



**TRINITY**  
GRAMMAR SCHOOL

## ACADEMIC POSITION

# TEACHER - Casual

## PREPARATORY/JUNIOR SCHOOL

<b>Position Description</b>	Teacher – Preparatory/Junior
<b>Reporting</b>	Supervisor – Deputy Head of the Preparatory/Junior School Reporting to – Head of the Preparatory/Junior School
<b>Agreement/Award</b>	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.

### **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.

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.

### **Overview of the Preparatory and Junior Schools**

The Preparatory and Junior Schools, caters for students from Pre-Kindergarten to Year 6, providing a strong foundation to meet the individual needs of students as they begin their school experience. From the first day they are immersed in the Schools' ethos of mind, body, and spirit which will travel with them as they transition to the Middle and Senior Schools. Experienced and caring staff members facilitate programmes to meet the academic, social, physical, emotional, spiritual and cultural needs of each child.

### **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. Teachers work collaboratively to implement the Primary Years Programme (PYP) of the International Baccalaureate. This framework promotes an inquiry-based, concept-driven curriculum that support students to develop a variety of transdisciplinary approaches to learning.

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 Stage goals and commitment to the strategic teaching and learning priorities of the School.

All staff at Trinity are to be 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 Primary School teachers report to the Head of the Preparatory/Junior School in relation to teaching and learning.

The Deputy Head of the Preparatory/Junior School 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 system 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 Preparatory School or Head of Junior School:

- 1 Deliver the curricula of the NSW Education Standards Authority (NESA) and the International Baccalaureate (IB) within the framework of the aims of education 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 and stage 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 the Director of Curriculum/PYP Co-ordinator and/or Stage Leaders 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 Provide students with a welcoming and stimulating physical space for effective teaching and learning.
- 11 Work collegially with Trinity Educational Support Services 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 and manage parent/student conversations as per the School's policies and procedures.
- 4 Coordinate experiences that promote and support the curriculum and recreational needs of the students.
- 5 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 Active involvement in the School's formal pastoral care system.
- 3 Encourage student involvement and growth in all aspects of School life: academic, sporting, co-curricular and pastoral programmes.
- 4 Liaise with parents and provide feedback about their child's academic progress.
- 5 Monitor student welfare, make referrals to the Welfare Team and liaise with the Trinity Educational Support Services for students who may need additional support.
- 6 Implement the School's Behaviour Management System.

### **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 Effective use of the School's Administration System.
- 3 Effective use of the School's 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, Stage 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 the Deputy Head 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
- 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.