



JOB DESCRIPTION & PERSON SPECIFICATION

Junior School Teacher

College Department:	Teaching
Position Title:	Junior School Teacher
Position Classification:	As per Lutheran Schools SA Enterprise Agreement
Tenure:	As per Employment Agreement

JOB DESCRIPTION

1. Summary of the broad purpose of the job in relation to the College's goals.

(Expected outcome and how it is achieved.)

Teachers at St Martins Lutheran College display the highest professional standards in their classrooms, personal presentation and management of the students in their care and as part of a professional team. They will manage classes and students effectively, thereby ensuring that learning is maximised for all students, the duty of care is met in and out of class, and a caring environment is provided for all.

Teachers support the Christian ethos of the College and develop their understanding of the spiritual requirements of teaching in a Lutheran school by undertaking the Connect program or Equip if required to teach Christian Studies. They embed the Mission Statement into their daily practice and as a result challenge each student to strive for excellence in a caring Christian community.

Teachers will undertake to teach classes as identified by the Principal. In addition to programmed work at the College, it is acknowledged that teachers spend considerable amounts of time preparing for that work or through other professional tasks on campus, in the community, or at home.

2. Reporting / Working Relationships

Junior School teachers have a close working and reporting relationship with the Head of Junior School. The teaching program will be reviewed by the Director of Junior School Teaching and Learning at the beginning of the year and on an ongoing basis as needed. Class teachers also have a close working relationship with their year level teaching team, and the Junior School Coordinators for Learning Enrichment, Music, Sport and Christian Studies.

3. Special Conditions

Junior School Teachers are employed under the conditions specified in the current Lutheran Schools SA Enterprise Agreement.

A three-month probationary period will apply.

4. Extent of Authority

The role of teacher is largely autonomous regarding delivery and classroom practice under the framework provided by ACARA and College guidelines. They will respond to student needs and plan, program and engage collaboratively with other staff to ensure the safety, wellbeing and academic achievement of each student.

Teachers will abide by College policy and procedures and perform all duties as requested by the Executive Team.

5. Statement of Key Outcomes & Associated Activities

Position

The role of Junior School Teacher at St Martins is underpinned by the Australian Professional Standards for Teachers, as well as some outcomes specific to St Martins.

College expectations

- Support the Christian ethos of the College.
- Act in partnership with parents, peers and all College staff in the building of the College community.
- Respect the confidentiality of College information, including student records and sensitive discussions about students.
- Effectively carry out all required administrative responsibilities such as developing and documenting a teaching program, reporting feedback to parents and attending Parent Information Nights.
- Care for and nurture students as they grow and develop.
- Attend and participate in morning briefings at 8:15am each morning.
- Comply with College WHS policy and procedures and adhere to safe work practices.
- Comply with the Staff Code of Conduct.

Know students and how they learn

- Understand and recognise the physical, social and intellectual development and characteristics of students.
- Understand how students learn.
- Support students with diverse linguistic, cultural, religious and socioeconomic backgrounds.
- Differentiate teaching to meet the specific learning needs of students across the full range of abilities.
- Provide timely feedback to students
- Utilise strategies to support full participation of students with disability.

Know the content and how to teach it

- Maintain a current knowledge of pedagogy and subject disciplines
- Attend professional development activities to improve teaching methods, pastoral skills and knowledge.
- Work collaboratively as a member of the teaching team to ensure the best possible outcomes for students.

Plan for and implement effective teaching and learning

- Establish challenging learning goals.
- Plan, structure and sequence learning programs in line with the Australian curriculum.
- Engage parents/carers in the educative process in an open and constructive manner.

Create and maintain supportive and safe learning

- Establish a positive learning environment where students feel safe to take a risk and engage in full participation.
- Deal with students in a courteous, consistent, firm, caring and respectful manner.
- Encourage and direct students to meet expectations for appropriate behaviour.
- Maintain student safety.
- Monitor student progress and liaise with relevant staff regarding student individual learning needs.
- Use ICT safely, responsibly and ethically.
- Be punctual, manage time, lesson planning and assessment schedules efficiently.

Assess, provide feedback and report on student learning

- Provide a range of assessment tasks challenging students to aim for excellence
- Provide timely and relevant feedback to students on their learning.
- Use student data to inform teaching practice.
- Report constructively and openly to parents or carers through interview, telephone calls, email, formal reporting processes and the maintenance of relevant records.

Engage in professional learning

- Identify and plan professional learning needs.
- Participate in school wide professional learning reviews and goal setting.
- Engage in personal professional learning to improve practice.
- Engage with colleagues and work collaboratively in learning teams to improve practice.
- Share and apply professional learning to improve student learning.

Engage professionally with colleagues, parents/carers and the community

- Meet professional ethics and responsibilities.
- Comply with legislative, administrative and organisational requirements.
- Engage with the parents/carers to support improved student outcomes.
- Engage with professional teaching networks and broader communities.

PERSON SPECIFICATION

1. Educational / Vocational Qualifications (Applicants to show evidence of or indicate a willingness to comply with)

- Current registration with the South Australian Teachers' Registration Board (including Working with Children Check).
- Evidence of current Responding to Abuse and Neglect training.
- A minimum of Basic Emergency Life Support training.
- Teacher Accreditation in Lutheran Schools Australia or willingness to complete upon appointment.
- Valuing Safe Communities training with LESNW or willingness to complete upon appointment.

2. Personal Skills, Abilities & Aptitude (Applicants to address in writing the following attributes)

Skills

- Demonstrate organisational and time management skills.
- Demonstrate high level of communication and interpersonal skills when relating to students, parents and other teachers.
- Demonstrate the capacity for leadership, self-management, participation, decision-making and team building.
- Be a resourceful team member.

Abilities

- Select and use appropriately, a wide range of teaching and assessment strategies to suit the needs of a diverse range of students including enquiry and critical and creative thinking.
- Incorporate the use of electronic technology into teaching.
- Demonstrate the capacity to reflect critically upon professional practice.
- Accept, promote and manage change.
- Respect the confidential nature of all personal data associated with staff and students.
- Prioritise workloads and meet required deadlines.

Aptitude

- A personal commitment to the College's Vision, Mission and Values underpinning the delivery of a Christian based education to students in the College community is essential.
- Demonstrate integrity in all things.
- A commitment to the development of effective skills in young people.
- A willingness to learn, undertake mentoring and follow instruction effectively.
- A readiness to work in a team situation.
- A demonstrated commitment and capacity to actively contribute to a broad range of College activities as a member of the College team.

3. Experience

- Graduates and experienced teachers.
- Demonstrated capacity to work successfully and collaboratively with other team members.
- Involvement in professional communities, or a willingness to be involved.

4. Knowledge

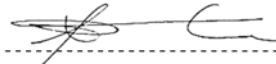
- A sound understanding of the technology relevant to Junior School students.
- A good working knowledge of the Australian Curriculum.
- A sound understanding of pedagogical practice appropriate for Junior School students.
- A sound knowledge of the development of young people.

APPROVAL

Job Description & Person Specification Approved

Alan Connah

(Print Name)



(Signature)

Date:

Acknowledged by Person Selected

(Print Name)

(Signature)

Date: