POSITION DESCRIPTION

SHORE

ICT Teacher 3-6

Position Title
ICT Teacher 3-6

Department
Preparatory School

Reports to
Head of the Preparatory School

Location
North Sydney

Type of Employment
Permanent Part-Time

Classification/Grade/Band
Shore Teachers Agreement 2025-2027

Reporting Relationships
Assistant Head of Preparatory School 3-6
Stage 2 Dean
Year 5 Dean
Year 6 Dean

Shore Values and Vision

Shore's dynamic tradition is founded on authentic and transformative Christian faith, with emphases on engaged rigour in teaching and learning, integrity and respect in character, humility and compassion in service , faithfulness and commitment in community life, personal best in games and cocurricular activities. With this as its foundation, and within the terms of its charter, Shore seeks to be the leading comprehensive school in Australia.

Our priority has always been delivering the utmost excellence in teaching and learning and the student's character development in our care. Our motto, "they hand on the torch of life", keeps our focus on the future and inspires our community to continue building young people ready to succeed and serve.

Guided by its Strategic Direction and motto, Shore fosters a learning community for its students and staff which:

- Promotes a Christian understanding of the world and society in which we live
- Pursues and celebrates academic performance in a culture of learning and thinking
- Challenges all to be responsible citizens with an attitude of service to others
- Welcomes new experience and learning at all stages of life
- Lives according to the Christ-like virtues of humility, perseverance, courage and love of others
- Develops individual gifts and talents and cultivates the habits of successful team membership.

Role Purpose

The ICT Teacher 3-6 is responsible for designing and delivering innovative ICT programmes for students in Years 3 to 6, aligned to the learning philosophies, policies and practices of the School, and in accordance with the requirements of relevant external curriculum authorities. Bringing a genuine love of technology to the role, the ICT Teacher works alongside classroom teachers to support the effective implementation of technology in the classroom, and is a member of the teaching team that facilitates learning within a collaborative environment to cultivate student achievement, creativity, independence, confidence and wellbeing.

Role Responsibilities

Key Responsibilities

As the ICT Teacher, you will be accountable for:

- having a thorough understanding of the School curriculum, scope and sequences, and the relevant NSW Education Standards Authority (NESA) syllabus documents;
- having a thorough understanding of the International Baccalaureate (IB) Primary Years Programme (PYP) framework
- encouraging all students to understand and meet the expectations of the Preparatory School, including actively supporting the School's Christian purpose as an Anglican School within the Sydney Diocese;
- taking responsibility for the learning progress of all students in their ICT classes;
- planning, implementing and evaluating innovative educational programmes that foster the social, emotional, cognitive and physical growth of students, in accordance with NESA and IB requirements;
- working with Preparatory School support teachers to plan, design and deliver inclusive learning activities that enable all students to achieve curriculum objectives appropriate to their abilities;
- analysing data from validated sources and implementing teaching strategies that cater to the needs of all students;
- planning learning activities that are logical, sequential and mindful of students' prior knowledge, with a clear focus on progressing student learning;
- exercising effective classroom management in accordance with the principles and practices set out in the Preparatory School student wellbeing policies;
- adopting and implementing information communication technologies (ICT) and other innovative resources and practices to engage and extend students in learning; this may include but is not limited to coding and robotics
- supporting classroom teachers across Years 3 to 6 to confidently implement technology in their classrooms, including modelling effective practice, co-planning and team teaching where appropriate;
- using a range of diagnostic, formative and summative assessment techniques for ongoing feedback, student profiling and reporting;
- conducting thoroughly prepared lessons that incorporate appropriate resources and are designed to engage all students in learning;
- maintaining accurate records of teaching and learning programmes and student assessments;
- working closely and collaboratively with staff to enhance classroom programmes and pedagogies, build the collaborative expertise of the School and foster innovation in teaching practice;
- preparing, proofreading and submitting student reports and other reporting requirements in accordance with established timeframes, ensuring reports are accurate, relevant and free of spelling, grammatical and typographical errors;
- maintaining open communication with parents and carers, responding courteously and in a timely manner to enquiries, and ensuring communications are accurate, constructive and supportive of the School's partnership with families;

- actively contributing to and participating in School programmes and events, including Saturday sport, student wellbeing programmes, school camps and chapel, excursions, parent evenings, supervision duties, school-directed professional learning, performance appraisal processes, staff meetings and School functions;
- implementing and adhering to the Shore Staff Code of Conduct and all policies and procedures of the School, including mandatory policies in the area of child protection;
- actively planning and pursuing a professional learning programme focused on improving teaching practice for the benefit of student learning; and
- ensuring the Preparatory School environment is safe, clean, well presented, well organised and welcoming to students, parents and staff, particularly the ICT learning spaces and equipment.

Key Outcomes

The key outcomes for this role reflect the contribution expected of a permanent full-time ICT Teacher in supporting student learning, wellbeing, curriculum delivery and the broader life of the Preparatory School.

- Students experience innovative, well-planned and engaging teaching programmes that support academic progress, confidence, independence and wellbeing.
- Classroom teachers are supported to use technology confidently and purposefully, with ICT meaningfully embedded in learning across Years 3 to 6.
- Teaching and learning programmes are aligned with Shore's learning philosophies, School policies, NESA requirements, IB requirements and the needs of individual learners.
- Classroom practice reflects effective behaviour management, pastoral care and a safe, respectful and productive learning environment.
- Assessment, reporting and communication with parents and carers are accurate, constructive, timely and supportive of student progress.
- The teacher contributes positively to collaborative practice, professional learning, co-curricular programmes and the broader life of the Preparatory School.

Selection Criteria

Qualifications

- NSW Educational Standards Authority (NESA) approved teaching qualification and accreditation
- First Aid Certificate, including current CPR
- Current Anaphylaxis Management training
- Current Emergency Asthma Management Training
- Child Protection Training
- Clear NSW Working with Children Check

Knowledge and skills

- Possess a thorough understanding of NESA syllabus documents, including newly released documents relevant to primary education.
- Ability to be a collaborative, contemporary and forward-thinking educator.
- A genuine love of technology and enthusiasm for exploring new tools and approaches that enhance student learning.
- Ability to establish safe, nurturing and respectful classroom environments.
- Ability to enthusiastically participate in the School's co-curricular programme.
- Excellent interpersonal and communication skills, including the ability to communicate effectively with parents and guardians.

- Outstanding written and verbal communication skills with strong attention to detail.
- Ability to fully support the Christian ethos of the School.

Demonstrated Experience

- Proven experience planning, designing and delivering differentiated learning experiences that cater for all learners.
- Demonstrated experience supporting colleagues to implement technology effectively in the classroom.
- Experience implementing quality pastoral care programmes that promote positive social and emotional learning.
- Demonstrated ability to work effectively as part of a collaborative teaching team.
- Experience communicating professionally and constructively with students, colleagues, parents and carers in a school environment.

Professional Attributes

- Actively supports and upholds the Christian ethos and values of Shore through professional conduct, integrity and respectful interactions.
- Demonstrates initiative, accountability and professionalism, exercising discretion and sound judgement in all aspects of the role.
- Contributes positively to a respectful, inclusive and service-oriented school culture, supporting strong relationships across the Shore community.
- Demonstrates resilience, adaptability and a commitment to continuous improvement and reflective practice in a busy school environment.
- Brings a genuine love of technology and a curiosity for how it can enrich learning, inspiring the same enthusiasm in students and colleagues.
- Approachable, patient and generous with expertise, building the confidence of classroom teachers to use technology purposefully in their own practice.

Professional Development

As the ICT Teacher, you must maintain professional development to ensure safe and current practice by:

- Participating fully in the Shore Teacher's Expertise Programme (STEP);
- contributing to the continuous improvement of child safeguarding;
- contributing to and participating in professional learning in order to demonstrate continual improvement in practice;
- evaluating own performance to identify strengths and areas where professional growth can occur; and
- attending professional development activities organised at the School and relevant external agencies to increase knowledge, experience and skills held.

Safeguarding Children and Young People

As the ICT Teacher, you must be committed to safeguarding children and young people by:

- Participating in Child Protection training and education as appropriate;
- providing a welcoming and safe environment for children and young people;
- promoting the safety and wellbeing of children and young people to whom services are provided;
- ensuring that interactions with children and young people are positive and safe;
- providing adequate care and supervision of children and young people in your charge;

- acting as a positive role model for children and young people;
- reporting any suspicions, concerns, allegations or disclosures of alleged abuse to management;
- maintaining valid ‘working with children’ documentation;
- undergoing periodic national criminal history record checks;
- reporting to management any criminal charges or convictions received during the course of employment that may indicate a possible risk to children and young people; and
- being committed to meeting the Child Safe Standards.

Work Health and Safety

As the ICT Teacher, you must actively support and contribute to the maintenance and development of a safe working environment by:

- identifying and reporting incidents, hazards and injuries, and responding appropriately to potential hazards;
- participating in WHS training and education as appropriate; and
- engaging with School policies and procedures relating to WHS.

General Provision

No position description can completely capture the full complexity. Therefore, the ICT Teacher, 3-6 will be expected to undertake other duties reasonably required by the Headmaster, Deputy Headmaster and Head of Preparatory School and consistent with the level, purpose and seniority of the role. This position description should be reviewed periodically to ensure it continues to reflect the approved executive structure and the strategic needs of the School.