



"In seeking to serve God faithfully, the Scots College exists to inspire boys to learn, lead and serve as they strive for excellence together"

Scots to the Fore: Brave Hearts, Bold Minds – Our Strategic Intent 2016-2025

1. Position Title: Mathematics Teacher

2. Role Purpose: Support the strategic directions of The Scots College through delivery of effective teaching and learning programs, fostering an inclusive and challenging learning environment and engaging with the school community within and beyond the classroom.

3. Location: Senior School, Bellevue Hill

4. Responsible To: Head of the Mathematics Department and ultimately responsible to the Principal

5. Principal Relationships:

- Works with the Principal, Assistant Principal- Education, Director of Studies, Academic Administrator, Heads of Campus, Housemasters/Year Level Coordinators, Heads of Department, Students, Parents/Carers

6. Key Accountabilities:

- Learning and teaching programs
- Teaching and learning
- Student outcomes
- Student welfare
- Adherence to policy and procedure

7. Key Tasks and Expected Outcomes:

| Position Responsibilities | Core Activities | Key Performance Indicators |
|---|--|--|
| Leadership within the Mathematics Department | <ul style="list-style-type: none"> • Be involved in the development and delivery of quality, excellence and rigour in teaching programs and practices within the department, including the implementation and management of: <ul style="list-style-type: none"> ○ Learning and teaching programs. ○ NESAs compliance. ○ Academic policies and practices within the department, including assessment policies. ○ Resources. ○ Recognition of student achievement. • Be an active participant in the development of the Department as a learning community of the highest quality. • Keep up to date with current educational and curriculum developments. | <ul style="list-style-type: none"> • Supervisor feedback • Staff feedback • High level professional discourse around education, curriculum and leadership • Quality of teaching and learning/ student engagement • NESAs compliance • Compliance and quality of planning, assessment and reporting • Student feedback • Parent feedback • Feedback re: student and parent satisfaction with subject selection |
| Learning and Teaching | <ul style="list-style-type: none"> • Plan and implement coherent, well sequenced teaching and learning programs that engage and motivate students and promote learning • Use a range of teaching strategies to deliver quality teaching programs that are responsive to the learning strengths and needs of students • Demonstrated ability to lead curriculum and small team development • Use effective verbal and non-verbal communication strategies to support student understanding, engagement and achievement • Use assessment feedback to inform teaching practices • Provide opportunities for students to develop understanding of and respect for a range of cultures including Aboriginal and Torres Strait Islander cultures • Integrate ICT into teaching and learning programs • Provide relevant opportunities for parent/carer involvement in the educative process • Create inclusive, supportive learning environments • Maintain workable routines in the classroom • Manage challenging behaviour • Expect a quest for excellence and demand appropriate outcomes from each boy • Provide assistance and support in the development and ongoing evaluation of Special Needs, ESL and Gifted and Talented programs within relevant subject area(s) • Use appropriate curriculum differentiation within relevant subject area(s) • Monitor the academic progress of students within relevant subject area(s), and taking appropriate action in relation to students who are underachieving, in collaboration with the | <ul style="list-style-type: none"> • Student and Parent/Carer feedback • Range of teaching strategies used • Programs developed • Student outcomes • Quality of feedback to students |

| Position Responsibilities | Core Activities | Key Performance Indicators |
|---------------------------------|---|--|
| | Head of Department, Head of Students and Year Level Coordinators | |
| Assessment and Reporting | <ul style="list-style-type: none"> • Adhere to College assessment and reporting policies and practices • Utilise feedback to continually improve learning and assessment practices • Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning • Prepare timely and meaningful feedback and reports and notifications to students and parents • Prepare and participate in moderation activities to support consistent and comparable judgements of student learning • Maintain clear records pertaining to student progress and assessment | <ul style="list-style-type: none"> • Adherence to policy • Quality and timeliness of Reports • Student and Parent/Carer feedback • Quality of records • Moderation reports • Deadlines are met |
| Pastoral Care | <ul style="list-style-type: none"> • Participate in the pastoral care program and organised activities • Model a Christian example in all activities • Communicate with students, colleagues and parents/carers in a respectful, clear, caring and professional way • Establish rapport with students and provide ongoing encouragement • Maintain professional confidentiality on information about students • Seek advice, work cooperatively with and refer students to specialist staff where required • Proactively communicate with parents/ carers • Provide professional support to colleagues in all areas of College life • Communicate confidentially with appropriate senior staff any issues of perceived danger to a student | <ul style="list-style-type: none"> • Student and Parent/Carer feedback • Culture surveys |
| Policy Implementation | <ul style="list-style-type: none"> • Contribute to and implement College policies and practices in a developmentally appropriate manner across the College • Ensure students' wellbeing and safety within the school by implementing school, curriculum and legislative requirements • Monitor and minimise risk through implementation of College risk management procedures • Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching • Support the Christian ethos of the College • Comply with relevant legislative requirements, codes of ethics and conduct established by regulatory authorities, systems and the College | <ul style="list-style-type: none"> • Adherence to policy, procedures and legislation |
| Co-curriculum and Sport | <ul style="list-style-type: none"> • Participate in co-curricular/sporting activities within and outside College hours • Plan and deliver a consistent, coherent and relevant program in the co-curricular/ sporting area in collaboration with the Director of Sport & Co-Curricular activities and Head of Students (7-12) | <ul style="list-style-type: none"> • Participation rates • Quality of program • Student/colleague/parent/Carer feedback |

| Position Responsibilities | Core Activities | Key Performance Indicators |
|---------------------------------|--|--|
| | <ul style="list-style-type: none"> • Provide the appropriate duty of care and supervision of students | |
| Related Duties | <ul style="list-style-type: none"> • Participate in College functions including Speech days, parent/teacher evenings and personal development days • Carry out student supervisory duties as required e.g. ground duty, exam supervision • Communicate and work collaboratively with colleagues, parents and caregivers | <ul style="list-style-type: none"> • Participation rates • Stakeholder feedback |
| Professional Development | <ul style="list-style-type: none"> • Set and implement individual work and professional development goals • Participate in the regular performance appraisal process of the College • Participate in professional development activities • Gather evidence and participate in accreditation processes • Meet regularly with a mentor as part of the performance appraisal and professional development practices of the College | <ul style="list-style-type: none"> • Individual plans in place • Participation rates • Number of staff moving to higher levels of accreditation |

8. Values/Behaviour

- Demonstrate a Quest for Excellence through adventure, curiosity, creativity and growth
- Demonstrate respect for our Faith and Tradition which inspires trust, honour, loyalty and commitment
- Demonstrate leadership through teams in a spirit of service, compassion, humour and community

9. Essential Selection Criteria

- Qualification in secondary education
- Tertiary qualification in the study of Mathematics
- Registered with The NSW Institute of Teachers, if appropriate
- The ability to teach all Years 7-12
- Demonstrated ability to lead curriculum and small team development
- Propensity to infuse the Christian ethos into teaching practice
- Propensity to recognise the value and uniqueness of each individual within the College community
- Commitment to one's own ongoing learning
- Professional and personal integrity
- Being flexible and open to change
- Being proactive and innovative
- Effective interpersonal communication skills
- Ability to work in a collaborative environment
- Organised and punctual with good time management skills
- Superior inter-personal relationships
- Being both a leader and a team player

10. Performance Review Conditions

The appointee to the position of Mathematics Teacher will be required to participate in the annual Performance Review Program. An external Performance Review will be conducted at the request of the Principal.

11. Special Requirements

The nature of this position is such that the Mathematics Teacher is required to be available outside the 'normal' school hours and to participate fully in the life of the College, to attend meetings and make presentations when required.

The Mathematics Teacher will, from time to time, be asked to take on extra duties that are assigned by the Principal. These extra duties will be discussed prior to implementation.

The scope of the job may change as necessitated by business demands and involvement in additional projects as required is also an expectation.