

## Role Description

### Stage 2 Coordinator for the Primary School

Commencing Term 1 2018



*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.*

The position of Stage 2 Coordinator for the Primary reports directly to the Assistant Deputy Principal of the Primary School. This position is a member of the school executive team. This position is a classroom teaching role with time allocation to carry out coordinator responsibilities. The successful applicant will be a suitably qualified, experienced and innovative educator who is an active Christian and who is able and willing to support the mission and values of the school.

**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.

**Criteria:**

- A person of Christian character and convictions, actively involved in church and committed to the work of Christian education.
- Appropriate tertiary qualifications, including teaching qualifications.
- A current Working with Children Check.
- An excellent classroom teacher with a deep and broad knowledge of current issues and best practice in education.
- 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.
- Previous educational leadership experience.

Please email applications to [antakleys@wccs.nsw.edu.au](mailto:antakleys@wccs.nsw.edu.au). Applications must include the Teacher Application Form, your Covering Letter, Resume, and notice of three Referees - one of which is your current Principal.

Applications close: 9:00am, Monday 9<sup>th</sup> October 2017

## **Line of command**

This position is an executive role. Executive teachers report directly to the senior executive. High school head teachers report to the Finance Administrator for financial matters, and to various senior executive for special roles, eg to Director of Teaching and Learning for curricular matters, to Deputy Principal, Administration for class cover due to absence, etc. (see roles and responsibilities of senior executive).

In Primary, stage coordinators report to the Assistant Deputy Principals, to the Deputy Principal of Primary for financial matters, and to various senior executive for special roles. Each executive teacher has been assigned to a senior executive member who will support his/her progress, represent the faculty/stage to senior executive meetings and appraise his/her performance and development.

## **An Executive Teacher will**

### **Manage and develop teachers by**

- assisting principal in recruiting, interviewing, and selecting staff;
- inducting, training, mentoring, counselling, and disciplining staff;
- identifying needs and professionally developing staff (with reference to APS\*); modelling professional development by working on lead teacher standards in APS; ensuring quality teaching;
- reviewing staff performance, celebrating achievements and encouraging growth;
- using individual gifts of staff by delegating responsibilities as appropriate;
- overseeing and training assistant coordinator, if relevant.

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

- overseeing implementation of school policy/procedures;
- maintaining a Christian lifestyle, growing in living God's way.

### **Direct and manage curriculum requirements by**

- developing programs for students of all abilities, using evidence based research;
- ensuring implementation of engaging and challenging biblical perspectives within their programs;
- collecting and checking registers/programs;
- updating scopes and sequences and delivering to Director, Teaching and Learning;
- establishing assessment procedures, setting schedules, completing assessment booklets, ensuring clarity of documentation, managing assessment tasks and resolving assessment disputes;
- overseeing the planning of excursions and other activities that impinge on other classes, ensuring they have been approved by the Deputy Principal, meet the needs of the subject, have been risk assessed, budgeted, booked and appropriately recorded and filed;
- ensuring assessment practices meet the NESA requirements for registration and accreditation for RoSA and HSC requirements; supervising the process to submit RoSA grades where applicable.
- accessing NESA weekly bulletins and updating curriculum practices et al accordingly.

**Oversee classes by**

- recommending specialist allocations for classes;
- participating in grading considerations;
- addressing timetable issues, including period allocation, spacing of classes (doubles/singles), rooming;
- setting standards for grades;
- ensuring lessons are available for casual staff replacement;
- modelling good teaching in their own classroom.

**Show stewardship of the school resources by**

- preparing a budget; directing allocated funds for consumables and capital (HS only);
- allocating homerooms as available (HS only);
- managing the physical resources of the faculty/stage within budget constraints: investigating, acquiring and maintaining appropriate teaching and faculty/stage resources (including ICT), monitoring and maintaining rooms; doing block inspections for WHS.

**Collaborate with other faculties and stages by**

- modelling a collegial attitude towards other KLAs/stages;
- liaising with other head teachers re shared staff or resources;
- collaborating to resolve calendar conflicts (events or assessments);
- discussing and developing strategies to work cooperatively with other KLAs/stages and with senior executive regarding practices and expectations;
- attending and contributing to executive meetings. If you cannot be there, delegate a representative from your faculty/stage.

**Encourage staff and student wellbeing by**

- promoting and modelling an understanding of living God's way in God's world as God's image;
- offering and maintaining an inclusive, supportive and safe teaching and learning environment (APS);
- dealing with staff/student/parent complaints;
- supporting the wellbeing program of the school;
- advocating for students and staff at executive meetings, with executive/senior executive staff;
- actively managing discipline (in a broad spectrum of positive and negative aspects) in the faculty/stage and across the broader school community, including efficient managing of playground, bus, detentions as rostered;
- overseeing recording processes of awards and disciplines on Edumate.

**Relate to parents by**

- attending information nights and promoting a positive learning culture, promoting their responsibilities to the wider community, being accessible to parent questions,

encouraging and coordinating staff involvement, evaluating and developing resources as applicable to the night, fostering a team mentality;

- supporting parent teacher nights by facilitating staff discussion prior to event of the focus of the interviews, attending to support staff and families, fielding questions referred by staff or parents, resolving conflict, planning for proxy if teacher is absent, supporting staff to follow up parent enquiries or requests;
- communicating clearly and timely with parents, supporting families and staff by investigating and acting on findings, documenting and referring on as required, supporting school policies to the community;
- promoting events, for example, in Newsletter and blogs;
- modelling support and involvement in school community events, assisting with resources where appropriate, developing rosters/roles within faculty/stage responsibility, supporting public relations/marketing by promoting a positive attitude with staff and students.

**Be professional in their approach by**

- proofreading everything put out to parents or students or staff;
- using current documentation, including using the school's form and style for all documents and presentations;
- effectively using electronic communication;
- maintaining a resource management system;
- establishing positive links with parents, industry, and the general community.