

POSITION DESCRIPTION

POSITION TITLE:	Digital Technologies Teacher (Secondary)
REPORTS TO:	Dean of Teaching and Learning through the Head of Department
SCHOOL/DEPARTMENT:	Secondary School
POSITION PURPOSE:	<ul style="list-style-type: none"> Teachers are highly valued and integral members of John Wollaston Anglican Community School. Under the direction of the Dean of Teaching and Learning and the Head of Department, teachers are responsible for the academic and pastoral care programs for students in their care. The School strives for an holistic approach to curriculum planning and delivery. The role of teacher, mentor and facilitator is to further enhance this approach to maintain best practice. Teachers are an integral part of the School's reporting process and staff/student mentoring program. Remuneration reflects <i>The Anglican Schools Commission Incorporated Western Australian Agreement 2019</i> and is commensurate with experience and expertise.
FURTHER INFORMATION	<ul style="list-style-type: none"> Note all requirements of the Position Description. For clarification, refer to the Principal (or delegate). Retain a copy of the Position Description for reference. As the needs of the School change this document may be revised.

1. ESSENTIAL CRITERIA

1.1 PROFESSIONAL QUALIFICATIONS

- ♦ Bachelor of Education or a degree qualification supported by a Post Graduate Diploma of Education.
- ♦ Proven ability to teach Years 7 – 10 Digital Technologies.
- ♦ Ability to teach Year 11 and 12 Computer Science General and/or Year 11 and 12 Applied Information Technology General.
- ♦ Ability to teach Design and Technologies Years 7 – 10 is desirable.

1.2 TEACHING STAFF WILL BE ABLE TO DEMONSTRATE THE FOLLOWING:

- ♦ Understanding and support of the Mission, Vision and Ethos and Core Values of The Anglican Schools Commission and John Wollaston Anglican Community School (the School).
- ♦ Active support of a child safe culture.
- ♦ Sound understanding of the content and structure of the Digital Technologies curriculum, contemporary learning theory and appropriate means of monitoring and assessing student achievement.
- ♦ Sound background and experience in Digital Technologies and a demonstrated high level of competence in lower secondary school classroom teaching.
- ♦ Demonstrated high level of competence in classroom teaching of Year 11 and 12 students.
- ♦ An ability to enthuse students and to develop in them a love and appreciation of learning.
- ♦ Teaching experience in educational contexts which support students who have learning difficulties and/or disabilities.
- ♦ Outstanding skills in curriculum differentiation and modification of learning tasks to meet specific educational needs.

- Understanding of the teaching, learning, assessment and reporting cycle using digital platforms, such as SEQTA.
- Excellent organisational and administrative skills appropriate to planning and coordinating a range of teaching programs, including strong written and verbal communication skills and effective time management. Excellent interpersonal skills being inclusive, collaborative, approachable, a good listener and having the capacity to establish and maintain positive relationships with staff, students, parents and carers.
- The professional attributes and skills of a highly competent classroom practitioner, demonstrating a commitment to life-long learning.
- Support the School's *Strategic Plan 2023-2026* including implementation of the *New Metrics for Success* project.

2. PERSONAL ATTRIBUTES

Teachers are expected to display:

- energy and passion for the teaching profession;
- confidentiality, discretion, diplomacy and sound judgement;
- a willingness to support Positive Education principles and practice;
- an ability to think creatively and strategically;
- reliability and integrity;
- a strong work ethic;
- loyalty to the role, colleagues and the School;
- a positive and proactive attitude with a sense of humour; and
- respect for self and others.

3. CONDITIONS OF APPOINTMENT

- Teachers are employed by The Anglican Schools Commission Inc. (ASC) at John Wollaston Anglican Community School. They are directly responsible to the Principal through the Dean of Teaching and Learning, and the appropriate Head of Department for all aspects of their duties and work in co-operation and collaboration with the Executive.
- The successful applicant is required to be a member of the Teacher Registration Board (WA) and possess a valid Working with Children Check.
- All conditions are listed in the *Contract of Employment*.

4. KEY RESPONSIBILITIES

4.1 PHILOSOPHY AND PROFESSIONALISM

- Has the appropriate qualifications, experience and desire to work with children both pastorally and academically.
- Has the desire and ability to actively build and nurture school/family partnerships and build community in an Anglican school.
- Has experience and/or empathy with the ethos of an Anglican School offering holistic education and is willing to make a valuable ongoing contribution to the delivery of this, involving some evening and weekend work from time to time.
- Attends and actively participates in whole School Eucharists and Chapel Services conducted in the Anglican tradition.
- Shows an enthusiasm for and a willingness to be flexible, patient and to competently perform a wide range of tasks, including out of hours support.
- Works as an effective member of teams within the School.
- Is punctual to school and to class; consistent in the enforcement of the School Rules and procedures both inside and outside the classroom; prompt in the submission of records and returns;

professional in maintaining the absentee system including records, notes and returns; diligent in the carrying out of any supervisory duties; familiar with the School's policies.

- ♦ Provides regular SEQTA Pastoral Care notes to the appropriate senior staff on the pastoral and academic development of students.
- ♦ Makes regular, timely contact with the parents/guardians of students in their classes through the Student Homework Diary, SEQTA, email, telephone and meetings.
- ♦ Demonstrates an understanding of and empathy towards the specific educational needs of students in our community.
- ♦ Promotes proactive Pastoral Care making this a priority as a classroom teacher.
- ♦ Is confident and highly skilled in the knowledge and application of appropriate information technologies as significant teaching and learning tools across the curriculum.
- ♦ Presents in a manner that reflects highly upon the profession. We have a responsibility to ensure that our own standards provide an appropriate model for all students.
 - Clothing, footwear and personal appearance, including hairstyles and jewellery, should be conservative and tasteful and at all times reflect the highest professional standards. Tattoos and other body adornments should be covered.
 - On pupil-free days business casual attire is expected. Denim and excessively casual clothing such as beachwear, tee shirts and thongs are not permitted.
 - Academic dress is required for teaching staff at designated events.
- ♦ Upholds and models high standards of student behaviour, uniform and personal presentation in accordance with the School's policies.
- ♦ Reacts and responds professionally to both student and staff issues that occur. Pastoral support needs to be a priority in all situations.
- ♦ Openly, honestly and actively discusses issues of concern through the appropriate channels at school, maintaining confidentiality and always liaising in a professional manner when mixing with people off site.

4.2 PASTORAL CARE AND HOUSE PROGRAMS

- ♦ Promotes and delivers Positive Education programs, strategies and philosophy within the class, House and wider school community.
- ♦ Takes responsibility for the pastoral needs, duty of care and standards of behaviour of all students inside and outside the classroom.
- ♦ Demonstrates a high level of classroom management, with a focus on positive reinforcement, acting as a role model to students.
- ♦ Keeps the Head of House and other relevant staff aware of issues relating to the effective pastoral care of Secondary students within their House Group.
- ♦ Reports irresponsible or improper behaviour that exceeds customary classroom management intervention to the Head of House in the first instance. More serious matters are referred to the Dean of Pastoral Care.
- ♦ Actively mentors students in the House in accordance with the ethos of the School.
- ♦ Ensures that records are kept up-to-date and that all relevant information is documented and retained.
- ♦ Ensures the Student Homework Diary, or equivalent, and SEQTA are used as tools of effective parent/guardian communication within the House Group.
- ♦ Provides support and counsel for students who are academically and socio-emotionally at risk, in collaboration with the Head of Department.
- ♦ Actively participates in and supports Encounter experiences as directed by the Dean of Pastoral Care.

4.3 CURRICULUM

- In the Anglican tradition, nurtures Christian formation and educational excellence in all students, inspiring them to reach their full potential as individuals and serving members of the wider community.
- Creates a caring, supportive learning environment conducive to optimum personal development.
- Teaches across learning areas and year levels appropriate to the School's timetabling needs.
- Teaches composite classes and flexible groupings when required.
- Is conversant with and adheres to the School Curriculum and Standards and Western Australian Curriculum requirements and other relevant policies and procedures to ensure that the correct elements are embedded in each subject/course and builds these into classroom experiences and assessment strategies.
- Links specific values consistent with the Mission of the Anglican Schools Commission (Inc) and the School to the School Curriculum and Standards requirements in the preparation of teaching/learning programs and lessons.
- Develops learning and assessment programs in each subject/course areas and plans for each term and semester, focusing on individual student learning outcomes.
- Informs students of each term's program and assessment requirements prior to delivery.
- Is willing and able to competently teach the Religious and Values Education program if required.
- Ensures that preparation and delivery is learner centred and appropriately differentiated to maximise learning outcomes.
- Uses teaching/learning programs and teaching strategies to identify individual student needs and caters for them in accordance with the School's policies.
- Introduces and develops 21st century competencies including critical thinking, creativity, problem solving and collaboration, supporting students to become confident and adaptive individuals, and active and informed citizens.
- Motivates and inspires students by making their learning experiences significant, relevant, challenging and engaging.
- Develops high order digital technologies skills that are translated into daily classroom teaching practice and pedagogy.
- Complies with academic reporting policy and procedures, adhering to Executive (or delegate) expectations.
- Adheres to published timelines for reporting and calendared events.
- Monitors progress and provides frequent, timely and meaningful feedback, including via SEQTA, to students, other teaching staff, and parents/guardians, being particularly aware of the need to respond promptly to student and parent/guardian concerns.
- Accurately and consistently updates students' records in SEQTA profiles.
- Moderates tasks with internal and external partnerships and as required.
- Sets homework that is meaningful and appropriate for individual students with clear and reasonable deadlines.
- Prepares reports on students as required by the Principal (or delegate).

4.4 CO-CURRICULAR PROGRAM

(40 hours per annum requirement for 1.0 FTE)

- Is fully committed philosophically and in practice to the Co-curricular Clubs Program and the role it plays at the School. This will involve commitment in school time and out of hours dependent upon the allocated/chosen activity.
- Enthusiastically applies personal skill and ability when planning for and delivering a co-curricular activity.
- Actively participates in the School's Encounter program as required. Activities in this program may involve an out of hours commitment.

4.5 ADMISSIONS AND SCHOOL MARKETING

- ♦ Supports the Marketing Plan of the School in the recruitment of students.
- ♦ Presents a positive image about the School in public. It is important that John Wollaston receives positive ‘word of mouth’ publicity to acknowledge student initiative and achievements.
- ♦ Liaises with the Manager Community Engagement and Marketing if seeking media publicity. The School’s official spokesperson to the media is the Principal.

5. GENERAL

- Attends and actively contributes to staff meetings as outlined in the Staff Handbook.
- Participates in the regular Professional Review process. The process has a growth and development focus.
- Proactively sources and engages in on-going professional learning in line with the School’s Professional Learning Policy. Professional learning should support and enhance performance.
- Diligently undertakes campus supervision and class supervision in accordance with School policy and procedure. Duty of care is our primary responsibility.
- Exhibits a passion for teaching children.
- Writes, or contributes to the writing of, an annual class/Department report and provides suitable photographs for the School yearbook Wollaston’s Way.
- Contributes as required to other school publications.
- Writes Year 12 References for students in their House Group.

6. COMPLIANCE

- Complies with all relevant legislative, regulatory obligations, ASC policies, School policies and procedures.
- Contributes to and reviews, School policies and procedures as required.
- Completes administrative and operational activities in alignment with School requirements.

7. OTHER

- Undertakes other duties as requested by the Principal (or delegate).