



SCOTCH OAKBURN COLLEGE
CREATING THE FUTURE

POSITION DESCRIPTION

Classroom Teacher Early Childhood and/or Primary

TITLE:	Classroom Teacher (Early Childhood or Primary)
EMPLOYMENT STATUS	Casual Relief Pool
REPORTS TO:	Deputy Principal, Elphin
AWARD/AGREEMENT:	Scotch Oakburn College (Teachers) Agreement
LOCATION:	Elphin Campus (Junior School) Early Learning Centre to Year 5
MANDATORY CLEARANCES:	<ol style="list-style-type: none">1. Teacher registration (or ability to be registered with) the Tasmanian Teacher Registration Board (TRB)2. Working with Vulnerable People (Children) Registration3. First Aid Qualification HLTAID012

Environment:

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. The College employs a team of 300 dedicated professional staff.

Our College has three campuses:

- **Elphin Campus**, located in the inner eastern suburbs of Launceston and home to our Junior School (Early Learning (3yrs) to Year 5) as well as our Boarding House of approximately 70 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 6-8) and Senior School students (Years 9-12).
- **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.

Scope of the Position:

This position is based on our Elphin Campus.

All teachers work collaboratively in a team committed to building exciting learning environments that engage and challenge young learners. Scotch Oakburn delivers the Australian Curriculum through innovative learning programs designed to cater for the learning needs and personal development of each student. After hours and weekend work is required to meet the requirements of the College's co-curricular program.

Primary teaching positions involve full responsibility for the pastoral care and learning programs of a primary class. Classroom teachers are members of a team that include Music, Health and PE, eLearning, ConneXions, Visual Arts, Drama, Languages, and Learning Support Teachers.

Key Result Areas:

The following Key Result Areas guide the work of our College staff team and provide a holistic view of factors critical to the College's ongoing success and long-term sustainability.

1. Learning
2. Wellbeing
3. Community
4. Capacity

Attitudes and Personal Qualities:

All Scotch Oakburn College staff must be able to demonstrate the capacity and willingness to embrace the attitudes and personal qualities that underpin the working culture of our Scotch Oakburn College staff team:

Attitudes

- Supportive of the ethos of the College
- Understanding and supportive of all College staff
- Demonstrated maturity and capacity to relate to others in a positive and professional manner
- Adherent to all legal and professional obligations including occupational health and safety guidelines and duty of care
- Adherent to all College policies and practices
- Preparedness to be actively involved in our College community
- Demonstrated commitment to professional development
- An effective and positively contributing team member

Personal Qualities

- Honest, trustworthy and ethical
- Friendly and approachable
- Considered, thoughtful and careful
- Reliable and punctual
- Flexible
- Energetic, pro-active and demonstrated initiative
- High-level interpersonal and communication skills
- A good role model (language, dress, grooming, hygiene, integrity)

Duties and Responsibilities:

1. Relief teachers fulfil the daily teaching and other duties normally undertaken by the Teacher(s) whom they are covering for. This may include rostered duties, lunchtime student activities or pre-planned meetings.
2. All members of the teaching staff will perform such professional duties as are assigned by the Principal from time to time.
3. All teaching staff are expected to be involved in co-curricular activities and involvement would reflect the teaching load.
4. All members of the teaching staff are required to attend staff meetings that are called from time to time by the Principal or Head of School. Such meetings take precedence over all other activities in the life of the School.
5. A member of the teaching staff will teach across year groups and ability levels as required by the Principal within the limits of his/her professional experience and expertise.

6. A member of the teaching staff will teach classes, subject programs, maintain a program of assessment of students and keep such assessment records as are required by the College.

Conditions of Employment:

1. General employment conditions, including salary, applying to all teaching staff at Scotch Oakburn College are described in the *“Scotch Oakburn College (Teachers) Enterprise Agreement”* and the *National Employment Standards (NES)*.
2. Further employment conditions, including the College’s policies and procedures, as introduced and/or varied from time to time.
3. A pre-requisite for Scotch Oakburn College being able to employ a teacher is that he or she is a registered teacher with the Teachers Registration Board, Tasmania, or holds a Limited Authority to Teach from the Teachers Registration Board, Tasmania. A copy of the Certificate of Registration must be provided by the teacher to the College prior to commencement.
4. The College places a high priority on Workplace Health and Safety and as such, all employees must:
 - to the best of their experience and knowledge, provide risk management information, as requested by their manager;
 - make risk prevention a priority whilst undertaking daily tasks in the College’s operations;
 - perform duties in a manner which is without an unacceptable level of risk to their own health and safety, other employees, students or the College community in general; and
 - report any illness, injury, hazard, near miss or incidents and losses as soon as they are detected to your supervisor and via the College’s Incident and Accident reporting systems which are available on The Dash.
5. A pre-requisite for Scotch Oakburn College being able to employ a teacher is that he or she holds a current first aid certificate from a recognised training body. The teacher must provide a copy of the qualification to the College prior to commencement.

Safeguarding Children and Young People

Our organisation takes safeguarding children and young people seriously, and as an employee of Scotch Oakburn College, you are required to meet the behaviour standards outlined in our Code of Conduct. The Code of Conduct is provided as part of induction. These guidelines are also accessible on The Dash.

As a part of your duties and responsibilities, you are also required to:

- provide a welcoming and safe environment for children and young people;
- promote the safety and wellbeing of children and young people to whom we provide services;
- ensure that your interactions with children and young people are positive and safe;
- provide adequate care and supervision of children and young people in your charge;
- act as a positive role model for children and young people;

- report any suspicions, concerns, allegations or disclosures of alleged abuse, by personnel as well as external individuals to management;
- report any breaches of policy by other personnel, however minor, to College management;
- maintain valid Working with Vulnerable People documentation’
- undergo periodic ‘National Criminal History record’ checks; and
- report to College management any criminal charges or convictions you receive during the course of your employment that may indicate a possible risk to children and young people.

Professional and Ethical Behaviour:

All members of staff are expected to observe all College’s policies and procedures in particular, the Scotch Oakburn Code of Professional Conduct.

Key Selection Criteria:

1. Registered as a Teacher with the Tasmanian Teachers Registration Board, or the ability to attain registration.
2. A proven commitment to personal professional learning.
3. Passion for inspiring, guiding and supporting young children in realising their potential and a demonstrated ability to provide innovative and differentiated learning opportunities for students.
4. Demonstrated ability to maintain ongoing communication with parents about their child’s learning/progress and to build constructive working partnerships with families.
5. Ability to contribute positively to the College’s co-curricular program.
6. The ability to encourage teamwork and be part of a committed team, with a demonstrated high-level interpersonal and communication skills.
7. A capacity and willingness to embrace the College’s Learner Attributes as well as an understanding of contemporary research in teaching and learning pedagogies. An understanding of/ experience in the Inquiry based teaching approach is advantageous.
8. A strong understanding of learning technologies and their application to enhance learning.
9. An understanding and commitment to the College’s policies in relation to Child Safety.