

JOB DESCRIPTION - MIDDLE SCHOOL TEACHER

Peter Moyes Anglican Community School is a child safe employer and is committed to the welfare of children and their protection. All potential employees and volunteers will be required to comply with the School's Child Safe Policy and Code of Conduct. Applicants will be required to undergo police and background checks in accordance with this policy.

Employment at the School is subject to the following compliance requirements:

- Applicants for teaching positions must hold registration (or permission to teach) as permitted with the Teacher Registration Board of Western Australia (TRBWA).
- General staff (non-teaching staff, including music tutors) must hold, or be prepared to undergo, a Working with Children Check and a National Police Record Check that confirms no record of relevant criminal activity as determined by the School.

PREAMBLE

Teaching is an art. A Teacher has mastery of a wide body of curriculum and pedagogical knowledge, command of a large repertoire of teaching and learning strategies and unique personal resources. A statement of professional duties needs to be careful not to be too prescriptive. It should recognise the uniqueness and creativity of each teacher's professional response to the shifting, unpredictable and exciting nature of the teaching and learning environment, while acknowledging the accountability that teachers' professional status demands.

A teacher's focus should be on the learning outcomes that each individual student attains in his or her class or group of students, while encouraging of a variety of teaching inputs. Teachers must accept responsibility for enhancing the status of the School and the teaching profession.

MIDDLE SCHOOL

The Middle School plays an important role in the life of the School. It is in this stage of development that school can lose its relevance for students and behaviour and motivational issues can arise. A focus on the needs of the students at this stage of their lives, where profound changes occur in their physical, social, emotional and intellectual development provides staff and students at the School with a special opportunity to improve outcomes at many levels.

The pursuit and practice of the Christian ethos and values and beliefs of the School are important processes that need to be modelled in the Middle School environment. Teaching and Learning in the Middle School should focus on redefining the roles and responsibilities of both teachers and students. The teacher needs to move towards acting as a coach, modelling and communicating appropriate attitudes, values and behaviours, helping students sort and validate and then make sense of information, developing skills and knowledge

Student roles also need to change and they need to learn to interpret and analyse information, be prepared to make mistakes, and learn to take responsibility for and direct their own learning. Student work should focus on building skills of reasoning, reading and writing for meaning, solving problems, building from existing cognitive structures and explaining complex problems.

Teachers will be expected to have students working at a level appropriate to their developmental stage, setting challenging expectations that are attainable. Therefore, a variety of teaching and learning strategies and styles will be expected. Individual work, whole class instruction, and particularly, varying types of small group work should be seen in our classrooms. Classes will tend to be built on a chronological age basis but may vary considerably according to need and circumstance.

RESPONSIBILITIES TO STUDENTS

- Maintain a clear understanding and knowledge of curriculum values, attitudes, skills and content appropriate to several Learning Areas, based on the Curriculum Framework;
- demonstrate a variety of teaching and learning strategies for individuals, small group work, and complete classes;
- prepare suitable, creative curriculum material that takes account of adolescents' individual and group developmental needs;
- modify responses where necessary to meet individual and group needs, taking into account student and family background;
- vary the application of teaching strategies to provide a challenging, productive and safe environment;
- develop, apply and evaluate assessment strategies for monitoring student progress with a particular emphasis on outcomes viewed in terms of a continuum of development;
- provide regular feedback to students about their performance and learning and develop self assessment skills in students;
- promote a positive attitude to learning;
- foster student responsibility and independent learning;
- promote self-esteem;
- value and cater for individual expression and differences in the way that students learn;
- respond appropriately to students' personal and emotional needs and development;
- model the Christian ethos and School based values and beliefs;
- understand that students are growing and developing in a digital world and they need to be creative, discerning and productive users of information and communication technologies. This entails a responsibility on your part to have competent personal skills in the use of information and communication technologies and be constantly developing improved pedagogical uses of these technologies.

RESPONSIBILITIES TO THE SCHOOL COMMUNITY

- Support actively the aims, values, and philosophy of the School;
- contribute to the complete school program; the academic, the pastoral and the co-curricular aspects as appropriate;
- participate in whole School decision-making processes;
- communicate professionally with the wider community;
- contribute to and monitor the all-round development of students;
- maintain accurate student records of an agreed style;
- provide written reports as required;
- carry out supervisory duties as required.

RESPONSIBILITY TO COLLEAGUES

- Act as a member of a team, developing and supporting the philosophy and ethos of the team;
- develop and exhibit collaborative working and planning skills by sharing ideas, resources, contacts, networks and expertise;
- enhance collegiality by showing awareness of the needs and concerns of others and valuing individual differences;
- make valued contributions to structured and informal team meetings;
- contribute to the ongoing peer mentor scheme amongst staff;
- take an active role in curriculum development and demonstrate flexibility and creativity in supporting the implementation of curriculum change;
- be innovative in resource selection and informed about latest developments in the relevant technologies;

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- keep informed of trends and ideas in education through participation in professional development opportunities;
 - enhance professional possibilities within specialist areas, generalist areas and other areas of interest or need;
 - communicate professional development information to peers.

RESPONSIBILITY TO PARENTS

- Communicate responsibly to parents and the public the significance of the School programme;
- maintain an open line of communication with parents, keeping them informed of and listening to them regarding student development, academic progress and wellbeing;
- working with parents to build and maintain a sense of community and social fabric in which the student grows and develops.

RESPONSIBILITIES TO SELF

- Build professional expertise by setting personal, professional challenges and providing opportunities to reflect upon teaching practice;
- maintain a healthy balance between professional and personal life.