

Position Description: JUNIOR SCHOOL CLASSROOM TEACHER

THE KING DAVID SCHOOL



GENERAL

Junior School Homeroom teachers are responsible for establishing and maintaining highly organised, engaging and safe classroom environments. The establishment of a very productive classroom environment is the responsibility of each teacher. The teacher is responsible for ensuring an appropriate classroom tone that enables each student to learn well. The School will provide support through the Head of Junior School and the Assistant Head of Junior School.

Classroom teachers are expected to

- Adhere to the vision and mission of the school
- Act in an ethical manner in accordance with the VIT Code of Ethics for Teachers
- Act in accordance with the VIT Professional Standards
- Display a high level of support of all members of the school community
- Support the School's child safety culture by strict adherence to the Child Protection Policy and Code of Conduct.

ACCOUNTABILITY

The position will be accountable and directly responsible to the Head of School and/or his/her delegate.

SPECIFIC RESPONSIBILITIES

1. Classroom

- Create a classroom that is based on student engagement, rigorous learning, creativity and high standards.
- Prepare a program that utilises a range of ways to engage students with different modalities.
- Develop classroom routines to enable the provision of remediation, consolidation and extension as required.
- Provide targeted homework and assignments suitable for the skill and cognitive levels of individual (all) students.

2. Assessment and Documentation

- Ensure that assessment – both formative and summative - is planned within the documented course of study.
- Prepare and plan document course(s) of study consistent with AusVELS / VCE guidelines
- Provide curriculum documentation to the Assistant Head of Junior School - Teaching and Learning, Head of School or Principal as required.
- Plan and document units of work and lessons on myKDS or Rubicon Atlas to deliver the course outlined.
- Prepare and write accurate reports consistent with the School's Report Style Guide and Timeline.

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3. Campus Related

- Display student work (in classrooms/corridors/assembly hall) and collect work, as appropriate, for inclusion in the eHarp Newsletter or Year Book.
- Demonstrate involvement in the life of the School including festivals, commemorations, sports days and other special events (inc. camps and assemblies).
- Contribute to the development of the School through initiating or assisting with the development of new programs
- Contribute to the co-curricular life of the School

4. Student Medical Issues (Homeroom Teachers)

- Via the Staff Portal, identify any students with serious medical issues, especially children at risk of anaphylactic reactions, severe asthma, diabetes, etc.
- Collect completed Action Plans for children with Asthma/Anaphylaxis/Diabetes and post copies in Staff Common Room and First Aid Room. Make copies to be taken on excursions and off site sporting events.
- Hold a discussion with your class at beginning of year to raise awareness of anaphylaxis with a few simple key messages, provided in Anaphylaxis Policy
- Meet with parents of these children to open lines of communication and complete Action Plan/s.

KEY RESULT AREAS

- Highly engaged students who are achieving to the best of their ability.
- An orderly classroom which encourages deep learning at all times.
- Students commended for intellectual effort
- Evidence of catering for different abilities and learning styles – through classroom tasks, home learning and formative assessment
- Provision of well-written curriculum documents as required including units of work, lesson plans and term planners.
- Parents who feel well-informed of their child's academic progress and classroom behaviour.
- Positive contributions to the overall life and spirit of the school.

KEY PERFORMANCE INDICATORS

1. Active involvement in all school forums
2. Involvement in relevant professional development.
3. Involvement with relevant professional associations and knowledge of latest developments in professional discourse.
4. A high level of professional communication with parents.
5. Timely compliance with all aspects of submission of curriculum documents, assessment & reporting timelines, and the Report Style Guide.

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