



## Annesley Junior School

### POSITION DESCRIPTION

<b>TITLE OF POSITION:</b>	<b>Educator, Early Learning Centre</b>
<b>RESPONSIBLE TO:</b>	Head of Early Years
<b>EMPLOYMENT STATUS:</b>	Full Time, Fixed Term position
<b>TENURE:</b>	Contract commencing Term 3, 2019 until end to Term 4, 2019 with possible extension
<b>CONDITIONS:</b>	Educational Services (Schools) Award

#### POSITION OVERVIEW

Annesley's structure includes Early Years (2 years old to Year 2) and Primary Years (Years 3-7). This is an Early Years teaching position.

#### ORGANISATIONAL OVERVIEW

Our success as a school is built upon the three pillars in our Blueprint for Success. We are a team of Leading Professionals who are Student Centred with a focus on Diverse Learning.

**Our Vision:** We are nurturing creativity and curiosity in young learners to build resilient and empathetic global citizens ready for now and beyond.

**Our Mission:** Annesley Junior School is a caring community, committed to genuine partnership with families. We deliver high quality inquiry-based learning within a Christian environment for girls and boys. We have a rich heritage, distinct focus on teaching values and a future focused on innovation.

At Annesley, our dedicated team has a clear focus on developing our students' strengths, passions and skills. We empower every student to become active and aware global citizens by instilling a passion for life-long learning as part of a distinctive value-based education. We believe children are capable now not just in the future.

Annesley is proud to be a Christian school.

#### SCHOOL EXPECTATIONS

Staff will:

- Work collaboratively to achieve the objectives of the Junior School from ELC to Year 7
- Foster and inspire different approaches to stimulate a love of learning
- Engage with the school community in the purpose and practice of learning
- Commit to the Christian ethos of the school and demonstrate tolerance in respect of other religions and spiritual expressions

#### RESPONSIBILITIES AND OUTCOMES

##### Teaching and Planning

Contribute to the development and implementation of the necessary systems to ensure alignment with the National Quality Standards for Early Childhood Education and Care and the Early Years Learning Framework.

- Support and collaborate with the Head of Early Years and the ELC staff members to update the Quality Improvement Plan to maintain the 'Exceeds' rating under the National Quality Standards.
- Ensure the philosophy of the Early Years Learning Framework is embedded in the IB Primary Years Program.
- Embed the Reggio Emilia philosophy into daily practice so each child is valued and respected and viewed as competent and curious.
- Foster a supportive and respectful learning environment which enhances student learning through play and through the development of relationships inspired by the School's values.
- Utilise a range of pedagogical approaches in order to meet individual needs and engage students, including the use of digital technologies.
- Demonstrate thorough processes for preparation, planning and documenting of the teaching and learning program.
- Establish and maintain a learning environment both indoors and outdoors that is stimulating and provides a wide range of resources and materials that the children can utilise to develop individual and group projects.
- Ensure the curriculum is culturally inclusive and promotes each child as a global citizen.
- Support the Head of Early Years and the PYP Co-ordinator in overseeing the planning and implementation of the curriculum across the ELC rooms.
- Lead pedagogical developments and model best practices in Early Childhood Education.

### **Documentation, Assessment and Reporting**

- Fulfill all requirements relating to assessment and its documentation as set out by the ELC, the IBO and the National Quality Standards.
- Inform families of the learning program and the developments within the centre through varied forms of documentation.
- Establish and maintain effective communication with parents through informal conversations, written summative reports, parent teacher conferences, celebrations of learning events and other methods as required.
- Utilise the children's digital portfolios to document their individual learning journey and their contributions to the ELC community.

### **Student Well-Being**

- Identify and cater for individual learner needs, conferring with other teachers, educators and/or specialist staff in the School, including Head of Early Years, Principal and Chaplain.
- Liaise with affiliated professionals when additional support is required to meet children's needs.
- Provide pastoral and academic care of students within and beyond the ELC.

### **Professional Learning**

- Keep abreast of new advances and curriculum development in teaching areas as well as current developments in educational thinking.
- Contribute to the professional learning of other staff members by sharing knowledge, ideas and resources.
- Demonstrate growth mindset by being reflective and innovative.

### **Professional Duty**

- Establish effective communication and co-operative working relationships with teaching and non-teaching colleagues
- Maintain procedures and policies outlined in the Staff Hand Book and Junior School Documents
- Ensure the environment is safe and in accordance with the Workplace Health and Safety Regulations
- Participate in parent teacher meetings, staff and team meetings, and other scheduled meetings.
- Attend official school functions as required
- Maintain professional confidentiality at all times
- Be flexible with work schedule as required

- Lead the team with enthusiasm, empathy and clear vision

#### **Other Duties**

- Undertake such other duties as may be required by the Principal and Deputy Principal and Head of Early Years.

#### **CAPABILITIES AND BEHAVIOURS**

- Demonstrates personal energy and enthusiasm for working with children.
- Fosters a culture of openness and transparency.
- Encourages collaboration across student, staff and community groups.
- Lives and promotes the values of the Junior School.
- Develops effective working relationships and rapport with students.
- Develops confidence and self esteem in students and acts as a role model.
- Models professional learning and development to inspire and support ELC teams.
- Uses a wide range of teaching strategies to cater for a range of student learning needs and to monitor effectively student progress.
- Understands the IB PYP, the National Quality Standards and The Early Years Learning Framework and the Reggio Emilia philosophy.
- Ability to assist in the development/implementation and evaluation of policies and procedures
- Uses and promotes ICT as a teaching learning and administrative tool.
- Has excellent time management skills and ability to prioritise workload, able to be proactive and demonstrate initiative.
- Team player with a hands on approach, flexible and adaptable.

#### **KNOWLEDGE AND EXPERIENCE**

- Relevant qualifications and experience to teach in an Early Learning Centre in accordance with the National Quality Standards
- Experience in curriculum development in the early learning years
- Experience in working effectively in a team of staff
- Proven effective communication skills
- Knowledge and understanding of the EYLF and current issues in Early Childhood reforms
- Knowledge of the IB Primary Years Program desirable
- Understanding of the philosophy and practice of the Reggio Emilia approach to learning

#### **QUALIFICATIONS**

- Current Teacher Registration
- A Bachelor of Education in Early Childhood or equivalent

#### **ADDITIONAL REQUIREMENTS**

- Current - National Criminal History Check
- Current – Responding to Abuse and Neglect Training
- Current - First Aid for Schools