



**GEORGIANA MOLLOY ANGLICAN SCHOOL**  
BUSSELTON WESTERN AUSTRALIA  
**Position Description**

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**POSITION DETAILS**

**Position Title:** Classroom Teacher  
**Group:** Secondary  
**Supervisor:** Head of School

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**DUTIES AND RESPONSIBILITIES STATEMENT**

The teacher position is a highly valued and integral part of the GMAS teaching team community.

Under the direction of the Head of School, teachers are responsible for the academic program within their particular class grouping. The school strives for a holistic approach to curriculum planning and delivery. The role of teacher, mentor and facilitator is to further enhance this approach to maintain best practice.

Teachers are an integral part of the school's reporting process and staff/student mentoring program. Remuneration reflects the current Anglican Schools' Commission Enterprise Bargaining Agreement and is commensurate with experience and expertise.

**KEY ACCOUNTABILITIES**

**Philosophy and Professionalism**

- A commitment to actively support the mission of a Christian school in the Anglican tradition through your pedagogy and personal example both in and out of the school.
- An educational philosophy in which proactive pastoral care is central.
- The desire and ability to actively build and nurture school/family partnerships and build "community" in an Anglican school.
- Actively support the mission and policies of the Anglican Schools Commission (Inc.) and consistently espouse this mission in your daily interactions with all stakeholders in the school community.
- Attend and actively participate in Chapel Services conducted in the Anglican tradition.
- Have experience and/or empathy with the ethos of an Anglican School offering holistic education, and be willing to make a valuable ongoing contribution to the delivery of this holistic education involving some evening and weekend work from time to time.

- Have the appropriate qualifications, experience and desire to work specifically with children both pastorally and academically.
- Show an understanding of and empathy towards the specific educational needs of people in a diverse regional Western Australian community.
- Exceed parental expectations regarding the school's Pastoral Care Program. Promote proactive Pastoral Care making this your priority as a classroom teacher.
- In the position, provide regular notes to the appropriate Head of School on the pastoral and academic development of students in the year group.
- Make regular, timely contact with the parents of the students in classes through communication channels such as the GMAS Student Diary, email, phone etc.
- Be confident and highly skilled in the knowledge and application of appropriate information technology as a significant teaching and learning tool across the Key Learning Areas and cohorts that you will teach. Be conversant with teaching technologies and be proficient with its daily use in the classroom.
- Show an excitement for and a willingness to be flexible, patient and to competently perform a wide range of tasks, including out of hours support.
- Dress appropriately as an Independent School teacher thus bringing further credibility to the "profession" in the eyes of the wider community. In accordance with school policy, all teaching staff must wear "business" attire rather than "casual" attire.
  - This includes ties for men and a similar business standard for the ladies
  - Staff dress shall cover the shoulders, torso, midriff and thighs
  - For men, polished shoes shall be worn
  - Only conservative jewellery may be worn
  - Hair styles must exclude extreme fashion statements
  - Thongs ( flip-flops), jeans and t-shirts are not acceptable dress
  - Closed in shoes required at all times
- Uphold and model acceptable forms of student behaviour, uniform, grooming and deportment in accordance with the school's policies.
- React professionally rather than emotionally to both student and staff issues that occur. Pastoral support needs to be a priority in all situations.
- Openly, honestly and actively discuss issues of concern through the appropriate channels at school, but maintain the strictest confidentiality and liaise in a professional way at all times when mixing with people (particularly GMAS parents) off site.
- Comply with all Child Protection legislation as mandated by Commonwealth, State laws and regulations.

### **Pastoral Care**

- Take responsibility for the pastoral needs, duty of care and standards of behaviour of all students inside and outside the classroom;
- Report irresponsible or improper behaviour that is beyond normal classroom management techniques to the relevant Head of School;
- Be active as a mentor in the Home Room System in accordance with the ethos of the school.

## Curriculum

- In the Anglican tradition, nurture Christian formation and educational excellence in all students, inspiring them to reach their full potential as individuals and serving members of the wider community.
- Teach across discipline(s) and cohort levels appropriate to the school's timetabling needs.
- Be willing and able to competently teach the Christian Religious Studies (CRS) program, or equivalent, if required.
- Teach composite classes and flexible groupings if and when required.
- Develop high order information technology skills (including the Apple Platform) that are translated into daily classroom teaching practice and pedagogy.
- Ensure that your preparation and delivery is learner centred, collaboratively organised, outcomes based, flexibly constructed, community orientated, and adequately resourced.
- Develop work and assessment programmes in each relevant subject area and plan for each term and semester, focusing on individual student learning outcomes.
- Implement work programs as per school requirements.
- Inform students of each term's program and assessment requirements (if applicable) prior to delivery.
- Be conversant with and refer constantly to the School Curriculum and Standards Authority (SCSA) and Australian Curriculum, Assessment and Reporting Authority (ACARA) requirements and other relevant documents to ensure that the correct elements are embedded in each course, and build these into classroom experiences and assessment instruments.
- Adhere to published timelines for reporting and calendared events.
- Link specific values consistent with the mission of the Anglican Schools Commission (Inc) to the School Curriculum and Standards Authority requirements in preparation of teaching/learning programs and lessons.
- Use teaching/learning programs and teaching strategies to identify individual student needs and cater for them in association with the school's policies.
- Monitor progress and provide feedback to students, other teaching staff, and parents, being particularly aware of the need to respond promptly to student and parent concerns.
- Accurately and consistently update students' records in their administration files.
- Frequently read and act upon material in the administration files of students that you teach to be better placed to respond to their individual needs both in and out of class.
- At reporting times, accurately draft and redraft student reports within the published time frame before final submissions to Heads of School.
- Introduce and develop ways of encouraging critical analytical thinking skills and communication skills with the students you teach.
- Have an ability to consistently inspire and motivate students in their learning.

- Motivate students by making their work relevant, challenging and enjoyable.
- Demonstrate a high level of classroom management, with a focus on positive discipline.
- Have an ability to work as an effective member of a team within the school.
- Undertake all aspects of the Student Portfolio process as part of the school's reporting process.

### **Co-curricular Program (40 hour per annum requirement)**

- Be fully committed philosophically and in practice to the co-curricular program and the role it plays at the school. This will involve commitment in school time and out of school hours and on weekends dependent upon the allocated/chosen activity.
- Indicate in your application your skills, desires and commitment in terms of co-curricular involvement.
- Plan and implement your component of the co-curricular program in association with your skills and the specific needs of the school.
- Be available to participate in the annual Educational Camp Program which will involve some overnight work away from Busselton.

### **Admissions and School Marketing**

- Be willing to support the Marketing Plan of the school in the recruitment of students wherever possible.
- Present a positive image about the school in the public sphere at all times.

### **Other General Requirements**

- Provide positive reinforcement to students and act as a role model, mentor for them.
- Be appraised regularly, according to the Staff Appraisal Program in place in the school.
- Attend and contribute to meetings or whole staff and smaller groups.
- Diligently undertake campus supervision and class supervision in accordance with the policies and requirements of the school. Duty of care is our primary responsibility.
- Be proactive in sourcing and engaging in your on-going professional development in line with the school's professional development policy and fiscal restraints. Be willing and able to participate in professional development away from Busselton which will involve travel and possibly overnight requirements.
- Motivate students by always making the work relevant, challenging and enjoyable. Exhibit a passion for teaching children.
- Actively engage in the school's mentoring program.
- Any other duties that the Principal may delegate from time to time.

**Authorisation**

I hereby agree that this Position Description accurately reflects work requirements.

**Principal**

Ted Kosicki  
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Name

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Signature

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Date

**Teacher**

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Name

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Signature

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Date