team meetings as required
- attend professional development as required
- utilise a variety of teaching strategies including those that recognise students of mixed ability and those from various backgrounds
- use the AITSL standards to continually reflect on classroom practice in formal and informal ways.

### *3.1.2. The individual needs of students*

- 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
- use student data to differentiate instruction
- recognise student's strength and weaknesses
- enact Duty of Care for students and communicate regularly with subject teachers, the College Leadership Team and the Head of School
- develop knowledge and understanding of individual students to enhance their learning and connectedness to the College
- maintain adequate records of student's learning and progress
- 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.

### *3.1.3. Classroom Practice*

- create and maintain a safe, vibrant and engaging learning environment
- teach in a manner that is effective for engaged student learning
- ensure effective classroom management skills are maintained
- support the wellbeing approach of the College through classroom practice
- set and maintain clear behavioural and learning expectations for students in line with College policy and procedures.

### *3.1.4. Assessment and Reporting*

- 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
- explain the criteria for assessment to students in an appropriate way that the student understands and can use and apply the information
- complete all academic and wellbeing reporting requirements in an accurate, timely and efficient manner.

#### *3.1.5. Provide support to students in the management of daily routine*

- develop positive relationships with students to assist their understanding of classroom procedures and encourage an organised and safe approach to daily routine
- set and apply clear expectations for students in support of the College uniform and conduct standards and monitor this on a daily basis
- ensure that students are provided with appropriate, accurate and timely information.

#### *3.1.6. Effective administration related to students and learning*

- ensure that roll marking procedures for attendance are fulfilled according to College policy
- support the administrative needs of the Head of Department, CLAN Guardian, and Head of School as required when preparing for programs and events outside the normal routine
- monitor the absentee rates of individual students and respond in line with College policy
- maintain accurate Records of Communication in relation to student issues and ensure the security and confidentiality of information

#### *3.1.7. Relationships*

- promote and support positive wellbeing and develop respectful and caring relationships with all students
- work in partnership with staff, parents, and students to support the wellbeing and care for all students.

### **3.2 People and Culture**

- uphold the values and expectations as described in the 'Staff Handbook' and 'Staff Code of Conduct'
- actively promote student engagement with the College values and expectations as described in the 'Student Code of Behaviour'
- commit to personal and professional learning relevant to the education of girls
- enhance skills and knowledge through participation in professional learning programs that support and advance best practice
- support colleagues in their ongoing professional learning journey by sharing resources and expertise, providing constructive feedback, team-teaching and/or peer-coaching or mentoring

### **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, in particular, 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
- Demonstrated teaching skills, including working collaboratively with colleagues to create innovative experiences for all learners and a demonstrated capacity to team teach.

#### *4.1.3 Experience*

- experience working with a number of timelines and meeting objectives for each tasks
- experience of promoting positive behaviour conducive to learning which is focused on raising standards

#### *4.1.4 Knowledge*

- an understanding of an evidence of commitment to, the Seymour College Teaching and Learning Framework and Wellbeing Framework
- Demonstrated knowledge of content and pedagogy associated with secondary Mathematics (7-12).
- Knowledge of senior school qualification pathways

### **4.2 Desirable Criteria**

#### *4.2.1 Educational/Vocational Qualifications*

- 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
  - ability to teach across the Middle and Senior School
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