

POSITION DESCRIPTION

Classroom Teacher K - 12



All teachers at Lauriston accept that they are committed to a philosophy where the learning and wellbeing of the students under their care is their primary responsibility. All teachers are responsible for creating a teaching atmosphere and a learning environment that provides trust, solidarity and joy. Students are guided towards developing a value system, which will lead them to become compassionate, thoughtful and successful members of their community.

School Values

Teachers are expected to support the School values:

- Relationships.
- Courage.
- Creativity.
- Intellectual Curiosity.
- Engagement in Life.

Professional Knowledge

Teachers are expected to have knowledge of:

- The needs of individual students and of groups of students.
- Curriculum area, including relevant course designs, assessment strategies, resources, requirements of external bodies.
- Contemporary research into teaching and learning.
- Methods to engage students and enable student learning.
- Classroom management.
- Legal and other obligations related to their work.

Professional Practice

Teachers are expected to include in their practice:

- Establishment of clear and attainable learning goals for students.
- A range of strategies, activities and resources.
- Setting and maintaining clear and consistent expectations for students as learners and for their behaviour in the classroom.
- Reflection on the effectiveness of their own teaching.
- Modelling of appropriate learning behaviour.
- Encouragement of student reflection on their own learning.
- Planning, monitoring and assessing students' progress in their learning.
- Means of encouraging students to take responsibility for their own learning.
- Provision of a positive, stimulating and safe environment for students.
- Duty of Care.

Professional Engagement

Teachers are expected to be engaged in:

- Effective communication with students and parents.
- Monitoring records of the progress of students' learning.

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- Supervision of International Baccalaureate extended essays.
- Discussion and collaborative work with other teachers.
- Continual professional development of a formal and informal nature.
- Contributing to the life of the school community.

Child Safe Standards

Lauriston Girls' School has zero tolerance for child abuse. Everyone working at Lauriston Girls' School is responsible for the care and protection of the children and young people within our care and reporting of information about suspected child abuse.

All members of staff share in the responsibility for the prevention and detection of child abuse, and must:

- Familiarise themselves with the relevant laws, Code of Conduct and Lauriston Girls' School's policies and procedures in relation to child protection, and comply with all requirements;
- Read and formally acknowledge their acceptance of the school's Code of Conduct for staff;
- Take all reasonable steps to protect children from abuse;
- Report any reasonable belief that a child's safety is at risk to the Principal or delegate;
- Teachers and nurses fulfil their obligations as mandatory reporters;
- Report any suspicion that a child's safety may be at risk to their supervisor (or, if their supervisor is involved in the suspicion, to the Principal or delegate);
- Promote the cultural safety, participation and empowerment of Aboriginal and Torres Strait Islander children;
- Promote the safety, participation and empowerment of children with culturally and/or linguistically diverse backgrounds;
- Promote the safety, participation and empowerment of children with a disability;
- Provide an environment that is supportive of all children's emotional and physical safety.

Child Protection Training

Lauriston Girls' School has developed a Child Protection Training program that has been designed to assist staff with the knowledge and skills required to respond appropriately to issues of child protection. On-going employment is subject to employees completing the Lauriston Girls' School Child Protection training program.

Reports to

- Principal
- Deputy Principal – Learning and Innovation and/or Deputy Principal – Wellbeing/Head of Senior School and/or Vice Principal – Howqua Campus and/or Vice Principal – Head of Junior School and/or Director of Kindergarten

Key Contacts

- Head of Faculty.
- Heads of House, Coordinators.
- Directors of curriculum.
- Parents.
- Students.

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Location

- Armadale Campus or
- Howqua Campus

Key Selection Criteria

- Demonstrated knowledge of subject areas and how students learn.
- Demonstrated understanding of the need to address the academic, social and emotional needs of the students.
- Demonstrated ability to use a range of practices to engage students and monitor their learning.
- Demonstrated commitment to student wellbeing.
- Passion and commitment to learning within an independent girls' school.
- Demonstrated belief in the values of the School.
- Appropriate qualifications and registration as a teacher.

Personal Requirements/Competencies:

- Initiative.
- Flexibility.
- Empathy.
- Excellent communication skills (listening, written, oral).
- Rapport.
- Organisational and administrative skills.

Key Tasks

Student Learning

- Plan and deliver differentiated classroom programs with clear and achievable learning goals.
- Follow prescribed curriculum guidelines as appropriate.
- Create and maintain a safe, interesting and challenging learning environment.
- Use a range of teaching practices and resources to engage students in effective learning, including ICT where appropriate.
- Monitor student progress through a variety of methods.
- Identify and address areas of need for individual students, liaising with relevant staff.
- Inform appropriate staff about any student concerns.
- Be prepared to supervise International Baccalaureate extended essays.

Administration

- Document and keep appropriate records of curriculum and assessment.
- Meet reporting and other deadlines.
- Work closely with Heads of Faculty and Coordinators.
- Attend regular Staff, Faculty and sectional meetings.

Communication

- Report regularly to parents via written reports and Parent-Teacher interviews.
- Consult with the Coordinators or Heads of House where there are any issues of concern.

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- Ensure confidentiality is maintained in all communications.
- Liaise with other staff regarding curriculum delivery and academic care.

Conditions

Full-time teachers are required to be at School between 8.00am and 4.00pm on School days.

Duties are as directed by your superior including a range of duties beyond classroom responsibilities. These may include, but are not limited to, participation in meetings, professional development activities, meeting with parents, the pastoral care program, co-curricular activities, grounds supervision and class supervision. Some duties will need to be performed at times other than during the school day, including on weekends.

Part-time teachers are expected to undertake duties and attend School and staff meetings on a pro-rata basis. This does not apply to professional development days as attendance for the whole day(s) is required.

On-going performance feedback will be provided with a formal review taking place every two years.

Howqua Staff

For teaching staff taking up positions at the Howqua campus it is generally expected (unless specifically excluded) that the teacher will be able to:

- Actively participate in the Outdoor Program which is a key component of the Howqua experience and
- Actively participate in the physical fitness program

Details of these two programs are available on request. It is advisable that teachers offered positions at the Howqua campus are familiar with these requirements before entering into an employment arrangement with Lauriston Girls' School.

Final Statement

The purpose of the position description is to provide an overview of the major tasks and responsibilities of the position. It is not intended to represent the entirety of the position. The incumbent may be requested to perform other work tasks, not specifically stated, and the Executive may modify the position description in consultation with the incumbent from time to time, depending on the operational needs and requirements of the School.