

Reporting to: Assistant Principal of School
Prepared: January 2021

Position Context

Hume Anglican Grammar is a dual campus co-educational Anglican Diocesan School offering education from Prep to Year 12 in the Northern growth corridor of Melbourne. We aim to provide our students with an education that prepares them for the challenges of life, equips them to contribute to the community in an environment based on Christian values and at a cost affordable to as many families as possible.

Hume Anglican Grammar has an open enrolment policy so educates children from many faiths and with a diverse range of backgrounds and abilities. It has a strong sense of inclusivity and a community-minded focus.

In 2019, the School opened its second campus on an 8-hectare site on Donnybrook Road, 10kms and 10 minutes from the Mt Ridley campus. Commencing with junior primary, each year additional classes and year levels will be added so the campus will have an enrolment of 1,300 from Prep to Year 12. This year, the school has a total enrolment of over 1,445 students (Mt Ridley 1,205 & Donnybrook 240) and employs 140 staff - 100 teaching and 40 non-teaching.

The school is on a growth trajectory and in 2021 is expected to enrol over 1,600 students (Mt Ridley 1,287 & Donnybrook 322). It will ultimately have some 2,700 students on the two campuses with plans for further expansion.

Purpose of the Position

Teachers share a significant responsibility in preparing young people to lead successful and productive lives. The quality of the teacher is the single-most important in-school factor influencing student achievement. Teachers can be a source of inspiration and, equally importantly, provide a dependable and consistent influence on young people as they grow and flourish, and ultimately make choices about their future.

Responsibilities and Duties

Subject to the discretion of the Principal, a teacher is responsible for exemplary teaching within their section and for forming the strongest of relationships with students, colleagues and parents.

All teachers are expected to abide by the Victorian Teaching Profession Code of Conduct developed by the Victorian Institute of Teaching (VIT).

Hume Anglican Grammar is absolutely committed to **zero tolerance of child abuse**.

The following criteria are based upon the National Professional Standards for Teachers.

Professional Knowledge:

- Teach the agreed curriculum and adhere to all Australian Curriculum, Victorian Certificate of Education (VCE) and Victorian Certificate of Applied Learning (VCAL) requirements as appropriate.
 - Respond to the needs of students within their educational contexts.
 - Know students well, including their diverse academic, linguistic, cultural and social backgrounds.
 - Structure lessons to meet the physical, social and intellectual development and characteristics of students.
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- Know the content of subjects and curriculum, and understand the fundamental concepts, structure and enquiry processes relevant to the programs taught.
- Understand what constitutes effective, developmentally appropriate strategies in learning and teaching programs and use this knowledge to make content meaningful to students.
- Develop students' literacy and numeracy within their subject areas, and use information and communication technology to contextualise and expand students' modes and breadth of learning.

Professional Practice:

- Operate effectively at all stages of the teaching and learning cycle, including planning for learning and assessment, developing learning programs, teaching, assessing, providing feedback on student learning and reporting to parents.
- Make learning engaging, valued, and create and maintain a safe, inclusive and challenging learning environment and implement fair and equitable behaviour management plans.
- Use sophisticated techniques to foster unique learning experiences for students by differentiating instruction
- Utilise a repertoire of effective teaching strategies and implement them to offer well-designed teaching programs and lessons.
- Evaluate all aspects of teaching practice to ensure they are meeting the learning needs of students.
- Manage challenging behaviour by establishing and negotiating clear expectations with students and address discipline issues promptly, fairly and respectfully

Professional Engagement:

- Adhere to all School Management Policies.
- Model effective learning by identifying own learning needs and analyse, evaluate and expand professional learning, both collegially and individually.
- Demonstrate respect and professionalism in all interactions with students, colleagues, parents and the community.
- Display sensitivity to the needs of parents and communicate effectively with them about their children's learning.
- Value opportunities to engage with the school community within and beyond the classroom to enrich the educational context for students.
- Contribute to collegial discourse and apply constructive feedback from colleagues to improve professional knowledge and practice.
- Embrace pastoral care responsibilities as determined by the Assistant Principal of School
- Support the Curriculum Focus Group by assisting with programming and development of assessment
- Actively participate and assist in the conduct of Open Days, Presentation Nights and other special events.
- Undertake excursions, competitions and other relevant curricular and co-curricular activities.
- Attend School Assemblies and staff meetings, and be responsible for nominated supervisory duties.
- Other duties as assigned from time to time by the Assistant Principal of School

Qualifications, Skills and Experience:

Essential

- Relevant tertiary qualification
- Satisfactory and current National Police History Check and commitment to adhere to the School's Student Protection Policy
- Understanding of, and experience with, education at the appropriate age group; including pastoral care, pedagogy, curriculum development and student learning
- Commitment to the School's Christian ethos in the Anglican tradition
- Understanding of, and experience with, the needs and safety of children with a disability, Aboriginal background, and/or from culturally and/or linguistic diverse backgrounds
- Obligation to the principles and practices of OHS, Equal Opportunity and Risk Management.
- Current registration, or eligibility for registration with the Victorian Institute of Teachers

Desirable

- Experience in teaching at a like school
- Post graduate qualifications
- Previous leadership experience in a school setting
- First Aid Certificate
- Involvement in professional communities
- Experience with external assessment

Personal Qualities

Essential

- A passion for personal growth in young people.
- Pastoral skills and personality which demonstrates a loving concern for the wellbeing of others
- Demonstrated organisational and time management skills.
- Interpersonal skills of a high order, particularly in supporting and motivating young people.
- Personal sense of initiative, energy and enthusiasm.
- A resourceful team member willing to operate in a collaborative environment.
- Outstanding communication and interpersonal skills to build relationships with key stakeholders
- Commitment to professional learning and continuous improvement
- Contribution to the co-curricular program.

Desirable

- Demonstrated interest in ongoing personal professional development.

Key Selection Criteria

1. Knowledge: understanding of concepts, structure and enquiry processes relevant to the subject/area.
2. Practice: ability to operate effectively at all stages of the teaching and learning cycle, including planning for learning and assessment, developing learning programs, teaching, assessing, providing feedback on student learning and reporting to parents.
3. Engagement: demonstrated respect and professionalism in interactions with students, colleagues, parents and the community.

This Position Description may be altered from time to time to meet the operational needs of the School.