



**WILLIAM CAREY  
CHRISTIAN SCHOOL**

## High School Science Teacher (Physics)

Full Time

Commencing Term 1, 2020

*WCCS is committed to transforming lives by the proclamation of the gospel and the delivery of an excellent Christian education, accessible to the whole community.*

### Position: High School Classroom Teacher (Science - Physics)

#### Framework (Head, Heart and Hands):

Our task can be seen within the framework of:

- **Head** (the ruling side of things – biblical rule of faith and practice, NESA requirements, evidence based research, professional development),
- **Heart** (your passion for the gospel, for your subject, for shepherding your faculty members and your students) and
- **Hands** (the practical component of what you do: administration, stewardship, implementation in our situation).

#### Working at William Carey gives opportunity and responsibility for staff:

- To maintain a Christian lifestyle, growing in living God's way; promoting and modelling an understanding of living God's way in God's world as God's image;
- To develop their biblical worldview and to disseminate it.
- To share the gospel with students and parents, pointing them to Christ.
- To develop relationships with students, parents, colleagues and others that show the fruit of the Spirit, seasoned with salt, modelling Christ in their interactions and being sensitive to interpreting responses from students and parents who come from diverse cultural and religious backgrounds.
- To develop their professional skills, carrying out their duties in a competent and conscientious manner, while seeking opportunities to improve their knowledge and skills, including through participation in professional development.
- To work cooperatively to maintain a consultative and collaborative workplace
- To work humbly, following reasonable instructions given by their supervisor, complying with school policies and procedures, and being accountable for their own actions and decisions.

#### Line of Command

This position is a teaching role. Teachers report directly to their KLA or Stage coordinator. Teachers report to the Deputy for cover for absences (as well as their KLA/Stage coordinator), and to the Director of Teaching and Learning, for matters of accreditation (regarding attaining or maintaining Proficient status).

### Essential Criteria:

- A person of evangelical Christian convictions and character, actively involved in church and committed to the work of Christian education.
- Able to support the school's Statement of Faith and committed to working a biblical worldview into all aspects of teaching and learning.
- Appropriate tertiary qualifications, including teaching qualifications.
- Experience in teaching students within Stages 4 - 6, to meet a wide range of student learning requirements, including effective use of ICT in the classroom.
- Teaching experience in Stage 6 Physics (and a second branch of Science preferred)
- An excellent classroom teacher with a deep and broad knowledge of current issues and practices.
- Demonstrated capacity to work harmoniously with teams, whether in supervisory, collegial or advisory contexts.
- Demonstrated capacity to communicate clearly with students, colleagues and the wider community regarding educational and welfare issues.
- Be qualified to teach and accredited by NESA.
- Meet and maintain the criteria of the Australian Professional Standards for Teachers (APST) at proficient level according to legislation.
- Have a current Working with Children Check as legislated.

### A Teacher will:

#### *Teach Christianly by*

- Planning and implementing well-structured learning and teaching programs or lesson sequences that engage all students and promote learning. (APST, 3.2.2)
- Instructing from a biblical perspective, understanding the content of their subject area as informed by a biblical worldview.
- Relating in a Christian manner to both staff and students, displaying care and diligence.
- Sharing the Gospel with both boldness and sensitivity; discipling and nurturing Christian students.
- Demonstrating a biblical understanding of the nature of the child.
- Selecting appropriate teaching resources for the ethos of the school.

#### *Fulfil curriculum requirements of the faculty/stage by*

- Developing programs for students of all abilities, using evidence based research and NESA syllabuses and supporting documents.
- Completing and submitting registers and evaluations of programs, within the given timeframe; using evaluation to inform future planning.
- Contributing to the development of scopes and sequences and delivering curriculum accordingly
- Following assessment procedures, adhering to schedules set; maintaining records and samples of work and reporting to parents/carers in a timely fashion.
- Presenting documentation in a clear and unambiguous manner, utilising school templates, where appropriate (e.g. assessment tasks, excursions, exams)
- Consulting with the coordinator and colleagues when planning other activities that impinge on others, including checking school calendar for potential clashes of interest before booking
- Ensuring that assessment practices meet the NESA requirements for registration and accreditation.

#### *Manage and oversee classes by*

- Displaying an awareness and implementation of agreed working practice
- Participating in grading conversations, if required
- Setting standards for student achievement grades and moderating marking

- Displaying good teaching practices in their classroom
- Using a variety of effective classroom management strategies.
- Assessing students using a range of forms (e.g. formal and informal, diagnostic, formative and summative) to ensure effective feedback and reporting.
- Consulting with supervisor and/or colleagues about issues relating to classroom management, pedagogy and discipline
- Checking student profiles for your classes; utilising all information provided
- Setting standards for class expectations eg. behaviour, bookwork
- Ensuring lessons and resources are available for casual staff replacement/split packs/grade day

*Encourage staff and student wellbeing by*

- Offering and maintaining an inclusive, supportive and safe teaching and learning environment
- Supporting the pastoral care and wellbeing programs of the school, including by planning wellbeing lesson activities and attending PC school camps as necessary
- Advocating for students at grade/stage meetings
- Recording awards and disciplines on Edumate
- Actively managing behaviour across the broader school community, including active supervision of playground, bus, detentions as rostered
- Supporting privacy policy, including checking the “Do not publish” list.
- Addressing staff/student/parent complaints within their area of responsibility and referring appropriately when necessary
- Being prompt to classes, playground duties, exam supervisions, class covers (in lieu of or extra classes) and meetings.

*Relate to parents by*

- Attending primary/high school information nights, promoting a positive learning culture and team mentality, being accessible to parents who have questions, contributing to preparing and evaluating resources as required
- Supporting parent teacher nights by involvement in faculty/stage discussion prior to and after the event, regarding the focus of the interviews;
- Attending parent teacher nights in order to support students and families, fielding questions by students or parents, resolving conflict, and following up parent enquiries, requests and complaints.
- Attending other parent teacher interviews, including IPs, ensuring appropriate preparation for the interview, following up any issues arising, distributing significant information to relevant executive
- Communicating clearly and timely with parents, supporting families in collaboration with executive, documenting discussion and referring to executive for counsellor consideration, supporting school policies to the community
- Having direct contact (phone or face-to-face conversation) with your pastoral care/primary class parents in the first few weeks of school
- Promoting class/faculty/stage events through Newsletter and/or blog articles
- Supporting and being involved in school community events, assisting with resources where appropriate, developing rosters/roles if required
- Supporting families and staff by investigating concerns and acting on findings; documenting and referring as required (e.g. NCCD), supporting school policies to the community
- Supporting public relations/marketing by promoting a positive attitude towards the school

*Develop as a faculty/stage member by*

- Attending induction and training, and mentoring opportunities

- Being involved in professional development, including developing biblical framework; maintaining currency of knowledge related to required curriculum; reporting back what you have learned.
- Undergoing performance review, celebrating achievements and pursuing growth;
- Using individual gifts and delegated responsibilities as appropriate and/or required.
- Supporting the maintenance of a resource management system as required

*Collaborate within the school community by*

- Adopting a collegial attitude towards all staff, students and parents
- Liaising with others regarding shared classes or resources
- Seeking to resolve conflicts
- Discussing and developing strategies to work cooperatively with others regarding practices and expectations.

*Be professional in their approach by*

- Proofreading all written communications, issued by them, to parents or students or staff
- Using current documentation, including using the school's current logo and form and style for all documents and presentations
- Using ICT, including electronic communication, effectively and ethically

*Ensure school and faculty/stage policy is followed by*

- Complying with the faculty/stage handbook, teachers' handbook, school policy/procedure statements

*Show stewardship of the school resources by*

- Wisely using consumables (including electricity and water) and capital items
- Sharing graciously and quickly returning borrowed items.
- Following agreed working practice in relation to use of rooms
- Monitoring and managing appropriate teaching and faculty/stage resources, within budget constraints
- Monitoring and maintaining classroom environment, including teaching resources and ICT; liaising with the KLA/Stage coordinator regarding required resources or servicing of rooms and equipment

*Whilst the primary responsibilities of the position are articulated, it is expected that the incumbent will engage with the wider school community and participate in events and activities, playing an ambassadorial role as a representative of William Carey Christian School.*

*This Role Description is a guide only and is not intended to be an exhaustive or exclusive list of the duties of this position. It is subject to review and modification by the Principal at any time in response to the changing needs of the School.*