

| POSITION | GENERAL TEACHING | |
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| SCHOOL / DEPARTMENT: | PRIMARY SCHOOL | |
| POSITION REPORTS TO: | HEAD OF PRIMARY SCHOOL | |
| POSITION PURPOSE: | To motivate, encourage and inspire students to be the best they can be through effective teaching, learning and pastoral care. | |
| MAIN PEOPLE INTERACTIONS: | INTERNAL Teaching Colleagues Heads of Learning Area Learning Support Team Pastoral Care Team Business and Administration Team Boarding House Colleagues | EXTERNAL Students Parents/Guardians Providers/Suppliers |

| ABOUT GREAT SOUTHERN GRAMMAR | | |
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| Our School: | Great Southern Grammar is a vibrant independent Christian co-educational day and boarding school for students from Pre-Kindergarten to Year Twelve. | |
| Our Values: | Respect Integrity Courage Compassion | |
| Our Vision: | Create YOUR impact. All Great Southern Grammar graduates are beacons of light in the world, having a position, lasting impact in their communities for the common good. | |
| Our Mission: | Passion Purpose Joy We are a forward-looking school called to ignite passion , shape purpose and cultivate joy. All students experience success and become to know their important place in the world. | |
| Our Core Strengths: | Place Community Learning & Care Experience People. | |



| PASTORAL CARE Consistently maintain the confidentiality of delicate or sensitive information. ACTIVELY SUPPORT SCHOOL OPERATIONS Comply with all relevant legislative, regulatory obligations, School's codes, policies and procedures; ACTIVELY SUPPORT SCHOOL OPERATIONS Comply eith all relevant legislative, regulatory obligations, School's codes, policies and procedures; ACTIVELY SUPPORT SCHOOL OPERATIONS Complete administrative and operational activities in line with School's requirements; Participate in the School's co-curricular activities; and Be willing to undertake tasks as requested by the Principal or their delegate. An awareness of students' physical, social, intellectual development and their characteristics; Understand students with diverse linguistic, cultural, religious and socioeconomic backgrounds; Strategy development and application to teach Aboriginal and Torres Strait Islander students; Strategy development and application to support the full participation of students with disabilities; KNOW THE CONTENT AND HOW TO TEACH IT Understand content and teaching strategies for the specific teaching area; Understand content and teaching strategies for the specific teaching area; Understand curriculum, assessment, and reporting; AND HOW TO TEACH IT Understand curriculum, assessment, and reporting; Plan, structure, and sequence of learning programs; Use a range of teaching strategies; PLAN FOR AND INPLEMENT EFFEC | KEY AREAS: | RESPONSIBILITIES AND TASKS |
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| | FEEDBACK AND | Consistent and comparable judgements; |



| REPORT ON STUDENT LEARNING | Interpretation of student data and modify teaching practice accordingly; and Reporting on student achievement. |
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| ENGAGE IN PROFESSIONAL LEARNING | Identify and plan for professional learning needs; Engagement in professional learning and improve practice; Engagement with colleagues and improve practice; and Apply professional learning and improve student learning. |
| ENGAGE WITH TEACHERS, PARENTS GUARDIANS AND THE COMMUNITY | Meet professional ethics and responsibilities; Comply with legislative, administrative and organisational requirements; Engagement with parents/guardians; and Engagement with professional teaching networks and broader communities. |

| PERSON REQUIREMENTS: | | |
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| QUALIFICATIONS: | Essential Tertiary qualifications specific to the specialist areas of education; Current Teachers Registration Board (TRBWA) registration or provisional registration; Hold a Working with Children Check clearance; Valid First Aid Certificate; Satisfactory National Police History Check; Hold appropriate Australian work rights; and Have or be prepared to undertake Mandatory Reporting training or similar | |
| KNOWLEDGE AND EXPERIENCE: | Essential Knowledge of the Western Australian K-10 Curriculum Outline and WACE courses (SCSA); Knowledge of current educational perspectives; Knowledge and experience in delivering excellence within teaching and learning; Knowledge of the developmental needs of children; Knowledge of effective ICT use for learning environments; and Maintain the currency of specific expertise through a commitment to ongoing professional development. | |
| SKILLS AND ABILITIES: | Essential Strong interpersonal skills, enabling harmonious and positive relationships with colleagues, students, and parents/guardians; Strong written and verbal communications skills; Strong time management and organisational skills; Demonstrated ability to be self-directed and motivated; Demonstrated ability to work autonomously and as part of a team; Proven problem solving and critical thinking skills; Demonstrated ability to be flexible and adopt change; and Well-developed ICT skills. | |



Instructions

- 1. Read the Position Description carefully.
- 2. If you need anything clarified, ask the Head of SubSchool.
- 3. Keep a copy available for you to refer to at work.

Please note: As the needs of the school evolve, your Position Description may need to be revised. This would occur in collaboration between you and the Head of Primary.