

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

POSITION DESCRIPTION: TEACHER

Position Title: Teacher

School Section: Whole School – Teaching & Learning

Reporting to: Deputy Principal - Through School Section Leader

It is expected of all staff at Rossbourne School that they support and contribute to the promotion and implementation of the Schools current strategic directions. All staff are required to be involved in co-curricular activities and attend at least one school camp as directed by the Deputy Principal.

Key Selection Criteria:

Professional Capacity.

Teachers will show initiative, perseverance, acceptance of responsibility, effective organisational skills, ability to communicate appropriately and ability to foster cooperation and collegiality.

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.

Demonstrate an ability to manage the quality of teaching and create a positive culture of challenge, support and collaboration.

Demonstrate teaching competence and capacity to provide curriculum in the area of special education leading to the achievement of quality learning outcomes for all students.

Demonstrate 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 When Homeroom Duties Apply

An understanding of adolescent development and empathy for the needs of individual students.

Provides 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.

Acts to case manage each student under his/her care and is the reference point for parents/caregivers when educational or pastoral concerns occurs.

Attends and contributes to NCCD panel meetings, providing updated information on students' learning, social and emotional progress.

On-going professional development

Demonstrate a commitment and capacity to 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.

Engagement

Demonstrate a capacity to develop positive relationships with students, parents/caregivers and the local community and participate and contribute to system level activities.

Community

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.

Role Statement:

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.

The role may include but is not limited to:

Contributing to the development, implementation and evaluation of the year level curricular within the school.

Undertaking other classroom teaching related and organisational duties as determined by the School Principal.

Participating in activities such as parent/teacher meetings; staff meetings; camps and excursions.

Undertaking other non-teaching supervisory duties (i.e. yard duty; supervising co-curricular activities etc.)

The Teacher will:

Ensure that lessons remain current and relevant to students' needs.

Have a teaching load as specified by the Deputy Principal.

Be accountable to the Principal through the Deputy Principal.

Have a commitment to equal opportunities.

Have sound ICT skills.

Have a high level of written and oral communication skills.

Have good personal presentation – the school expects a professional standard of dress.

Have energy and a sense of humour.

Display excellent attendance and punctuality.

Have good time management skills and the ability to prioritise.

Be able to demonstrate an understanding of appropriate behaviours when engaging with children.

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.

Responsibilities of a Teacher When Homeroom Duties Apply

Facilitate student learning based on current reading and research.

Develop Individual Learning Plans (ILP) for students.

Collaborate with other classroom teachers to examine student work, including formal and informal assessment, to monitor progress and support teacher reflection and action.

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.

Be a positive role model for students.

Create a classroom environment conducive to learning and appropriate for the physical, social, and emotional development of students.

Manage student behaviour in accordance with Staff and Student Codes of Conduct

Support other classroom teachers in the implementation of Individual Learning Plans.

Demonstrate behaviour that is professional, ethical, and responsible.

Maintain confidentiality and abide by the school's privacy policy.

Take all necessary and reasonable precautions to protect students and the school's equipment, materials, and facilities.

Maintain a professional relationship with all colleagues, students, parents, and community members.

Knowledge and Abilities:

Knowledge of Special Education principles, theories and assessment.

Knowledge of differentiated instruction.

Ability to use computer network system and software applications as needed.

Ability to organise and coordinate work.

Ability to communicate effectively with students and parents.

Ability to engage in self-evaluation with regard to performance and professional growth.

Ability to establish and maintain cooperative working relationships with peers and colleagues.

Adhere to a high level of professional and ethical standards

Strong organisational, communications, and interpersonal skills.

Being familiar with contemporary teaching practice specifically for those students who have learning disabilities.

Participate in ongoing school-based and external professional development and keep abreast of current initiatives in secondary education and relevant subject areas.

Qualifications:

- Qualified Teacher Status (VIT registration)
- Degree qualification(s) consistent with the role description
- Post graduate Special Education qualification (desirable)

Other Requirements:

Convey to the public a positive image of Rossbourne School.

Maintain compliance with all Federal and State Regulations regarding the education of students with disabilities.

Abide by all Rossbourne School policies.

Abide by the code of conduct explained in the School's Child Protection and Sexual Abuse policies.

Abide by the school's Privacy Policy and Teaching Profession Code of Conduct.

Abide by the non-smoking policy of the School.

Work within all policy and school guidelines including legal obligations as an employee of a Child Safe School.

Engage in other duties as reasonably directed by the Deputy Principa/Principall.

TERMS AND CONDITIONS:

The appointee will be provided with access to the Staff Handbook that sets out the expectations and requirements of employment at Rossbourne School. Child protection legislation requires preferred applicants to be subject to employment screening. Rossbourne School supports the principles of equal opportunity employment and encourages diversity in the workplace.

Latest Edited – August 2023

Positions descriptions are dynamic documents. They may be reviewed and changed annually or as required.