

POSITION DESCRIPTION

	Effective Date:	January 2025
POSITION TITLE:	Junior School Teacher – French Language Specialist	
REPORTS TO:	Head of Languages	
EXPERIENCE AND QUALIFICATIONS:	<p>Holds a Teaching Degree and experience in teaching French in the primary years</p> <p>Teaching or relevant experience teaching Drama/Dance</p> <p>Registered with TRBWA</p> <p>Working with Children Check</p> <p>Organisational skills and attention to detail</p> <p>Willingness to be part of the total life of the School, including contributing to the cocurricular program</p>	
POSITION PURPOSE:		
<p>Perth College is committed to providing a holistic education to students from the age of three years, relating to their academic, spiritual, emotional, and physical development. The role of a Junior School languages teacher is valued and recognised as being of paramount importance in this development.</p> <p>The position of Junior School languages teacher involves the teaching of primary school language classes (French) and the associated administrative duties. The development of positive relationships with students, parents, staff and the wider community is key to the role. Being a reflective practitioner is also essential. It is expected associated with this. It is expected that the teacher will support the Christian ethos of the school and uphold the School Code of Conduct.</p>		
KEY RESPONSIBILITIES:		
<p><i>Knowledge and Understanding</i></p> <ul style="list-style-type: none"> ➤ Demonstrates a depth of understanding of theories of development related to Junior School students. ➤ Displays a strong commitment to excellence and innovation in classroom practice and curriculum delivery relevant to the teaching of a Junior School language class. ➤ Shows a clear understanding of the Western Australian Languages Curriculum and its application in a Junior School setting. ➤ Understands teaching and learning theories and practices appropriate to primary school students. ➤ Has a knowledge of Visible Learning research, principles, and practices. ➤ Demonstrates an understanding of the science of Positive Psychology and a commitment to actively engage with its practices. <p><i>Pedagogy and Practice</i></p> <ul style="list-style-type: none"> ➤ Provides a teaching and learning program built around the children's development – linguistic, social, emotional, aesthetic, spiritual, creative, physical, and cognitive ways of knowing. ➤ Prepares relevant, innovative instructional material based on student needs and interests. ➤ Provides activities which encourage the children to develop autonomy, intellectual risk taking, responsibility and control of their own learning. ➤ Provides a developmentally appropriate and stimulating environment to promote curiosity, learning, interest, motivation, and development of self-esteem. ➤ Supports children to develop age-appropriate skills in self-regulation and the management of challenging emotions. ➤ Provides opportunities for children to be curious, communicate, pose questions, reflect, and represent their observations and experiences in ways which are meaningful to them. ➤ Demonstrates the ability to develop, use and interpret assessment material appropriate to a middle childhood setting. ➤ Keeps clear, documented records on individual student progress, employing visible learning strategies to honour children's thinking ➤ Provides feedback to individual students and parents regularly. ➤ Demonstrates professional concern towards students as individuals as well as class members. ➤ Shows a commitment to the idea of a Pre-Kindergarten to Year 12 school and actively contributes to the transition of students between Junior and Senior School. 		

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Professionalism

- Provides a teaching and learning program built around the children’s development – linguistic, social, emotional, aesthetic, spiritual, creative, physical, and cognitive ways of knowing.
- Prepares relevant, innovative instructional material based on student needs and interests.
- Provides activities which encourage the children to develop autonomy, intellectual risk taking, responsibility and control of their own learning.
- Provides a developmentally appropriate and stimulating environment to promote curiosity, learning, interest, motivation, and development of self-esteem.
- Supports children to develop age-appropriate skills in self-regulation and the management of challenging emotions.
- Provides opportunities for children to be curious, communicate, pose questions, reflect, and represent their observations and experiences in ways which are meaningful to them.
- Demonstrates the ability to develop, use and interpret assessment material appropriate to a middle childhood setting.
- Keeps clear, documented records on individual student progress, employing visible learning strategies to honour children’s thinking
- Provides feedback to individual students and parents regularly.
- Demonstrates professional concern towards students as individuals as well as class members.
- Shows a commitment to the idea of a Pre-Kindergarten to Year 12 school and actively contributes to the transition of students between Junior and Senior School.

Workplace Health and Safety

- Ensure at all times that you work in compliance with all laws, acts, regulations and internal policies and procedures.

SUCCESS CRITERIA:

1. Plan and deliver learning experiences that clearly provide for differentiated learning and demonstrate support of individual student needs.
2. Develop effective relationships with students, marked by mutual respect and professionalism.
3. Provide timely and constructive feedback to students and communicate regularly with parents to promote a positive partnership between home and school.
4. Prioritise safety, including maintenance of adequate levels of supervision and standards of behaviour.
5. Maintain excellent relationships with staff and effectively collaborate with colleagues.
6. Support the School’s policies and procedures, and ensure all documentation complies with Perth College standards.
7. Demonstrate responsibility for identifying areas for personal and professional learning and development, including the development and maintenance of professional networks and associations outside of Perth College.

AITSL standards:

Standard 1 – Know students and how they learn

Standard 2 – Know the content and how to teach it

Standard 3 – Plan for and implement effective teaching and learning

Standard 4 – Create and maintain supportive and safe learning environments

Standard 5 – Assess, provide feedback and report on student learning