

# WESTBOURNE GRAMMAR SCHOOL

## POSITION DESCRIPTION

<b>Position Title:</b> Classroom Teacher (beginning 1-5 years)	<b>Incumbent:</b> Various
<b>Reports To:</b> Head of Faculty	<b>Location:</b> Various
<p><b>Primary Purpose of the Position:</b>            The primary focus of a classroom teacher at Westbourne Grammar School is to teach the students under his or her care in the subject/s to which they are assigned in a professional manner. They are responsible for the implementation of the agreed curriculum in their classes as decided by the Director of their Faculty and the Director of Learning. They may also be required to be involved in associated activities, such as writing units of work, by their Director of Faculty or the Director of Learning.</p>	
<b>Key Result Areas and Tasks:</b>	<b>Key Performance Indicators:</b>
<p><b>1. <u>Professional responsibilities:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Seek</b> advice from more experienced teachers and other relevant Staff on how and what to teach</li> <li>• <b>Carry out</b> duties in an ethical, responsible and professional manner according to the ethos of the School</li> <li>• <b>Participate</b> actively in professional development programs and activities in their Faculty which lead to improved student outcomes</li> <li>• <b>Demonstrate</b> accountability for all aspects of professional practice and engage in continuing reflective evaluation of their own teaching practices</li> <li>• <b>Understand</b> the employer's requirements and act in accordance with School policy, goals and procedures</li> <li>• <b>Ensure</b> equity of access for all students to human and material resources</li> <li>• <b>Ensure</b> a safe and supportive</li> </ul>	<ul style="list-style-type: none"> <li>• Advice sought and implemented from more experienced teachers and other Staff</li> <li>• All duties carried out in an ethical and responsible manner and in accordance with the ethos of the School</li> <li>• Professional development and other Faculty activities undertaken and incorporated into professional practice</li> <li>• Continuous evaluation of teaching practices undertaken which leads to accountability for professional practice</li> <li>• Recognition of the requirements of the employer, in terms of the School's policies, goals and procedures incorporated into teaching practice</li> </ul>

<p>classroom environment</p> <ul style="list-style-type: none"> <li>• Critically <b>evaluate</b> own professional practice to achieve continuous improvement</li> <li>• Attend all meetings as required</li> </ul>	<ul style="list-style-type: none"> <li>• All students provided with equity of access to human and material resources</li> <li>• Students provided with a safe and supportive environment</li> <li>• Continuous critical evaluation of professional practice undertaken to achieve continuous improvement</li> <li>• All meetings attended as required</li> </ul>
<p><b>2. Content of teaching and learning:</b></p> <ul style="list-style-type: none"> <li>• <b>Show</b> a sound understanding of the core concepts of their subject, methodology, ethical issues and School goals applicable to their subject</li> <li>• <b>Understand</b> the required curriculum content and have an appreciation of the teaching approaches which suit the levels at which they are teaching</li> <li>• <b>Plan</b> learning experiences that demonstrate a knowledge and understanding of State (where relevant) and School based curriculum resources and standards relevant to the level taught</li> <li>• <b>Recognise</b> the basic characteristics of learners at different development stages and plan sequential programs and learning experiences which cater for students' preferred learning styles and individual needs, using a range of teaching strategies</li> <li>• <b>Learn</b> how to identify and respond to students' preconceived ideas in their subject</li> <li>• <b>Familiarise</b> themselves with emerging educational issues and priorities, and their application in the classroom, including teaching strategies made possible by learning technologies</li> </ul>	<ul style="list-style-type: none"> <li>• Core concepts, methodology, ethical issues and School goals understood and applied to their subject</li> <li>• Curriculum content understood and an appropriate approach to their subject undertaken to suit the level/levels at which they teach</li> <li>• Learning experiences planned that demonstrate a knowledge and understanding of State and School based resources and standards relevant to the level taught</li> <li>• Individual differences in learning styles and stages recognised and sequential programs planned and implemented that cater for those differences</li> <li>• Students' preconceived ideas about the subject recognised and responded to</li> <li>• Emerging educational issues and their application in the classroom explored, including technology</li> </ul>

<p><b>3. <u>Teaching practice:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Provide</b> learning environments that are safe and conducive to learning</li> <li>• <b>Achieve</b> a balance between content and process in their subject, by developing relevant skills in classroom organization and management</li> <li>• <b>Arouse</b> in students a lively curiosity and spirit of open-minded enquiry, as co-learners in the subject. Set clear, challenging and achievable goals for students.</li> <li>• <b>Encourage</b> students to seek their own answers to questions, and value and challenge their findings</li> <li>• <b>Use</b> a variety of teaching strategies, resources and contexts which challenge all levels of ability and cater for different learning styles</li> <li>• <b>Provide</b> opportunities for students to use Information and Communication technologies in their studies</li> <li>• <b>Implement</b> and maintain a positive classroom behaviour management plan</li> </ul>	<ul style="list-style-type: none"> <li>• A safe environment conducive to learning provided</li> <li>• Relevant skills in classroom organization and management developed to enable the achievement of a balance between content and process</li> <li>• Clear, challenging and achievable goals set and a lively curiosity and spirit of enquiry engendered in their students</li> <li>• Students encouraged to seek their own answers to questions and value and challenge their findings</li> <li>• A variety of teaching strategies, resources and contexts employed which challenges all levels of ability and caters for different learning styles</li> <li>• Opportunities provided to use Information and Communication Technology in the classroom</li> <li>• A positive classroom management plan implemented and maintained</li> </ul>
<p><b>4. <u>Assessment and reporting of student learning:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Select</b> a range of assessment items on which reliable judgements of students' achievements can be made</li> <li>• <b>Use</b> a range of relevant assessments and recording methods to regularly monitor students' learning progress</li> <li>• <b>Report</b> orally and in writing to parents and guardians on</li> </ul>	<ul style="list-style-type: none"> <li>• A range of reliable assessment items used to accurately judge students' achievements</li> <li>• a range of relevant assessments used to regularly monitor students' learning progress</li> <li>• parents and guardians provided with oral and written reports about students' progress against curriculum expectations and areas of knowledge and students' strengths and</li> </ul>

<p>students' progress against curriculum expectations and areas of knowledge, identifying students' strengths and weaknesses</p> <ul style="list-style-type: none"> <li>• <b>Adapt</b> teaching practice on the basis of student assessment data</li> <li>• <b>Encourage</b> students to develop their own capacities and strategies for self-assessment in learning and understanding</li> </ul>	<p>weaknesses</p> <ul style="list-style-type: none"> <li>• teaching practice adapted to the knowledge gained from student assessment data</li> <li>• students encouraged to develop self assessment of their learning and understanding</li> </ul>
<p><b><u>5. Interaction with the School and the broader community:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Consult</b> with colleagues to examine their own classroom practices, within the context of curriculum planning and professional development in the teaching of their subject</li> <li>• <b>Communicate</b> effectively to students, parents, guardians and others, information concerning their teaching area when required</li> <li>• <b>Assist</b> with the promotion of their subject within and beyond the School community</li> <li>• <b>Participate</b> in partnership with colleagues to reflect upon and improve teaching and learning practice</li> <li>• <b>Work</b> effectively as a member of a School team in a range of School activities such as the co-curricular program, including abiding by School guidelines in regard to dress, behaviour, etc.</li> </ul> <p><b><u>Competencies</u></b></p> <p><b><u>Personal effectiveness</u></b> To be an excellent role model for students in terms of punctuality, manner, apparel, courtesy and enthusiasm</p>	<ul style="list-style-type: none"> <li>• Colleagues consulted to examine classroom practice within the context of curriculum planning and professional development in the teaching of their subject</li> <li>• students, parents and guardians given relevant information about their subject when required</li> <li>• their subject promoted within and beyond the School community</li> <li>• in partnership with colleagues reflect upon and improve teaching and learning practice</li> <li>• abide by School guidelines in regard to dress, behaviour, etc and work effectively as a member of the School team in arrange of activities</li> </ul>

<p>Presentation Efficiency and attention to detail, particularly that which pertains to student welfare Initiative <u>Interaction</u> To be an excellent communicator with students, staff and parents. Conflict resolution Team work, team building</p>	
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