

## **TEACHING STAFF – JOB DESCRIPTION**

All members of Mandurah Baptist College, whether their responsibility lie in the academic or in the support areas have special knowledge and skills to effectively carry out their roles. It is important that each person understands the parameters of his or her responsibilities, has a sense of independence and autonomy, acknowledge accountability to the senior person in their area and can experience both challenge and satisfaction in his or her work.

The following guidelines, adapted from a list for staff in Independent Schools, are intended to help us to ensure that the aims and goals of the school are reflected in our procedures.

### **A. General Points**

- a. Be interested in the students as people. Be willing to give individual help in your subject and in any other way you can.
- b. Encourage an atmosphere of friendliness, co-operation and respect for other people.
  - i. Maintain a positive approach to life. The manner in which members of staff treat other people - teachers, students, parents, visitors, is very important in speech, attitude and behaviour.
  - ii. Do not criticize or allow criticism of other staff or students.
  - iii. Be careful in what you say and how you say it. Take care not to believe the worst in people and circumstances. Check for the truth.
  - iv. Avoid giving any cause for people to feel they have been belittled, "looked down upon", disregarded, or brushed aside.
- c. The tone of the school depends largely on the example set by staff and their encouragement of certain behaviour. There needs to be a good balance between informality and formality.
- d. Students and Staff are not permitted to smoke. No one should smoke in any part of the school.
- e. Social functions for staff assist the development of positive and productive relationships between staff members.

### **B. General Professional Points**

1. Work co-operatively with the Principal and other staff to ensure the happy and smooth running of the School.
2. Keep yourself informed of educational developments - by professional reading, membership of subject associations and attendance at in service courses and conferences.
3. Contribute to thinking and discussion on educational issues which affect not only your own subject, but also those which are of wider importance to our students.
4. Attend and contribute to Staff Meetings. Keep meeting minutes, summaries and copies of staff notices filed for future reference.

5. Attend assemblies and other functions of the whole school; religious, sporting and social.
6. Attend Parent/Teacher meetings concerned with the students you teach.
7. Support your form's activities.
8. It is much better to talk with Heads of Learning Areas, Head of Year, Dean, and parents early rather than late. Do not let problems develop in school work or conduct.
9. Some parents may not have legal access to their children. Please check with Principal or Administration if you are unsure.

### **C. Academic Points**

1. Teach effectively. Prepare the overall program and each lesson appropriately. Plan carefully for what the students will be required to do, making sure the methods used will fulfil our aims and contribute to effective learning.
2. Provide an environment for sound learning, for arousing interest, gaining attention, improving concentration, requiring active participation and stressing reinforcement. Ensure appropriate and adequate materials and careful sequencing of events. Recognize and provide for individual differences in students.
3. Use suitable methods of evaluation so that both teacher and student will know how effective a program has been and what are the strengths and weaknesses in teaching and learning.
4. Require work to be completed and handed in by a nominated date. Notes concerning homework not being done, or not being handed in on time should be sent to parents. A special form is available for this purpose. Teachers should advise the Head of Learning Area of problems.

It is school policy that students be encouraged to do homework. If this includes long research assignments, please be sure that aims, content, format and procedures are made very clear and are understood by each student, that the work required is realistic (suitable information, readily available, in sufficient quantity) and that all that is required is worth doing.

5. Evaluate sufficiently frequently to have a reliable record of each student's progress in comparison with his/her performance on earlier occasions and in comparison with other students.
6. If work is set well ahead of the date due have a system of checking that satisfactory progress is being made throughout the time allowed. Extensions of time may be given as set out by the subject department for lower school or in the upper school assessment guidelines.
7. Require good standards of presentation, but ensure that striving for good presentation does not diminish the quality of the content.
8. Mark effectively and set the example of promptness by returning work to the students as soon as possible.
9. Work cooperatively with other teachers teaching the same subject to other classes, and with other teachers teaching other subjects to the same students. Plan your work cooperatively where this is needed, being guided in choice of topics and methods by the staff member in charge of the subject or department.

10. Up-to-date records must be kept available at all times. Such records must include programs, lesson plans, assessment records, class lists, timetables etc. These records must be readily accessible to the Principal, Dean, Head of Learning Area or teacher in charge of the subject, or any teacher who has to take over a class and who would need to know what has been done and what has already been planned.

11. Course outlines should include aims, methods and materials to be used and assessment procedures. Provision should be made for evaluation, comments during and at the completion of the course. Course outlines should be shown to the Head of Learning Area who will check them and forward them to the Dean Teaching & Learning at the beginning of each term or semester.

12. Encourage the students' interest and independence in their subjects.

13. Encourage full participation by all members of the class. Treat the class as individuals and also as a group.

#### **D. Day to Day Routine**

1. Attend to all requirements and duties. These will be made known to you at Staff Meetings, by notices on the board or by photocopied notices distributed to the staff.

2. Arrive at school thirty (30) minutes before the scheduled starting time for classes to commence. Attend to any special arrangements for the day and if you are a PCG teacher be in your PCG room when the siren sounds to be accessible to your students.

3. Staff are required to go to the Staff Room before school and at recess to collect messages, to read the notice board and to hear any notices given by the Principal, program coordinators or other Staff

4. Remain on the School premises at all times throughout the day, unless notification has been given to the Administration.

#### **E. Discipline**

1. All staff are responsible for maintaining good discipline in the classroom, within all buildings, the grounds, on outings and at camps. Staff should encourage, expect and require good manners, courtesy and thoughtfulness at all times and in all situations.

2. Staff should remain aware that they provide behaviour models for the students.

3. Standards of discipline and classroom management should be in keeping with the overall policy and ethos of the school.

## **ICT Coordinator (PK-12)**

The ICT Coordinator is an integral part of the College's leadership structure, ensuring alignment across PK-12 initiatives in technology integration in the curriculum, as well as being a key driver in embedding cyber security principles and procedures across the College, in collaboration with the College's IT provider.

Working closely with the Principal, Heads of School and the College Executive Team, the ICT Coordinator leads, develops and executes initiatives aligned to achieving the values, vision, mission and strategic objectives of the College within the College. Collaboratively driving innovation in teaching and learning, student wellbeing and quality improvement processes in the ICT field, the ICT Coordinator will identify, enable, facilitate and implement continuous improvement and achievement of identified initiatives/foci.

The ICT Coordinator will be a mature, practising Christian, able to provide Christ-like leadership to staff and students across the College, whilst contributing actively to the Christian ethos, vision and mission of the College.

The ICT Coordinator will initially have an indicative release time of 0.2FTE in order to fulfil the requirements of this role.

### **1) Mission, Vision, and Strategy**

- 1.1 Articulate the vision and direction of the College.
- 1.2 Adhere to the College's staff Code of Conduct.
- 1.3 Maintain a personal Christian faith walk, with regular church attendance.
- 1.4 Support and contribute to the Christian ethos of the College.
- 1.5 Provide staff, students and parents with a model of exemplary Christian leadership conduct and behaviour at all times.
- 1.6 Endeavour at all times to demonstrate the College's values in attitude and practice.
- 1.7 Align your professional practice with the AITSL National Professional Standards for Principals and the Christian Schools Australia Leadership Framework.
- 1.8 Work collaboratively with the College community, establishing rapport and maintaining effective working relationships with staff, parents/guardians and students.
- 1.9 Resolve differences professionally and constructively following College policies and procedures.

### **2) ICT & Pedagogy**

- 2.1 Develop and promote ICT-related pedagogical initiatives across all areas of the curriculum.
- 2.2 Collaborate with the relevant staff to ensure a comprehensive and cohesive digital technology scope and sequence PK-12.
- 2.3 Assist with the development, implementation and ongoing review of the College's digital technology policies and procedures as they relate to teaching and learning.
- 2.4 Work with staff on the integration of ICT into teaching and learning programs, including assisting with building staff capacity.
- 2.5 Liaise with the College staff member responsible for SEQTA coordination over the use and integration of SEQTA within the College.
- 2.6 Liaise with the College staff member responsible for TASS coordination over the use of and integration of TASS (as it pertains to teaching and learning) within the College.
- 2.7 Stay abreast of and educate the College community on advancements, developments,

and changes within the education ICT space.

2.8 In conjunction with other leaders, shape and steer the direction of the College's use of technology in the teaching and learning sphere.

2.9 Chair the College's PK-12 IT Committee, including meeting at least once per term.

### **3) Cyber Security & College IT Provider**

3.1 Be aware of cyber-security issues as they relate to education.

3.2 Provide staff training (including on PL Days) to staff in relation to cyber security and cyber safety.

3.3 Liaise with the College's external IT provider in relation to service, cyber security initiatives and uplift strategies and issues pertaining to the integration of technology into teaching and learning.

3.4 Help communicate the ICT needs of the College community to the College's IT provider to enable continual improvement of policies, systems and infrastructure.

3.5 Assist the College's IT provider and in relation to developing staff IT capabilities.

3.6 Assist in reporting to the Board in relation to ICT and cyber security initiatives.

### **RELATIONSHIPS & AUTHORITY**

This role reports directly to line management: Director of School & Staff Development

The ICT Coordinator is expected to make decisions in accordance with College policies and protocols and as outlined in the Staff Handbook.

The ICT Coordinator is expected to also adhere to all duties and responsibilities of a teacher as outlined in the general teacher job description.

### **PERFORMANCE INDICATORS**

Key areas: Leadership & Management; Planning and Preparation; Student Assessment; Teaching Skills and Methodology; Integration of Christian Values; Classroom Management Skills; Communication Skills; Contribution to Department/College; Professional Characteristics.

### **SELECTION CRITERIA**

The ICT Coordinator will have:

1. A living Christian faith
2. Strong technical expertise in ICT, Digital Technologies and related fields
3. A sound understanding of contemporary pedagogy and digital learning paradigms.
4. Strong team building and organisational capacity
5. A willingness to go the extra mile to achieve excellence
6. Evident leadership capacity; strong referee commendations
7. Excellent communication skills