

Position Description

Position Title: Secondary Teacher – Mathematics (Year 7 to VCE Further and/or Methods)
Reports to: Head of Faculty/Head of School
Department: Secondary School – Warragul
Date Reviewed: August 2017

Primary Purpose:

Classroom teachers are expected to be specialists in their chosen disciplines and be able to establish a strong rapport with their students. They should know both the material they are teaching and how best to impart this knowledge to the students in their care. They are expected to be supportive of the School's philosophies, direction and Christian ethos.

In their manner, attire, work ethic and ability to work collaboratively with their colleagues, they are expected to demonstrate the highest levels of professionalism. All classroom teachers are expected to work respectfully with colleagues and demonstrate work practices consistent with the Code of Conduct.

Teachers at St Paul's Anglican Grammar School are also expected to contribute to the development of students outside the classroom setting and, as such, are required to participate in excursions, camps and co-curricular activities. Each member of staff is also expected to carry out direct pastoral responsibilities in the role of tutor.

Position in Context:

Classroom teachers are responsible to the Heads of Faculty/Curriculum Leaders for curriculum matters and the Head of School for pastoral matters, who are responsible to the Deputy Principal (who, in turn, reports to the Principal).

All teachers are accountable to respective Heads of Faculties/Curriculum Leaders in the preparation and presentation of the curriculum. In regards to pastoral matters they are supported by Heads of Year who, in turn, report to the relevant Head of School.

Freedom to Act/Autonomy

Classroom teachers are expected to take initial responsibility for classroom management and the delivery of the curriculum in each of their classes. They are guided in this by the Heads of Year and Heads of Faculty/Curriculum Leaders. All classroom teachers are expected to comply with the School's Policies and Procedures and work as directed by the Principal or the Head of School.

Appraisal

Based on the Role Description and, more specifically, the Key Performance Indicators, the performance of classroom teachers will be appraised biennially by the relevant Head(s) of Faculty/Curriculum Leader.

Key Performance Indicators

Teach in accord with the School's educational philosophies, that is:

- In the Middle School, learning that develops student identity and resilience and furthers academic advancement;
- At Year 9, learning that promotes student engagement, imagination, inquiry and independence;
- At the Senior Secondary School, learning that extends student academic discernment, assurance and skill.

Major Activities

1. Students
2. Parents
3. Staff Meetings and Professional Development
4. Curriculum and Reporting
5. Promotion of the School
6. Teaching Commitment and Other Duties
7. General

Major Duties and Responsibilities:

1. Students

- Demonstrate sound classroom management practices and subject knowledge and impart that knowledge using appropriate methodologies;
- Take responsibility for the pastoral care of the students in their care on a day to day basis, paying attention to their spiritual, cultural, academic and social development;
- Monitor student progress through the timely setting and marking of student work requirements;
- Set appropriate tasks for students in a mixed ability classroom setting;
- Guide students who are behind with work requirements and homework tasks;
- Use formal and informal mechanisms to report regularly on student progress to parents and senior staff;
- Ensure that appropriate discipline procedures are followed and personally take charge of low-level discipline issues in the first instance before referring these to Year Level Coordinators;
- Maintain a high standard of appearance and behavior amongst students;
- In consultation with the Heads of Year and Head of School (and, where necessary, the Student Counsellor and the IEP Department) identify students with special needs;
- Implement the delivery of any special assistance that may be given to students in need;
- Liaise closely with the relevant Heads of Year to ensure the successful transition of students;

- Demonstrate an ability to integrate technology into teaching, where appropriate;
- Comply with VIT Code of Conduct and registration.

2. Parents

- Communicate openly, keeping parents and families regularly informed of developments in the classroom;
- Conduct interviews to discuss concerns as required;
- Provide meaningful feed-back in Parent/Student information evenings;
- Attend special evenings and functions as required;

3. Staff meetings and Professional Development

- Participate in professional development activities both in and out of school hours;
- Actively contribute to the development of the curriculum through Faculty/Curriculum meetings;
- Attend and participate in all staff meetings as required;
- Participate in the development of pastoral and academic policies.

4. Curriculum and Reporting

- Contribute to a strong teaching and learning environment through the writing of detailed curriculum plans, assessment and reporting documents at the direction of the relevant Head of Faculty/Curriculum Leader;
- Meet reporting and curriculum deadlines;
- Monitor the curriculum program and maintain an awareness of pedagogical trends and developments;
- Explore innovative curriculum initiatives and programs and, where appropriate, make recommendations to the Head of Faculty regarding possible curriculum changes;
- Keep up to date knowledge of Middle and Senior School course requirements.

5. Promotion of the School

- Assist with, and attend, Open Days, Information Evenings and other promotional events as required;
- Discuss potential opportunities and ideas with the Marketing Manager.

6. Full Time Equivalent Teaching Commitment and other duties*

- 45 periods per cycle;
- Conduct yard duty as required;
- Undertake the supervision of at least one 'extra' class per cycle;

- Supervise at least two co-curricular activities each year;
- Attend school camps, co-curricular activities and excursions as required;
- Attend Assembly and Pastoral/Year Level time;
- * *Note: Part-time staff members perform these duties on a pro-rata basis.*

7. **General**

- Supervise relevant detentions and suspensions as required;
- Check the tidiness of grounds and the condition of classrooms and buildings;
- Perform duties in accordance with the School's Emergency Management Plan.

Child Protection

St Paul's Anglican Grammar School takes the issue of Child Protection very seriously. The following is an outline of the responsibilities of teachers at the School with regard to Child Protection.

Teachers are responsible for understanding and applying the School's child safety policies and procedures including identifying and addressing risks, identifying child abuse indicators, management of disclosures, reporting (including mandatory reporting), and complying with the School's staff/student boundaries.

Teachers must also be aware of issues relating to Aboriginal, cultural and linguistic diversity or disability, among students with whom they will have direct contact, and in addressing child protection teaching and disclosures.

Teachers must complete the St Paul's Anglican Grammar School Child Protection Training within the first two weeks of employment at the School.

Hours of Work

Hours worked will be 8:30 am to 4:45 pm, with evening meetings as required.

Salary and Conditions

Salary will be commensurate with years of teaching and experience.

General terms and conditions will be in accordance with the St Paul's Anglican Grammar School Certified Agreement 2014 – 2016.

Key Contacts

Students
 Parents
 Heads of Faculty/Curriculum Leaders
 Heads of Year
 Head of School
 Deputy Principal
 Principal

Information for Applicants

St Paul's Anglican Grammar School is a multi-campus Independent School with campuses located in Warragul and Traralgon in West Gippsland.

The Warragul campus is approximately 100 kilometres from Melbourne and the Traralgon Campus 175 kilometres.

The School has approximately 1400 students and 240 staff across both locations.

The AITSL National Professional Standards for Teachers serve as a guide for our expectations for our School Leaders and teachers. Staff are expected to demonstrate strong ICT skills in teaching, communication and administration.

Staff at St Paul's Anglican Grammar School are expected to support the Anglican ethos of the School and be actively involved in school life including **co-curricular activities**.

We pride ourselves on the quality of teaching and learning at St Paul's. All teachers are involved in Professional Learning Communities (PLCs), working together in small groups to enhance their students' learning outcomes whilst knowledge sharing. Staff are encouraged to attend external and internal Professional Development to enhance their teaching.

St Paul's has an Enterprise Bargaining Agreement which includes conditions of employment for teaching and non-teaching staff.

Detailed information about St Paul's can be found on other parts of our website.

Applications

Applications close 15 September.

Electronic lodgment of applications is preferred.

Email to hr@stpaulsags.vic.edu.au.

Applications should include a cover letter, resume and the details of two referees and be addressed to:

Ms Ann Wilson
Human Resources Manager
hr@stpaulsags.vic.edu.au

[For a confidential discussion regarding a position please contact Ann on \(03\) 5623 5833.](#)

Thank you for your interest in employment at St Paul's Anglican Grammar School.