Perth College
ANGLICAN SCHOOL FOR GIRLS

POSITION DESCRIPTION

	Effective Date:	January 2025
POSITION TITLE:	Teacher – Senior School	
REPORTS TO:	Director of Learning and Teaching (7-12) Day to Day management is through Head of Department	
EXPERIENCE AND QUALIFICATIONS:	Holds a Teaching Degree with a Specialisation in Secondary Teaching Tertiary level qualifications in relevant learning area in education Meet all compliance requirements as an educator in Western Australia (TRBWA) Willingness to be part of the total life of the School	

POSITION PURPOSE:

The work of the teacher at Perth College is of a holistic nature and all staff are expected to support the vision and values of the School. The School and teaching staff recognise that the teaching profession encompasses a wide range of duties.

KEY RESPONSIBILITIES:

Professional Knowledge

Standard 1: Know students and how they learn

Use teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning.

Key Performance Indicators

- Implements learning and teaching strategies to allow all students to achieve to the best of their abilities.
- Implementation of extension and enrichment, academic support, and differentiation programmes within their classes.
- Participates in reflection and evaluation of the effectiveness of learning and teaching programs in meeting the needs of students.
- Works collaboratively with specialist staff i.e. Counsellor, Psychologist, Heads of Year, Head of Learning Engagement and the Learning Engagement Team to ensure student needs are met.

Standard 2: Know the content and how to teach it

Actively participates in the development and evaluation of curriculum content and teaching strategy initiatives.

Key Performance Indicators

- Develops engaging and high-quality learning experiences that relate to curriculum content in their subject area.
- Works collaboratively to select, sequence and organise curriculum content in learning and teaching programs.
- Implements effective and valid formative and summative assessments in line with reporting requirements within department learning and teaching programs.
- Provides opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages through learning and teaching programs.
- Implements relevant literacy, numeracy and ICT strategies within department learning and teaching programs.

Professional Practice

Standard 3: Plan for and implement effective teaching and learning

Plans, implements and reviews a range of teaching and communication strategies, resources (including ICT) in learning and teaching programs.

Key Performance Indicators

- Willingly reflects and acts on feedback (including student feedback, peer feedback and assessment data) regarding use of learning and teaching strategies and classroom practice.
- Implements effective ICT strategies (including SPACE) to support learning and teaching.
- Works collaboratively to actively modify and expand the repertoire of strategies used in the classroom to promote collaboration, problem solving and critical and creative thinking.
- Communicates effectively to engage student, parents and carers in the learning process.

Standard 4: Create and maintain supportive and safe learning environments

Utilises inclusive, engaging and effective classroom management strategies that promote student responsibility for learning.

Key Performance Indicators

- Establishes clear expectations and effectively manages student supervision and discipline in line with restorative justice practices.
- Uses strategies that promote student responsibility for learning.
- Implements student wellbeing strategies that ensures the safety and inclusion of all students.
- Promotes safe, responsible and ethical use of ICT in learning and teaching.

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

Develops, implements and reflects on assessment procedures and feedback and works collaboratively to moderate and report on student achievement.

Key Performance Indicators

- Develops effective formative and summative assessment opportunities to assess student learning.
- Engages in frequent and timely moderation processes with colleagues.
- Communicates effectively with students as well as parents and carers using a range of formative assessments and feedback strategies within SPACE.
- Reports accurately within Synergetic and maintains accurate and reliable records.
- Uses reporting and assessment data to inform learning and teaching, identify interventions and make appropriate modifications to the learning and teaching program.

Professional Engagement

Standard 6: Engage in professional learning

Participates in and contributes to collegial relationships, networks and professional learning opportunities to develop professionally and improve student learning outcomes.

Key Performance Indicators

- Actively participates in Department Collaborative sessions and Department Professional Learning to ensure up to date knowledge of curriculum area and the achievement of Department goals.
- Engages in professional learning opportunities offered through Perth College that align with the Strategic Intent of the School.
- Seeks professional growth and development and applies this learning to their teaching, leadership and to practices at Perth College.
- Regularly engages in peer-coaching and self-reflection through involvement in the ~~FLOW~~ School's staff growth process.
- Actively engages in coaching relationships and conversations with colleagues to improve practice throughout the school.

Standard 7: Engage professionally with colleagues, parents/carers in the community

Establishes and maintains respectful and meaningful relationships with parents/carers and behaves in a professional and ethical manner.

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Key Performance Indicators

- Actively participates in professional and community networks and forums and utilises these networks to improve learning and teaching outcomes for students.
- Collaborates with, and maintains contact with, parents regarding student learning and wellbeing.
- Actively maintains current knowledge of, and complies with relevant legislative, administrative, organisational and professional requirements, policies and processes.

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.
8. Experience in the implementation of Inquiry Based Learning, PLD.