

**Rossbourne School exists to enhance the life chances of all its students by embracing neurodiversity, developing personalised learning experiences and supporting our young people to achieve a sense of belonging, co-operation and success.**

**This organisation promotes the safety, wellbeing, and inclusion of all children, including those with a disability, those from culturally and/or linguistically diverse backgrounds and Aboriginal children. Rossbourne School encourages applications from culturally and/or linguistically diverse backgrounds and Aboriginal peoples.**

**Rossbourne is committed to creating a child safe organisation through the implementation of the child safe standards as specified in Ministerial Order No 1359 (2022).**

**We will implement strategies policies, procedures and practices that will comply with the prescribed standards, to ensure the on-going safety of students.**

## **POSITION DESCRIPTION**

**Position Title: Teacher**

**School Section: Whole School**

**Reporting to: Deputy Principal - Through School Section Leader**

### **Summary of Position**

It is expected of all staff at Rossbourne School that they support and contribute to the promotion and implementation of the school's current strategic directions. All staff are required to be involved in and supervise co-curricular activities, participate in activities such as parent/teacher meetings, staff meetings, at least one camp per annum as directed by the Deputy Principal, excursions, and supervising yard duty. Other duties may be requested by the Principal or Deputy Principal from time to time.

Curricular will be developed within a collaborative arrangement with the Deputy Principal, School Section Leaders, other teaching, and Specialist Teaching Staff.

This is a teaching role that can involve delivering a range of subjects including English/Literacy, Maths/Numeracy, Science and SOSE subject classes.

### **Key Accountabilities**

#### ***Teaching and Learning***

- Create a nurturing and ordered learning environment which is learner centred, supportive, cooperative and aligned with relevant curriculum policies, documents and practices.
- Collaboratively develop and implement quality curriculum programs and appropriate pedagogy; evaluating their effectiveness; assessing and reporting student progress and learning outcomes; and reporting these to students, parents and the community.
- Manage the quality of teaching and create a positive culture of challenge, support and collaboration.
- Demonstrate teaching competence and capacity to provide curriculum that supports the learning of neurodiverse students, leading to the achievement of quality learning outcomes for all students.

- Possess an understanding of how students learn and effective teaching strategies and the capacity to work with colleagues to continually improve learning.
- Model innovative learning, teaching and assessment practices in the classroom.

### **Pastoral Care**

- Display an understanding of adolescent development and empathy for the needs of individual students.
- Provide guidance and support to students in helping them develop socially and emotionally as well as support their understanding of ethical behaviour, especially those aligned to Rossbourne's values.
- Case manage each student under their care and act as the reference point for parents/caregivers when educational or pastoral concerns occurs.
- Attend and contribute to NCCD panel meetings, providing updated information on students' learning, social and emotional progress.

### **Curriculum & Pedagogy**

- Contribute to the development, implementation and evaluation of the year level curricular within the school.
- Ensure that lessons remain current and relevant to students' needs.
- Facilitate student learning based on current reading and research.
- Develop Individual Learning Plans (ILP) for students.
- Design engaging classroom activities and differentiated lessons so that all students may access the curriculum and benefit from the educational experience.
- Set high expectations that are suitable for students. Assessments should be differentiated based on each individual student's Individual Learning Plan. This may require developing alternative assessments.
- Plan and ensure that instruction is aligned with identified curriculum standards.
- Plan and use appropriate instructional and learning strategies, activities, materials, and equipment that reflect understanding of the needs of students.
- Collaborate with other members of staff to determine instructional goals and objectives for students.
- Conduct ongoing assessment of student achievement through formative and summative assessment protocols.
- Display contemporary teaching practice specifically for neurodiverse students.
- Participate in ongoing school-based and external professional development and keep abreast of current initiatives in secondary education and relevant subject areas.

### **Classroom Management**

- Create a classroom environment conducive to learning and appropriate for the physical, social, and emotional development of students.
- Be a positive role model for students.
- Manage student behaviour in accordance with Staff and Student Codes of Conduct.
- Demonstrate an understanding of appropriate behaviours when engaging with children.
- Demonstrate behaviour that is professional, ethical, and responsible.
- Take all necessary and reasonable precautions to protect students and the school's equipment, materials, and facilities.

### **Relationship Management**

- Understand the unique characteristics and challenges of Rossbourne School. Enable students to extend and drive their own learning and embrace strong community connections and active family participation.
- Develop positive relationships with students, parents/caregivers and the local community and participate and contribute to system level activities.

- Encourage and promote an education/wellbeing partnership with parents, providing feedback, relevant strategies supporting learning and change, an explanation of curriculum intentions and general support and recommendation to parents.
- Establish and maintain a professional and cooperative relationship with all colleagues, students, parents, and community members.

### **Professional Development**

- Actively contribute to a broad range of school activities and a capacity to reflect on, evaluate and improve professional knowledge and practice at an individual, team and school level.
- Engage in self-evaluation with regard to performance and professional growth.
- Collaborate with other classroom teachers to examine student work, including formal and informal assessment, to monitor progress and support teacher reflection and action.

### **Key Selection Criteria**

- Qualified Teacher Status (VIT Registration).
- A Degree consistent with the role description.
- Post graduate Special Education qualification (desirable)
- Knowledge of Special Education principles, theories, and assessment.
- Knowledge of differentiated instruction.
- Familiarity with contemporary teaching practice, specifically for neurodiverse students.
- Highly developed communication and interpersonal skills with the ability to build effective relationships with students, parents, and other key stakeholders.
- Excellent organisational skills with the ability to prioritise workload and pivot when required.
- Sound ITC skills with proficiency in the Microsoft suite of applications.

### **ADDITIONAL INFORMATION**

Rossbourne School supports the principles of equal opportunity employment and encourages diversity in the workplace. Child protection legislation requires preferred applicants to be subject to employment screening.

All new staff members will be provided with access to the Staff Handbook that sets out the expectations and requirements of employment at Rossbourne School. All staff members are required to work within the school's policies, procedures and guidelines including its legal obligations as an employee of a Child Safe School.