



TRINITY
GRAMMAR SCHOOL

ACADEMIC POSITION

TEACHER - SCIENCE

SECONDARY SCHOOL

Position Description	Teaching – Science
Reporting	Supervisor - Head of Faculty - Science Reporting to - Academic Dean
Agreement/Award	Independent Schools NSW Teachers (Hybrid model) Multi-Enterprise Agreement 2017

Mission Statement

Trinity provides boys with a thoroughly Christian education in mind, body, and spirit.

Overview of the Science Faculty

The Science Faculty provide an enriched student experience through the provision of quality teaching in the areas of theory and practical components of Science that celebrate growth, develop inquiring minds, inspire creativity, curiosity and lifelong learning. The teachers work collaboratively in support of the whole curriculum empowering our School community to think innovatively and equip our students to be future contributors and leaders.

The School

Trinity Grammar School's commitment to academic excellence, pastoral care and participation in a breadth of sporting and co-curricular activities, including the creative and performing arts, develops the talents of individual boys in mind, body and spirit. The School offers a wide-ranging curriculum that is delivered by motivated, caring staff accessing exceptional facilities and resources.

The Secondary School delivers the NSW Curriculum in Years 7 – 10. In Years 11 and 12 students choose either the NSW Higher School Certificate or the International Baccalaureate Diploma as their final School credential. Currently, approximately half our Senior cohorts pursue each credential, achieving outstanding results. All Secondary staff are expected and supported to develop their capacity to deliver the curriculum of both credentials at the highest standards of quality teaching and learning.

Trinity Grammar School adopts an explicitly student-centred approach to learning that prioritises personal growth through challenge and support. Teachers design learning experiences that provide opportunity for students to develop behaviours for purposeful engagement, skills for critical reflection and inquiry, the disposition to embrace challenge and a deepening repertoire of knowledge and understanding applied to authentic problems and relevant questions. Learning design is sensitive to individual differences and embeds individualised programmes for support, extension and acceleration of the curriculum.

The School is committed to a professional learning culture in which all teachers participate. They are supported to set ambitious personal goals for their own classroom practice as well as working collaboratively to achieve strategic, School wide teaching and learning priorities. Trinity teaching staff engage with professional learning that is embedded within the natural rhythms of teaching and learning across the School. Teachers work in cross faculty/stage Professional Learning Teams, applying a disciplined inquiry methodology to interrogate existing teaching and learning practices, research and recommend innovative practices and trial new initiatives.

Purpose of the position

The role of the Trinity teacher is to support students' critical reflection and engagement as they develop knowledge, discipline-specific conceptual understandings as well as the transdisciplinary disposition of life long learners in a safe and supportive Christian environment.

Trinity Grammar School teaching staff engage in the continuous improvement of teaching and learning through structured analysis and review, personal practice and collaboration to achieve Faculty goals and commitment to the strategic Teaching and Learning priorities of the School.

The Teacher works under the immediate direction of their Head of Faculty and, where applicable, the Assistant Head of Faculty, the Directors of Curriculum, IB Diploma, Professional Practice, Professional Standards and the Academic Dean.

All staff at Trinity are positive in support of the School's traditions and Christian ethos and are expected to be flexible, enthusiastic, competent and dynamic team members who consistently model professional behaviour and collaborative engagement within the daily life of the School.

Members of the School community are expected to co-operate with the senior staff, establish and maintain effective relationships with teaching staff, support staff, students and parents and maintain high levels of confidentiality and professionalism at all times.

Key relationships

All staff are appointed by the Head Master and are responsible to the Head Master for the overall performance of their duties. The Head Master delegates authority to the School Executive for the effective management of the School.

All secondary teachers report to the Academic Dean in relation to teaching and learning.

Heads of Faculty will provide guidance and instruction on day to day duties.

Head of Human Resources will provide support and assistance to individual pastoral care requirements.

Key accountabilities

- 1 Deliver curricula of the NSW Education Standards Authority (NESA) and the International Baccalaureate (IB) within the student centred principles of learning at Trinity Grammar School.
- 2 Use the School's Learning Management System and Administration System to deliver teaching and learning, maintain formal records required by the School including but not limited to progress reports, learning evidence, assessment data, incident and discipline reports.
- 3 Contribute to and participate in the School's Professional Learning structures in order to demonstrate continual improvement in professional practice.
- 4 Meet and maintain the Australian Professional Standards for Teachers appropriate to the level of accreditation and undertake relevant professional development to meet compliance requirements.
- 5 Support the School's formal pastoral care based House system as a Tutor or Housemaster and model the values of the School.
- 6 Be actively involved with students in School sport and co-curricular activities and uphold the School standards and code of conduct.

Role Responsibilities

Academic

Working in close collaboration with and under the direction of the Head of Faculty:

- 1 Deliver curricula of the NSW Education Standards Authority (NESA) and the International Baccalaureate (IB) within the student centred principles of learning at Trinity Grammar School.
- 2 Employ a range of pedagogical approaches in the preparation of engaging lessons with clear learning intentions.
- 3 Differentiate learning experiences for both support and extension of individual learners.
- 4 Analyse the range of available student data to ensure understanding of the specific needs of individual learners.
- 5 Collect and monitor learning evidence at the class level to ensure learning progress of all students.
- 6 Provide specific, timely and forward-focused feedback to support personal learning progress of all students.
- 7 Collaborate with Faculty staff to review, evaluate and design outstanding programmes of learning, assessment and resources.
- 8 Implement assessment programmes per the School's Assessment Policy and Assessment Principles.
- 9 Undertake marking with reference to rubric criteria and moderation activities.
- 10 Work collegially with Trinity Educational Support Staff to co-design and/or co-teach units of work for both support and extension of individual students.

Administrative

- 1 Maintain formal records required by the School by using the School's Administration System, including but not limited to progress reports, learning evidence, assessment data, incident and discipline reports.
- 2 Use the School's Learning Management System to deliver the curricula.
- 3 Document parent/student conversations as per the School's policies and procedures.
- 4 Contribute to, and active involvement according to the School's Professional Meetings Schedule.

Pastoral

- 1 Model the Christian values of the School and provide a Christ-like example to all students regardless of the student's faith or background.
- 2 Encourage student involvement and growth in all aspects of School life: academic, sporting, co-curricular and pastoral programmes.
- 3 Liaise with parents and provide feedback about their child's academic progress.
- 4 Undertake the pastoral role of House Tutor or Housemaster and have primary responsibility for the care of the students within the tutor group by providing encouragement, support and guidance to each student and are the first point of contact for parents.
- 5 Monitor student welfare and implement directions from Middle School Housemaster and Housemasters as required.
- 6 Implement the School's Discipline Policy.

Technology and Equipment

- 1 Be confident and resourceful in learning new technologies and continuously upskill in digital technologies to engage students and enhance student learning and resourcing educational programmes.
- 2 Effectively use the School's Administration System.
- 3 Effectively use the Schools Learning Management System.
- 4 Acquire and continue to develop expertise in subject specific applications.

Professional Learning

Teachers are expected to meet and maintain their professional skills and undertake appropriate training as required by the School.

- 1 Meet NSW Education Standards Authority (NESA) accreditation hours through professional practice and learning (School based and external).
- 2 Undertake continuous learning to develop expertise in subject specific knowledge and applications.
- 3 Undertake professional learning within the International Baccalaureate (as appropriate).
- 4 Participate in Professional Learning Teams, Faculty meetings and other professional learning events aligned to the School's strategic priorities.
- 5 Reflect upon personal teaching practice and set personal professional goals in the spirit of the School's commitment to continuous improvement.
- 6 Set personal practice goals and engage in professional conversation with Head of Faculty and other staff members.
- 7 Ensure School compliance requirements are current (First Aid, Working with Children Check etc).
- 8 Undertake continuous learning and upskilling with regards to the School's Learning Management System and Administration System.

Child Safety Standards

- 1 In line with the School's Core Staff Documents and associated Policies and Procedures, all staff are responsible for understanding and applying the School's Child Safety Policies and Procedures, including identifying and reporting risks, identifying child abuse indicators, management of disclosures and internal and external reporting obligations.
- 2 Communicate confidentiality with appropriate senior staff any issues or perceived danger to a student.
- 3 Where students are under your care, take all practicable measures to protect students where a risk to their safety has been identified.

Work Health & Safety

All staff are expected to:

- 1 Adhere to and implement safe work practices and procedures in accordance with Trinity Grammar School policies.
- 2 Work safely and report any hazards in accordance with School procedures.
- 3 Monitor and take full care of the health and safety of others.
- 4 Participate when required in the resolution of safety issues.

Professional Experience and Requirements

Essential

- Teaching qualifications
- Undergraduate degree in subject matter
- Current registration with NSW Educational Standards Authority (NESA)
- Valid NSW Working with Children Check
- Current First Aid Certificate
- Current CPR Certificate, Anaphylaxis and Asthma Management Accreditation
- Membership of relevant professional association

Desirable

- AISNSW Child Protection Certificate
- Post graduate qualifications
- While experience in the International Baccalaureate is advantageous, the School has a strong focus on professional learning and will provide the required development for an outstanding practitioner.