



SCOTCH OAKBURN COLLEGE
CREATING THE FUTURE

POSITION DESCRIPTION

Teacher Early Childhood

TITLE:	Teacher – Early Childhood
AWARD/AGREEMENT:	Scotch Oakburn College (Teachers) Enterprise Agreement
EMPLOYMENT STATUS:	Casual (Relief Pool)
FTE	Casual
REPORTS TO:	Director of Teaching and Learning Elphin
LOCATION:	Elphin Campus (Junior School)
QUALIFICATIONS:	<ul style="list-style-type: none"> Bachelor of Early Childhood Education (or equivalent being a Bachelor of Education AND an ACECQA approved Cert III in Early Childhood Education and Care) First Aid qualification: Provide First Aid in an Education and Care Setting
MANDATORY CLEARANCES:	<ol style="list-style-type: none"> Working with Vulnerable People (Children) Registration Registration with Tasmanian Teachers Registration Board

The College:

Scotch Oakburn College is an independent, open entry day and boarding school of approximately 1,300 students from Early Learning through to Year 12, in association with the Uniting Church in Australia. Through the provision of academic, pastoral, and co-curricular programs, the College provides a holistic education designed to prepare students for their future.

Our College has three campuses:

- **Elphin Campus**, located in the inner eastern suburbs of Launceston and home to our Junior School (Early Learning Centre and Years Prep to 5) as well as our Boarding House of approximately 60 students who come to us from intrastate, interstate and international locations.
- **Penquite Campus**, located 2.5km from our Elphin Campus and home to our Middle School students (Years 6 to 8) and Senior School students (Years 9 to 12).
- **Valley Campus**, located in the Fingal Valley just over an hour's drive from Launceston and the hub of our Education Outdoors and Environment Centre.

Scotch Oakburn College is one of 250 Round Square schools that span 50 countries around the globe. Round Square schools are committed to character education and experiential learning built around the six IDEALS of International Understanding, Democracy, Environmental Stewardship, Adventure, Leadership and Service.



Scotch Oakburn College is accredited by the **Australian Childhood Foundation** in recognition of its commitment to **child safety standards**.

Child safeguarding screening, selection and training practices form part of the recruitment and selection process, and employment conditions for all positions at the College.



The Role:

The Early Childhood Teacher is responsible for designing and implementing engaging, developmentally appropriate lesson plans that align with both the Australian Curriculum and the Australian Early Years Learning Framework (EYLF) established under the National Quality Framework. The teacher ensures that all children are motivated and supported in their early learning experiences, fostering growth across cognitive, emotional, social and physical domains. They assess children's progress, provide feedback, and adapt teaching methods to meet diverse developmental needs, including contributing to Individual Education Plans (IEPs) for children requiring additional support.

In addition to their educational responsibilities, the teacher provides holistic pastoral care, promotes positive behaviour, and collaborates with colleagues on various projects and activities. They maintain regular communication with parents, engage in professional development, and complete administrative and supervisory tasks to ensure a safe and nurturing early learning environment.

A valued component of the educational offering at Scotch Oakburn, our diverse co-curricular and education outdoors programs provide exceptional experiential learning opportunities for our students. Class teachers are critical to the success of these programs, which includes after hours and weekend commitments.

Key Duties and Responsibilities:

- Develop and implement age-appropriate lesson plans and teaching materials aligned with the Australian Curriculum and EYLF. As an early education teacher, provide a nurturing and stimulating environment that fosters children's curiosity, creativity and engagement while connecting big ideas through cross-curriculum priorities.
- Identify and address the diverse learning needs of students, including those with individual learning needs or disabilities. Differentiate teaching to accommodate different learning styles and abilities as required. Contribute to the development on Individual Education Plans, including evidence collection.
- Regularly assess student progress through formative and summative methods including anecdotal records, portfolios and collaborative projects. Provide timely constructive feedback to children and their families on learning progress and prepare detailed reports as required.
- Provide emotional and pastoral care, supporting the well-being of all children. Implement positive behaviour management strategies, including restorative justice practices, when necessary, to promote a harmonious learning environment.
- Collaborate with other early education teachers, learning assistants, and staff to plan and contribute to projects, events, excursions, and experiential learning opportunities.
- Support the Education Outdoors Program delivery. Work collaboratively with Education Outdoors Program staff to provide activity-based supervision, behaviour management, pastoral care support to ensure students are fully engaged, and the program is delivered within agreed operational and risk parameters.
- Contribute to the Elphin Campus co-curricular program. Facilitate co-curricular activities (includes out of hours and weekend commitments), actively encouraging and supporting student participation.
- Attend staff meetings, professional learning sessions and teams to exchange ideas, share best practices, and contribute to school-wide initiatives. Engage in self-reflection, evaluate teaching practices, and actively seek opportunities for personal and professional growth. Maintain a commitment to ongoing improvement and learning to provide the best possible education for students.

- Establish effective communication channels with parents or guardians, maintaining regular contact to discuss student progress, academic goals, and any concerns. Ensure updated and relevant class information is provided via The Dash in a timely manner.
- Foster partnerships with the wider community, including attending school events, engaging in community projects, and promoting positive relationships between the school and its community.
- Engage in continuous professional development by staying updated with current educational trends, and relevant training sessions. Reflect on teaching practices, seek feedback, and implement evidence-based strategies to enhance teaching effectiveness and student outcomes.
- Complete administrative tasks such as attendance records, record keeping, and organisation of classroom resources. Adhere to school policies and procedures, including those related to health and safety, student welfare, and reporting incidents.
- Undertake supervision of students across the Elphin Campus to ensure the College provides its Duty of Care for the health and wellbeing of all students. Undertake all rostered duties, including before school, after school, recess/lunch, bus and gate duties.
- Observe all College's policies and procedures, in particular the College Code of Conduct.
- Undertake any additional duties as assigned by the Director, Teaching and Learning and Deputy Principal, Elphin, to support the objectives of the College.

Level of Accountability

Performance of the role must be undertaken with the highest of integrity, in accordance with the College Delegations of Authority. This is a highly collaborative role, with general direction provided on a day-to-day basis. Guidance and advice are available from the Director, Teaching and Learning and Deputy Principal, Elphin as required.

All tasks must be completed within required timeframes, to a high standard, and in accordance with the policies and procedures of the College. Actively engaging in reflective practices and receiving feedback is required to promote continuous improvement and to lead individual professional development objectives.

Organisational Relationships

Reports to:	Director of Early Learning
Direct Reports:	There are no direct reports to teacher positions
Key Internal Relationships:	Deputy Principal, Elphin Director of Teaching & Learning Elphin Director of Wellbeing, Elphin Deputy Heads of Junior School (P-2) / (3-5) Head of Inclusive Education, Elphin Daily Organiser, Elphin Elphin Campus Staff (Teachers, Assistants, etc) Students
External Relationships:	Parents, carers and other members of the College community Organisations with whom the College deals
Leadership Teams:	Not applicable

Safeguarding Children and Young People

As an employee of Scotch Oakburn College, you are required to adhere to our Code of Conduct, accessible on The Dash, which outlines behaviour standards aligned with safeguarding children and young people.

Your responsibilities include providing a safe and welcoming environment for children and young people, acting as a positive role model, ensuring positive and safe interactions, and providing adequate care and supervision. Through the performance of their roles, all staff are required to promote the safety and well-being of children and young people in our care, and report suspicions or disclosures of abuse or policy breaches to management.

Additionally, during your employment with the College you are required maintain valid Working with Vulnerable People documentation and undergo periodic National Criminal History record checks. You are also obligated to report to College management any criminal charges or convictions received during employment that may pose a risk to children and young people.

Work Health and Safety

Scotch Oakburn college is committed to achieving the highest attainable standards of Work Health and Safety (WHS) for its staff, students, and visitors. As a member of staff, you will be required to:

- take reasonable care of your own health and safety,
- take reasonable care that your acts or omissions do not adversely affect the health and safety of other persons,
- comply, so far as you are reasonably able to, with any reasonable instruction provided by the College to allow the College to comply with the Work Health and Safety Act,
- co-operate with any reasonable policy or procedure of the College relating to health or safety, and
- report any injury, hazard, near miss or incidents and losses as soon as they are detected using the College's incident and accident reporting system.

Knowledge and Experience:

Professional experience is required in:

- Primary education program design, planning and delivery,
- Upholding behavioural and learning expectations for students, and
- Collaborating effectively within dynamic team-based environments.

Demonstrated knowledge and understanding of:

- Teaching and learning pedagogy and pastoral welfare, and
- Current safety, compliance and risk management practices related to education.

In accordance with its Recruitment Policy, Scotch Oakburn College is committed to selection procedures based on merit, qualifications, experience and which are aligned to the key selection criteria of the role. As such, applications for this role should address the Key Selection Criteria below to demonstrate their ability to fulfil the key duties and responsibilities outlined.

Key Selection Criteria:

1. **Curriculum Development and Instruction:** Demonstrated ability to design and implement engaging, developmentally appropriate lesson plans aligned with the Australian Curriculum and the Australian Early Years Learning Framework (EYLF). Experience in fostering children's engagement across key developmental areas and integrating cross-curricular priorities to inspire a love of learning.
2. **Differentiated Teaching and Inclusive Education:** Proven capacity to identify and address diverse developmental needs, including children with individual learning needs or disabilities. Experience in tailoring instruction to different learning styles and developmental stages and contributing to Individual Education Plans (IEPs) to support children's success.
3. **Assessment and Feedback:** Strong skills in assessing children's development using formative and summative methods, including observations and anecdotal records. Proven ability to provide timely, constructive feedback to families and prepare detailed reports. Experience leading effective parent-teacher conferences to communicate developmental progress.
4. **Pastoral Care and Behaviour Management:** Commitment to the pastoral care of young children, with experience promoting positive behaviour and managing early learning environments. Familiarity with restorative justice practices or other child-centred behaviour management approaches to support emotional and social development.
5. **Collaboration and Community Engagement:** Demonstrated ability to collaborate with colleagues, support staff, and families in planning projects, events, and excursions. Willingness to actively participate in co-curricular programs, including early learning community activities and outdoor education experiences, with engagement beyond regular school hours.
6. **Safeguarding Children:** a demonstrated commitment to actively contribute to the College's safeguarding culture for children and young people, including an understanding of the College's policies in relation to Child Safety.