

Classroom Teacher

The Strathcona environment nurtures the pursuit of academic excellence, co-curricular involvement, leadership development and the community and social engagement that each girl chooses to pursue. Our aim is to afford girls the opportunity to try various activities so that each individual is able to recognise and develop her own interests and unique attributes. We take a personalised approach to learning and development to each of our students.

Primary Purpose of the Position

The primary purpose of the position is to enable, foster and improve student learning. Drawing from a range of techniques, resources and technologies teachers cater their teaching to the learning needs of their students. They utilise a range of assessments tools and practices to monitor student achievement and provide regular feedback to their students that identifies their progress, strengths and areas for future growth and learning.

Teachers engage in evidence-based reflective practice to discern the impact of their teaching on student learning, share their learning about their impact with their Head of Department and engage in team discussions about impactful teaching practices, including assessment and feedback.

Strathcona Baptist Girls Grammar is a school where the dignity of each person is recognised, respected and fostered. Our school takes an integrated and collaborative approach to building and strengthening safe and respectful school communities which are child safe.

Authorised by: Principal

Last reviewed: February 2024

Responsibilities	Outcome
To promote and enable the Strathcona Strategic Vision	The Aspiration and Guiding Principles of the Strategic Vision are evident in the observable behaviours and professional practice of all staff at Strathcona BGGS
Provide students with a child-safe environment.	A demonstrated understanding of appropriate behaviour and legal obligations relating to child safety. Be familiar with and comply with the School's Child-Safe Policy and Code Of Conduct, and any other policies or procedures relating to child safety.
To model observable professional behaviour and professional courtesy.	An environment of professional trust, empowerment and learning is fostered.
Working collaboratively with the Head of Department to drive improvement in student learning outcomes.	Teaching strategies are developed, implemented and reviewed according to their impact on student learning. Curriculum content and assessment practices engage students in learning Curriculum compliance requirements as set both internally and externally are met to a high standard of compliance reflecting best practice.

To proactively engage in reflective practices and professional dialogue in relation to teaching effectiveness, feedback and targets for improvement.	<p>Teacher practice is focussed on excellence, collaboration and continuous improvement.</p> <p>Teachers engage in formal and informal conversations on a cyclical basis with their Head of Department.</p> <p>The teachers actively seek feedback and work collaboratively to improve their impact on student learning.</p>
The implementation of diverse and contemporary teaching strategies and a differentiated curriculum within their Department.	<p>Measures of student engagement and learning reflect continuous improvement.</p> <p>The use of a variety teaching strategies to support learning, both physical and virtual, is evident in teaching practice and student learning.</p> <p>Teachers understand and target student learning needs based on a variety of data sources.</p>
To design, implement and review teaching and learning programs within their Department.	<p>Programs and the assessment of student learning is contemporary and informed by best practice.</p> <p>Programs are tracked to ensure learning programs comply with policy and design</p> <p>Curriculum documentation is stored centrally in accordance with School requirements.</p>
To develop assessment tasks and learning activities for the Department	<p>Collective and individual feedback to students is regular and of a consistently high standard</p> <p>Assessment and the related feedback supports, drives and improves student learning.</p> <p>Learning activities, due dates, results, feedback and resources are stored centrally and published in accordance with School requirements</p>
To enact a shared understanding of outstanding teaching and learning practices	<p>Teachers engage in behaviours that reflect a shared understanding of the vision for learning at Strathcona</p> <p>Teachers collaborate and support each other</p> <p>Teachers proactively seek feedback from all stakeholders and intentionally reflect on their strengths and opportunities for growth.</p> <p>Teachers share their learning about their impact on student learning</p>
Meeting administrative responsibilities.	Administrative responsibilities are fulfilled as required.
Representing the School at events.	<p>Networks and community relationships are fostered</p> <p>Best practice opportunities in education are explored.</p> <p>Subject associations are maintained and their resources utilised.</p>
Other duties as required.	Duties attended to efficiently and effectively.

Reporting Relationships

Reports to	Head of Department
Associated Relationships:	Principal Dean of Teaching and Learning Head of Learning Futures and Academic Care Head of Junior School Director of Early Learning Other authorities as appropriate

Key Challenges

1. Build on the School's reputation as a centre of excellence in education for young women and girls.
2. To create conditions for learning that are student-centred, outcomes-based, incorporate a diversity of approaches and promote excellence.
3. To increase student engagement and enhance student learning outcomes
4. To work collaboratively with colleagues to attain consistent and appropriate expectations of student achievement and conduct.

Knowledge and Skills

Essential:

1. Sound knowledge of Victorian Certificate of Education (VCE) and/or the Victorian Curriculum studies which are within the auspices of their learning area.
2. Outstanding interpersonal skills including a demonstrated ability to consult, collaborate, negotiate and interact with staff, students and parents / guardians.
3. Demonstrable understanding of contemporary learning theories and practices, especially with regard to girls' education.
4. Sound knowledge of the AITSL Standards for Teaching.
5. Highly competent in the use and application of Information Communication Technology.

Education and Experience

Essential:

1. Current Full or Provisional Victorian Institute of Teaching (VIT) registration.
2. Experience in curriculum design, development and implementation.
3. Evidence of quality teaching i.e. improving student learning outcomes.
4. A demonstrated knowledge of child safety.

Advantageous

1. Relevant Post-Graduate studies (or working towards a further qualification).

Attributes:

1. Be a suitable person to engage in child-connected work
2. Supportive of the ethos of the Christian tradition
3. Highly developed verbal and written communication skills.
4. Demonstrated ability to work with others towards a common goal.
5. Personal resilience, enabling effective management of multiple and conflicting demands.