



THE KING'S SCHOOL

POSITION DESCRIPTION PREPARATORY SCHOOL TEACHER

INTRODUCTION

All positions at The King's School support the mission of the School which is to make an outstanding impact for the good of society through its students, and by the quality of its teaching and leadership in education.

The King's School values all its employees, and it recognises that the service given, in the classroom as well as in support and operational capacities, equally contributes to an environment wherein boys are witnessing professional and dedicated behaviour. All employees of The King's School contribute to those intangibles of tone and ethos which can have a profound impact upon a student.

POSITION PURPOSE

A Preparatory School teacher at King's is responsible for providing positive, professional and disciplined support in the classroom; in co-curricular activities; in the provision of pastoral care; and whilst interacting with students, parents and colleagues.

SPECIFIC REQUIREMENTS

Provide a Climate of Excellence:

Ensuring the highest academic standards as established by the Headmaster by delivering on all elements of the role, as described in the balance of this position description.

Leading Teaching and Learning

- Understand the physical, social and intellectual development and characteristics of students.
- Actively engage students in the learning process.
- Consider each student's own experience to be a fundamental and valuable resource.
- Understand students with diverse linguistic, cultural, religious and socioeconomic backgrounds.
- Utilise appropriate strategies for teaching students from diverse backgrounds.

- Differentiate teaching to meet the specific learning needs of students across the full range of abilities.
- Utilise strategies to support full participation of students with a disability.
- Establish challenging learning goals that are differentiated for each student.
- Effectively plan, structure and sequence learning programs.
- Utilise a variety of teaching strategies tailored to the individual student's needs.
- Continuously research, select and utilise a range of resources.
- Ensure effective classroom communication.
- Understand the syllabus content and engage effective teaching and learning strategies in their classroom professional practice.
- Understand content selection, flow and organisation.
- Understand the curriculum, assessment and reporting obligations.
- Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians.
- Utilise effective literacy and numeracy strategies to improve standards across the School.
- Meet the professional and ethical expectations of the School.
- Comply with legislative, administrative and organisational requirements.

Developing Self and Others

- Identify and plan personal professional learning needs in consultation with Deputy Head – (Academics) and the King's Institute.
- Engage in professional learning and continuous improvement of classroom professional practice.
- Engage with colleagues in cross-departmental activities, team teaching, observation and the sharing of resources, research and other initiatives to improve learning across the School.
- Ensure professional accreditations and maintenance are maintained.

Leading Improvement, Innovation and Change

- Work collaboratively with colleagues to continuously review and improve programs.
- Collaboratively evaluate and improve teaching programs.
- Optimise the use of Information and Communication Technology (ICT) in the delivery of teaching and learning.

Engaging and working with the Community

- Engage with parents/carers in the education process.
- Continuously monitor student learning through formative and summative assessment.
- Provide regular and meaningful feedback to students on their learning.
- Make consistent and comparable judgements regarding student progress.
- Interpret student data.
- Report on student achievement.
- Actively engage with parents/carers of students in their care.
- Engage with professional teaching networks and broader communities.

Providing a safe and supportive Environment

- Encourage and support active student participation.
- Effectively manage classroom activities.
- Manage student discipline and challenging behaviour.
- Ensure student safety is the highest priority.
- Utilise ICT safely, responsibly and ethically.

SPECIAL REQUIREMENTS

- Enjoy working with their students and communicate effectively with them.
- Have a genuine passion and enthusiasm for teaching and learning.
- Be friendly, engaging and have a sense of humour.
- Have high emotional intelligence - read body language well, sense mood changes and be empathetic.
- Be a good role model to their students in terms of personal grooming, integrity, language and punctuality.
- Be a lifelong learner.
- Contribute to educational debate both inside and outside the School.

GENERAL REQUIREMENTS

General responsibilities of teachers at The King's School include:

- Ensure a professional relationship with students and colleagues at all times and particularly bearing in mind the School's Code of Conduct and Child Protection Policy.
- Participate in the induction process to be undertaken by the School when the nature of your relationship with students will be more fully explained and you will be able to ask questions to clarify the boundaries in respect to these relationships;
- Support the ethos of a Christian independent boys' school, the mission of The King's School, and being an effective ambassador for the School.
- Participate in School functions including Speech Nights, Graduation Ceremonies, Parent Teacher evenings and Open Days.
- Take relief classes, supervise exams, undertake playground and other duty supervision, attend professional development days, assemblies and chapel services.
- Participate in School development and policy planning and complete administrative tasks associated with teaching.
- Be fully involved in the co-curricular life of the School. Colleagues are encouraged to be involved with clubs, societies and other co-curricular activities that support the mission of The King's School of providing a balanced and holistic education.
- Fulfil pastoral responsibilities, and unless otherwise agreed to by the Headmaster, as a mentor.
- Work collegially with all employees in the best interests of the School.
- Support equal opportunity and adhere to workplace health and safety guidelines and fulfil duty of care to their students.
- Value the gender, cultural and linguistic background of students and ensuring that students' learning is not limited by expectations based on stereotypes or prejudices.
- Prevent behaviour that intimidates or denigrates students on the basis of gender, language, ability, ethnicity or socio-economic background and develop anti-discriminatory teaching practices.
- Adopt a collaborative approach to learning with staff and students.
- Keep abreast of current teaching practices and the use of technology in enhancing teaching and learning.
- Take Long Service Leave shortly after it is due.

REQUIRED SKILLS, KNOWLEDGE and EXPERIENCE

Vision and Values

- Commitment to Christianity and the mission of The King’s School which underpins the culture of the School, and the ability to articulate this to future families accurately and passionately
- Love of learning and a growth mindset
- Supporting and advancing the values of the School as a community that seeks to promote:
 - Humility
 - Honesty
 - Respect
 - Responsibility
 - Integrity
 - Compassion
 - Excellence

Knowledge and Understanding

- Able to engage and foster learning and development in boys.
- Capable of providing and receiving constructive feedback.
- Able to deliver contemporary engaging programs.

Personal qualities, social and interpersonal skills

- Engaging
- Collaborative
- Confident
- Well-organised with strength in planning
- Excellent communicator
- Patient

Qualifications:

All teaching staff at King’s must meet the minimum educational and accreditation standards as dictated by the *Institute of Teachers Act 2004 (NSW)*, the NSW Education Standards Authority (NESA), the Independent Schools Teacher Accreditation Authority (ISTAA); and the International Baccalaureate (IBB).

- Bachelor of Education (Primary)

OR

- a combined or double degree, such as a Bachelor of Science/Bachelor of Education (Primary)

OR

- an undergraduate degree and an accredited graduate entry teaching degree, such as a Bachelor of Teaching (Primary) or a Master of Teaching (Primary)

TERMS AND CONDITIONS OF EMPLOYMENT

Some of the terms and conditions of employment for a Teacher at King's are outlined in the *Independent Schools NSW Standards Model (Teachers) Multi Enterprise Agreement 2017* (Industrial Instrument).

WORK HEALTH AND SAFETY

The King's School has a documented Work Health and Safety Policy together with relevant procedures and other documentation. You are required to comply at all times with the Policy and Procedures as well as any reasonable and lawful direction relating to workplace safety. Your WHS obligations include:

- Cooperating with the School in ensuring your safety and the safety of others at all times
- Following policies, procedures and lawful direction designed to ensure a safe work environment;
- Reporting any hazard, injury, or near miss through the School's RMS system;
- Following emergency evacuation and management procedures if required;
- Following Safe Work Procedures, Standard Operating Procedures and Manual Handling Guidelines appropriate to your duties; and
- Undertaking WHS training as deemed relevant to your role.

FINALLY

No position description can capture the complexity of tasks within a school. Therefore, this position description should not be seen as limiting and some flexibility is required when using this position description. There will be other tasks, not described above, that may be given to this position from time-to-time.

All positions evolve and change over time, and the School commits to regularly review and update position descriptions to accurately reflect the contribution of employees.

This position description will need to be reviewed periodically in order to ensure it remains relevant in a rapidly changing education environment.