



SCOTCH OAKBURN COLLEGE
CREATING THE FUTURE

POSITION DESCRIPTION

Teacher - Primary Classroom

TITLE:	Teacher – Primary Classroom (Year 1)
AWARD/AGREEMENT:	Scotch Oakburn College (Teachers) Enterprise Agreement
EMPLOYMENT STATUS:	Maximum term for the remainder of the 2026 academic year
FTE:	Full-time or Part-time (job share)
COMMENCEMENT DATE:	4 May 2026 (or as determined with successful candidate)
REPORTS TO:	Director of Teaching & Learning, Elphin and Director of Wellbeing, Elphin
LOCATION:	Elphin Campus (Junior School)
QUALIFICATIONS:	<ul style="list-style-type: none">• Bachelor of Education (or equivalent)• First Aid qualification: Provide First Aid in an Education and Care Setting
MANDATORY CLEARANCES:	<ol style="list-style-type: none">1. Working with Vulnerable People (Children) Registration2. 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 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.



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The Role:

Primary Classroom teachers are based in the Junior School on our Elphin Campus.

As a member of our Professional Learning Community, all teachers work collaboratively in teams to ensure the Australian Curriculum is differentiated and delivered through evidence based best teaching practices. Our Junior School teachers are supported by accomplished specialist teachers and a highly dedicated, on-campus leadership team.

At the Junior School we promote positive student behaviour through proactive strategies aligned with the College Behaviour Support Framework.

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:

- Deliver evidence based explicit teaching methods and incorporate inquiry-based learning approaches to foster student engagement, critical thinking, and deep understanding across all curriculum areas. Ensure all learning content is aligned with the Australian Curriculum, develop general capabilities and connect big ideas through cross-curriculum priorities.
- Engage in collaborative planning with teaching teams to design cohesive learning experiences and share best practices. Participate in professional cycles of inquiry to evaluate teaching strategies, reflect on student outcomes, and implement evidence-based improvements to enhance learning for all students.
- Ensure teaching practices are inclusive, culturally responsive, and differentiated to meet the diverse needs of all students, including those with disabilities and additional learning needs. Collect evidence and contribute to the development of Individual Education Plans.
- Use student data, including formative and summative assessments, to inform instructional decisions, identify learning gaps, and tailor teaching strategies to improve outcomes. Provide timely and constructive feedback to students and their families on learning progress and set learning goals. Prepare student reports, facilitate student-led conferences and parent-teacher conferences to a high standard and within a timely manner.
- Engage in continuous professional development by staying updated with current educational trends, and relevant professional learning. Reflect on teaching practices, seek feedback, to enhance teaching effectiveness and student outcomes. Maintain a commitment to ongoing improvement and learning to provide the best possible education for students.
- Provide pastoral care needs for students and promote positive student behaviour through proactive strategies aligned with the College Behaviour Support Framework. Facilitate a restorative justice approach to behaviour management when required, supporting students in taking responsibility for their actions, repairing harm, and restoring relationships.
- Collaborate with other teachers and learning assistants to plan and contribute to school events, excursions, and other experiential learning activities, including Education Outdoors Program (may include requirement to attend overnight camps).

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- 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.
- Foster partnerships with the wider community, including attending school events, engaging in community projects, and promoting positive relationships between the school and its community.
- 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 of Teaching and Learning, Director of Wellbeing and Head of Elphin Campus, 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 of Teaching and Learning, Director of Wellbeing and Head of Elphin Campus 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 Teaching & Learning and Director of Wellbeing (Elphin)

Direct Reports: There are no direct reports to teacher positions

Key Internal Relationships: Head of Elphin Campus
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.

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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 the members of the Elphin Leadership Team.

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 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.

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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 deliver evidence based explicit teaching methods and incorporate inquiry-based learning approaches to foster student engagement, critical thinking, and deep understanding across all curriculum areas. Proven ability to align learning content with the Australian Curriculum, developing general capabilities and connecting big ideas through cross-curriculum priorities.
2. **Differentiated Teaching and Inclusive Education:** Proven capacity that teaching practices are inclusive, culturally responsive, and differentiated to meet the diverse needs of all students, including those with disabilities and additional learning needs. Experience in collecting evidence and contributing to the development of Individual Education Plans.
3. **Assessment and Feedback:** Demonstrate skills in using student data, including formative and summative assessments, to inform instructional decisions, identify learning gaps, and tailor teaching strategies to improve outcomes. Proven ability to provide timely and constructive feedback to students and their families on learning progress and set learning goals.
4. **Collaborative Practices**
Experience in engaging in collaborative planning with teaching teams to design cohesive learning experiences and share best practices. Proven ability to participate fully in professional cycles of inquiry to evaluate teaching strategies, reflect on student outcomes, and implement evidence-based improvements to enhance learning for all students.
5. **Pastoral Care and Behaviour Management:** Commitment to the pastoral care of students, with experience in promoting positive behaviour and managing classroom dynamics. Experience with restorative justice practices or similar proactive behaviour management approaches.
6. **Collaboration and Co-curricular Involvement:** Demonstrated ability to work collaboratively with colleagues on school projects, events, and excursions. Willingness to actively participate in the school's co-curricular programs, including outdoor education, and engage in school community activities beyond regular school hours.
7. **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.