

# Role Description

<b>Position Title</b>	<b>Individual Differences Teacher</b>	<b>Direct reports</b>	Nil
<b>Department</b>	Teaching and Learning	<b>Classification</b>	Level 1-11
<b>Responsive to</b>	Head of Individual Differences (Functional Manager), Head of Curriculum, Deputy Principal	<b>Employment Status</b>	Continuing
<b>Reporting to</b>	Head of Individual Differences, Principal (Overall Manager)	<b>Date</b>	May 2021

## The Organisation

At Christ Church Grammar School we inspire and ignite hearts and minds.

Our school was founded in 1898 and is a leading inner city, independent, Anglican, coeducational primary school that provides an outstanding education for children through until Year 6.

Our breadth and depth of expertise makes us unique.

## Our Vision

We aspire to be the leading coeducational school for children through to Year 6.

## Our Mission

- We embrace explicit, evidence-based learning
- We enable every child to be their best
- We ensure our children learn in an environment grounded by love and faith
- We foster caring, supportive and enduring relationships with children, families and the community.

## Our Values

- Cherish individuality
- Inspire excellence
- Think globally
- Show respect
- Have faith

All we do is embedded in respect, integrity, empathy and courage.

## Values Statements



### **Cherish individuality**

*Through acknowledgement and acceptance of all children's individuality, learning is personalised. Diversity is celebrated and everyone's uniqueness is appreciated. Staff, parents and children at our school are cherished and valued. We develop and nurture trusting relationships based on respect and honesty.*

### **Inspire excellence**

*Inspiring excellence means to be, do and give of our best in all aspects of school life. We believe in setting high standards and we have a passion for what we do. We trust in each other and have faith. Professional collaboration and teamwork are key components to continual improvement and high standards. Communication, knowledge and support for parents and teachers are vital elements of our school life.*

### **Think globally**

*We embrace open dialogue within and beyond our school. We accept and understand connectedness and our curriculum embraces the exploration of other cultures. We constantly strive to make multi-faceted connections with the broader community and we are committed to having the capacity to extend our reach beyond the boundaries of the school.*

### **Show respect**

*We treat others how we would like to be treated and look after our environment. We model, show and expect respect in all aspects of school life. We believe that our expectations must be consistent and that people should feel comfortable to have open conversations in order to achieve great outcomes.*

### **Have faith**

*We embed the Anglican faith into our daily practice and interactions. We also acknowledge and respect other faiths. We believe in fostering a culture of respect and faith and we have faith in all members of our community.*

### **Your Team**

The role of the Christ Church Grammar School Teacher is to facilitate the achievement of the School's objectives by developing and delivering responsive and contemporary high-quality education to Christ Church Grammar School children.

### **Your Role**

The Individual Differences Teacher supports the educational programme for all of the children within the School.

As an educator, you are expected to be an active member of a team which provides high quality education and care to students at Christ Church Grammar School.

This includes:

- Actively supporting the School's Mission and Co-Mission statements;
- Implementing the policies and associated procedures of CCGS at all times;
- Developing strong educational relationships with children at the School;
- Fostering highly professional relationships that support and partner with families within the School community; and
- Working collaboratively with other staff towards continuous improvement in all areas of the School's operations, especially the delivery of literacy and numeracy programmes.

## Key Responsibilities

- 1. Teaching and learning**
  - Refer to the Teacher role description;
  - Implement the School's pedagogical and teaching decisions;
  - Work collaboratively with classroom teachers to construct differentiated teaching and learning programmes, which include appropriate adjustments or accommodations to meet the needs of individual students;
  - Be an active contributor to the planning, implementation and evaluation of differentiated programs
  - Deliver high quality, meaningful teaching and learning programs, in response to students' needs, learning styles and readiness, particularly in literacy and numeracy;
  - Provide support and guidance to the teaching team and develop a culture of mutual respect with other members of the teaching team;
  - Work closely with the Head of Individual Differences to ensure the careful management and monitoring of all students;
  - Contribute to the construction of ILPs for identified students, in collaboration with classroom teachers, Year Level Coordinators and the Head of Individual Differences.
  
- 2. Assessment**
  - Work as a collaborative team member to implement all School assessments;
  - Work in teaching teams to identify the needs of all children and conduct standardised and other testing for students, as required;
  - Help to facilitate intake testing, new enrolment testing throughout year and internal marking;
  - Assist with entry of assessment results into the School's assessment database, as required;
  - In consultation with Head of Individual Differences and the Head of Curriculum, review and track the progress of all students using standardised tests and data held in the School's assessment database.
  
- 3. Collaborative relationships with staff**
  - Attend and contribute to collaborative Year Level team meetings weekly;
  - Attend and contribute to additional staff meetings for Individual Differences Teachers with the Head of Individual Differences;
  - Be a point of contact for classroom teachers regarding all matters regarding the educational support of students;
  - Liaise with the Head of Individual Differences with regard to the welfare of students, when necessary.
  
- 4. Collaborative partnerships with families and the community**
  - Participate in team meetings with parents, in consultation with the class teacher;
  - Consultation with the Head of Individual Differences and year level team, regarding referrals to external agencies, such as therapists and medical practitioners;
  - Liaise with external agencies that may also support the family (eg: psychologist, speech therapist, occupational therapist or other external agencies) regarding student assessments, progress and intervention;
  - Participate in parent interviews.
  
- 5. Transition of students**
  - Read and review all new enrolment forms, previous reports (including reports from external therapists) and any prior assessments from admissions, particularly on entry to Kindergarten and for any new students entering the School;
    - Assist teams to place new and existing students in balanced classes;
    - Contribute to the School's annual handover process; ensure distribution of information to staff about all students;

## **6. Professional development**

- Reflect on the effectiveness of professional performance;
- Participate in ongoing professional development as required by the School;
- Suggest and initiate professional development opportunities for staff, through investigating new programmes, assessment tools, software, within the School's adopted PD Program;
- Engages in periodic appraisal interviews with the Principal.

## **7. Other duties**

- Any other duties as specified by the Principal or Deputy Principal.

### **Spirituality**

- Behave in a way that is in sympathy with the School
- Support the work of the Chaplain by attending Chapel and the exploration of spiritual themes within the classroom
- Recognise a spiritual search for meaning as an essential element of our common humanity

### **Professional Development**

- Keep up to date with curriculum and resource development
- Maintain adequate technology competencies relevant to teaching
- Attend appropriate seminars and courses
- Participate in subject or area association meetings as appropriate
- Maintain relationships with professional associations
- Participate in and contribute to the School's professional development programs
- Participate in the School's Professional Development and Review process
- Participate in the development and evaluation of curriculum, programs and resources for the implementation of the curriculum

### **Service and Teamwork**

- Ensure all students and parents are provided with a quality service in a timely, efficient and friendly manner.
- Maintain professional confidentiality concerning information about staff and/or students.

### **Performance Feedback**

Participate in the School's Annual Appraisal System.

### **Child Safety**

All personnel working at the School in any capacity (including volunteers, contractors, teaching staff, administrative staff etc.) must be aware of the Child Safe Standards as outlined in Ministerial Order 870 and must comply with the School's policies and practices related to these.

As part of your role, you will be working with children. It is your obligation to always ensure their safety. Any concerns about a child's safety are to be reported in accordance with your duty of care obligations. You will be required to undertake the necessary working with children check, police record checks and reference checks during your employment with Christ Church Grammar School. CCGS has zero tolerance for abuse of any kind. Disciplinary action, up to and including termination of employment, will be taken should it be determined that abuse has taken place or there has been a failure to report any suspected or alleged abuse. The School's Child Safe Code of Conduct is available on the school website.

### **Other**

- Working with Children's Clearance
- CCGS campus is a smoke-free environment;
- Other general conditions as per the EBA for Teaching Staff.

## Environment, Health and Safety

1. Complies with the School's OH&S policies and procedures
2. Takes reasonable care for the safety of his/her own health and safety and that of other people who may be affected by their conduct in the workplace
3. Seeks guidance for all new or modified work procedures to ensure that any hazardous conditions, near misses and injuries are reported immediately to the Manager
4. Participates in meetings, training and other environment, health and safety activities
5. Does not wilfully place at risk the health or safety of any person in the work place
6. Does not wilfully or recklessly interfere with or misuse anything provided in the interest of environment health and safety or welfare
7. Cooperates with the CCGS in relation to activities taken by CCGS to comply with OH&S and environmental legislation

## Equity, Diversity and Inclusion

1. Model and promote appropriate behaviour in relation to equity and diversity principles and practices
2. Embrace the School's equity and diversity initiatives, strategies and implementations in staff equity/diversity related areas, promotion of staff equity and diversity policy/training.

## Your Relationships

Your role requires interaction with the following stakeholders:

### Internal

- Principal
- Deputy Principal
- Head of Early Years
- Head of Curriculum
- Head of Individual Differences
- Head of Sport
- Teaching Staff
- Reception staff
- Leadership Team

### External

Parents of students

## Key Selection Criteria - Experience, knowledge and Skills

As a **suitable** candidate, you will have:

### Teaching

- Ability to show initiative and to be proactive
- An engaging delivery style that stimulates and educates students
- Willingness to promote the integration of technology in the classroom

### Relationships

- The ability to build trusting and respectful relationships with students, parents, peers and other staff

### Teamwork

- The ability to work as part of a team and independently

### Professionalism

- Punctuality and flexibility
- Ability to work under pressure and to deadlines
- The ability to maintain confidentiality
- The ability to represent the School at a professional level
- Excellent manner in dealing with staff, students, parents and general public

### Problem Solving

- Problem Solving and decision-making skills

### Interpersonal Skills

- Effective communication and interpersonal skills to develop and sustain quality working relationships

### Time Management

- Effective planning and time management skills
- The ability to prioritise

### Technology

- Competent technology skills relevant to the teaching areas

As a **suitable** candidate, you will have completed:

- First Aid Training
- Anaphylaxis, Asthma and CPR training
- Undergraduate qualifications in primary education
- Teaching experience in a school setting.
- A post-graduate qualification in special education.

## Behaviours

In your role, you are expected to adhere to the School's Behaviours which are listed below:

### *Courage our team...*

- Admit mistakes
- Have honest conversations
- Believe in themselves and each other
- Stretch beyond their comfort zone
- Are prepared to do things that are not always easy
- Take action, where needed
- Resolve issues
- Enact our values and convictions
- Take risks
- Have zero tolerance to bullying

### *Integrity our team...*

- Do the right thing, even when no-one is watching
- Are honest and truthful
- Support each other
- Are objective and open
- Live our values
- Honour their word – if we make a promise, we keep it

### *Respect our team..*

- Are honest with each other
- Appreciate opportunity
- Are kind to each other
- Are accountable – we follow through
- Take pride in what we do
- Include everyone
- Support each other
- Value differences
- Look after the property of others
- Listen and acknowledge each other's opinions
- Have an open mind
- Acknowledge effort
- Value confidentiality

### *Empathy our team*

- Listen and acknowledge each other
- Help each other
- Are authentic and genuine
- Are respectful and care deeply
- Do what we say that we are going to do