POSITION DESCRIPTION: MID – YEAR RECEPTION TEACHER

This is a full-time contract position for a Mid - Year Reception Teacher for Terms 3 and 4, 2016.

Teachers are directly responsible to the School Principal through the Head of Junior School. In line with the National Standards for Teachers, a teacher should demonstrate the professional knowledge, practice and engagement of Proficient or Highly Accomplished Teachers.

Professional Knowledge

Know students and how they learn:

- Use teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning.
- Structure teaching programs using research and collegial advice about how students learn.
- Design and implement teaching strategies that are responsive to the learning strengths and needs of all students.
- Develop, implement and evaluate teaching and learning programmes that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities.

Know the content and how to teach it:

- Exhibit innovative practice in the selection and organisation of content and delivery of teaching and learning.
- Provide sound early literacy and numeracy programming that demonstrates a clear knowledge of the Foundation Years programs of the Australian Curriculum.
- Demonstrate an understanding of the International Baccalaureate, Primary Years Programme, the Early Years Learning Framework (EYLF 2009) Australian Curriculum and the Reggio Emilia Philosophy.
- Design and implement engaging learning and teaching programs using contemporary knowledge and understanding of curriculum, assessment and reporting requirements.
- Document, record and report on the development, progress and attainment of all students.
- Maintain student learning portfolios as a record of inquiry learning and student progress and development.
- Provide opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.
- Use effective teaching strategies to integrate ICT into learning and teaching programs.
- Develop learning and teaching programs that support the IB Learner Profile, internationalism and the School’s commitment to inquiry-based learning.
- Be responsive to the variety of needs, talents and learning styles of girls.
Professional Practice

Plan for and implement effective teaching and learning:

- Develop a culture of high expectations for all students by modelling and setting challenging learning goals.
- Select and use relevant teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.
- Develop a range of resources, including ICT, to engage students in their learning.
- Evaluate personal teaching and learning programs using evidence, including feedback from students and student assessment data, to inform planning.
- Engage with the wider community to enhance learning.
- Implement and maintain processes, structures, resources and documentation within the School. All curriculum documentation must reflect the IB PYP Scope and Sequence documents, the Australian Curriculum and School policy.

Create and maintain supportive and safe learning:

- Establish and implement inclusive and positive interactions to engage and support all students in classroom activities.
- Create and maintain a respectful environment where student time is spent on learning.
- Ensure students’ well-being and safety within school by implementing school and/or system, curriculum and legislative requirements.
- Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.

Assess, provide feedback and report on student learning:

- Develop and apply a comprehensive range of assessment strategies to diagnose learning needs, comply with curriculum requirements to evaluate the effectiveness of their approaches to assessment.
- Provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals.
- Understand and participate in Junior School assessment and moderation activities to support consistent and comparable judgements of student learning.
- Use a range of student assessment data to analyse and evaluate student understanding, identifying interventions and modifying teaching practice.
- Report clearly, accurately and respectfully to students and parents about student achievement, making use of accurate and reliable records.

Professional Engagement

Engage in professional learning:

- Analyse the National Professional Standards for Teachers to plan personal professional development goals and achieve personal development goals.
- Critically engage in professional learning to update knowledge and practice, targeted to your personal professional needs and school priorities.
- Engage in professional discussions with colleagues in a range of forums to evaluate practice and improve professional knowledge and practice.
Engage professionally with colleagues, parents/carers and the community:

- Demonstrate responsiveness in all communications with parents about their children’s learning and student wellbeing.
- Participate in professional and community networks and forums to broaden knowledge and improve practice.
- Model exemplary ethical behaviour and exercise informed judgements in all professional dealings with students, colleagues and the community.
- Use the Australian Professional Standards for Teachers to plan personal professional development goals.

Pastoral Care

- Maintain a high level of pastoral care with students and build and maintain sound professional relationships and communication with parents.
- Manage all pastoral care issues in a timely and effective manner following Junior School procedures.
- Maintain effective and positive communication with all School staff, including specialist staff and ELC staff.
- Be familiar with the Junior School Pastoral Care Programs, Social Skills Programs, Behaviour Management Policy and procedures.

Co-Curricular

- All staff are expected to contribute to the Co-Curricular life of the school.

General Responsibilities

- Read and be aware of all related School Policies and related documentation.
- Work with all members of staff in an atmosphere of mutual support and respect.
- Carry out all professional duties as required under the direction of the school principal and/or those to whom this responsibility has been delegated.

Conditions

The salary is determined by the Award and the St Peter’s Collegiate Girls’ School Enterprise Agreement. Other conditions are as outlined in the Award and the Enterprise Agreement.

Applications must be addressed to the Principal, Ms Julia Shea and include a copy of your teacher’s registration and details of three professional referees.

Email applications only to: HR@stpetersgirls.sa.edu.au

JULIA SHEA
Principal
February 2016