

Chairo Christian School

ABN 12 451 824 370
CHAIRO PARENT GOVERNED CHRISTIAN EDUCATION LTD. ACN 659 952 299

~ Position Description – Teacher Tutor ~

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| Title | Teacher Tutor |
| Appointed by | The Executive Principal |
| Responsible to | The relevant Principal through the Head of Teaching and Learning |

Overview

The Tutor Learning Initiative is designed to support students whose learning has been disrupted as a result of the COVID-19 pandemic. Tutors will provide targeted teaching to students identified as needing support.

Role in the School

- The Executive Principal has responsibility, by delegation of the Board, for all the operations of Chairo Christian School, including the effectiveness of the educational practice and programs;
- The Principal (Drouin), the Principal (Pakenham) the Principal (Leongatha) and the Principal (Traralgon) assist the Executive Principal in his/her role as part of the Executive Leadership Team (ELT), particularly in relation to the effective management of their relevant campuses;
- The Head of School (Junior, Middle or Senior School) or Deputy Principal has specific responsibility for overseeing the regular/repetitive day-to-day activities of his/her School Section;
- The Head of Teaching and Learning (Drouin, Pakenham, Leongatha or Traralgon) supports the Principal at each campus and Heads of School at each campus
- The Teacher **Tutor** has responsibility for the regular and direct teaching of groups of students and individual students. Other teaching related and organisational duties shall be determined by the School Principal and requirements of the Tutor program.

Main Qualities and Objectives

The Teacher Tutor is required to be:

- Able to provide a Godly example to fellow staff and students through their teaching practice, manner, relationships and general lifestyle;
- Well informed of current educational practices and philosophies both within the Christian School movement and alternative education systems;
- Able to demonstrate a sound knowledge of teaching from a Christian Worldview perspective (encompassing biblical foundations that are consistent with our Statement of Purposes) and be able to effectively implement such teaching practices;
- Adhere to the 'Standards of Professional Practice' as required by the Victorian Institute of Teaching (VIT)
- Proven experience in responding to student learning needs.

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Specific Areas of Responsibility

The following are the key areas of responsibility for the Teacher Tutor:

Demonstrate Positive & Appropriate Christian Lifestyle, Values & Attitudes.

- Live a committed Christian Life, able to set an example for students.
- Avoid controversial doctrinal issues, and stress positive approach to teachings of Scriptures.
- Uphold Christian truth and principles.
- Communicate Bible truth with vitality.
- Integrate constructive interpretation of Christian view in relation to curriculum areas.
- Set an example for students of recognition of responsibility, honesty, and love, and respect for Australia and its relationship in the World.
- Show a respect for constituted authority.
- Be consistent with the school's discipline policy and procedures.

Display Personal Attributes appropriate to the calling of a Christian Teacher.

- Dress & groom appropriately according to the school dress code
- Set an example of cleanliness, neatness, and good taste.
- Display a joyful, pleasant appearance and attitude.
- Contribute to a range of school activities as a member of the school team.
- Engage in critical self-reflection of professional practices to improve the quality of teaching and learning.
- Actively participate in professional development activities and programs as required.
- Work within the framework of the School Charter, Mission Statement, Policies and the Law.

Demonstrate sound teaching and learning practices.

- Having knowledge of the relevant curriculum, including the ability to incorporate the teaching of literacy and numeracy skills.
- Planning for and implementing evidence based and high impact teaching strategies, guided by how students learn.
- Actively initiate and engage in positive communication with students, parents, and staff
- Use of assessment data to inform and monitor teaching practice.
- Provide feedback on student learning growth and achievement to students and parents in a way that builds confidence, capability and encourages continued effort.
- Maintain accurate and comprehensive records of student progress and achievement.

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- Support students with additional needs by implementing adjustments detailed in Individual Education Plans (IEPs) that may include behaviour management programs under the guidance of the Learning Support Coordinator.
- Liaise with Learning Support staff and others as required.
- Address skills needed for effective learning such as motivation, engagement and metacognitive strategies.

Child Safety

The following responsibilities, qualifications, experience and attributes relate specifically to our child safety priority:

Responsibilities

All staff are required to be familiar with the contents of our Child Protection and Safety Policy and our Child Protection Program, and with their legal obligations with respect to the reporting of child abuse. It is each individual's responsibility to be aware of key risk indicators of child abuse, to be observant, and to raise any concerns they may have relating to child abuse with one of the school's Child Protection Officers. Additionally, teaching staff are responsible to deliver curriculum in a manner which caters for students with varied cultural and linguistic background needs as well as disabilities and to talk positively and encouragingly about our differences.

Qualifications, experience and attributes

- Experience in working with children
- An understanding of appropriate behaviours when working with children.
- Display a high level of integrity and trust
- Ability to role model the school's values
- Ability to identify and minimise risks to child safety
- Ability to adapt curriculum delivery methods
- Relevant professional development in regard to child safety, cultural awareness and understanding students with disabilities desirable.