GREAT
SOUTHERN
GRAMMAR

POSITION DESCRIPTION

POSITION	GENERAL TEACHING
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

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.

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KEY AREAS:	RESPONSIBILITIES AND TASKS
ACTIVELY SUPPORT PASTORAL CARE	• Working in accordance with the School's Pastoral Care programs; • Proactively communicating with parents/ guardians in a timely manner; and • 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; • 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.
KNOW STUDENTS AND HOW THEY LEARN	• An awareness of students' physical, social, intellectual development and their characteristics; • Understand how students learn; • Understand students with diverse linguistic, cultural, religious and socioeconomic backgrounds; • Strategy development and application to teach Aboriginal and Torres Strait Islander students; • Differentiated teaching to meet the specific learning needs of students across the full range of abilities; • 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 selection and organisation; • Understand curriculum, assessment, and reporting; • Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians; • Promotion of literacy and numeracy strategies; and • Effective utilisation of Information and Communication Technology (ICT).
PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING	• Establish challenging learning goals; • Plan, structure, and sequence of learning programs; • Use a range of teaching strategies; • Appropriate selection and use of resources; • Effective classroom communication; • Evaluation and improvement of teaching programs; and • Engagement with parents/guardians in the educative process
CREATE AND MAINTAIN SUPPORTIVE AND SAFE LEARNING ENVIRONMENTS	• Support of student participation; • Management of learning activities; • Management of challenging behaviour; • Management to maintain student safety; and • Use of ICT safely, responsibly, and ethically
ASSESS, PROVIDE FEEDBACK AND	• Develop and apply strategies for assessing student learning; • Timely and effective feedback to students on their learning; • Consistent and comparable judgements;

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REPORT ON STUDENT LEARNING	• Interpretation of student data and modify teaching practice accordingly; and • Reporting on student achievement.
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:	
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.

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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.

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