



ACADEMIC POSITION

PRIMARY TEACHER (EAL/D SPECIALIST)

Position Description	Primary Teacher (EAL/D Specialist)
Reporting to	Supervisor Stage Leader Line Manager Master of the Preparatory School
Agreement / Award	Independent Schools NSW Teachers (Hybrid model) Multi-Enterprise Agreement 2017
Minimum Hours	Full-time

Mission Statement

The mission of Trinity Grammar School is to provide a thoroughly Christian education for its boys, imparting knowledge and understanding of the world we live in, and recognising the importance of spiritual qualities in every sphere of learning and living. The School actively encourages its students to grow in wisdom and stature and in favour with God and man.

Purpose of the position:

The role of Primary teacher is to actively support teaching and learning within the PYP framework, and promote the School's traditions and Christian Mission in a positive and purposeful manner that contributes to the honourable image of the School.

The role of the Trinity teacher is pursued within a learner centred framework seeking to make visible and celebrate the personal growth and achievement of all learners. Teachers encourage their students towards critical reflection and inquiry to develop discipline specific knowledge, understanding and skills as well as learning dispositions to support resilience, agency and lifelong learning. Trinity teachers work to ensure all students are provided with opportunity for a high-quality education in a safe and supportive Christian environment.

The role of Primary EAL/D Teacher works collaboratively with the Stage Leaders, and under the guidance of the TESS Leader. The EAL/D Teacher is responsible for the delivery of the School's EAL/D programme for students in PK through to Year 6.

Teachers at Trinity Grammar School are expected to be flexible, enthusiastic, competent and dynamic team members, who actively engage in the daily life of the school, in addition to their specific responsibilities at class level. Their role will include:

- 1.1. providing educational leadership;
- 1.2. creating a flexible program and classroom environment favorable to boys' learning and their personal growth;
- 1.3. establishing an effective rapport with students;
- 1.4. motivating students to develop skills, attitudes and knowledge needed to provide a good educational foundation, in accordance with each student's ability; and
- 1.5. establishing good relationships with parents and with other staff members.

As part of the wider School community all teachers are expected to co-operate with the senior staff in the organisation and management of the School and help promote a team spirit among the staff, students and School community.

Specific Roles/Duties/Responsibilities

1. EAL/D

1. Provide EAL/D support (in class support, team teaching ,withdrawal 1:1 or small group, timetabled TESS classes)
2. Case manage assigned students:
3. Facilitate appropriate assessment and determine level of support
4. Develop and implement EAL/D intervention
5. Create, modify and distribute Individual Plans when necessary
6. Work with teachers where appropriate to adjust for individual students' needs
7. Provide feedback to parents, staff and associated professionals
8. Adhere to School policy ensuring class teachers make appropriate adjustments to the curriculum enabling students with identified learning needs access to the curriculum
9. Provide weekly feedback to the TESS Leader (Preparatory School)
10. Provide professional development to other departments at the School as required

2. Academic

1. Teach and lead curriculum in accordance with the aims, objectives, outcomes and other syllabus requirements of the NSW Educational Standards Authority (NESA) and the International Baccalaureate Organisation (IBO) within the framework of the aims of education at Trinity Grammar School. Ensure familiarity with K-6 PYP and NSW Australian Curriculum requirements and stay informed about changes in curriculum
2. Support and promote teaching and learning initiatives within the stages and School.
3. Ensure familiarity with P-6 PYP and NSW Australian Curriculum requirements and stay informed about changes in curriculum
4. Contribute to the development, implementation, monitoring and review of the curriculum and associated policies and programs
5. Contribute to the monitoring of student outcomes and effectiveness of programs and the assessment and reporting of individual student progress
6. Participate in educational committees, and attend professional development meetings eg staff meetings, staff professional development days;
7. Contribute towards the positive tone of the school and promote the self-esteem of students
8. Support the school's Student Behaviour Management Plan
9. Contribute to the implementation of curriculum improvement/development in the Preparatory School or Junior School, respectively
10. Actively engage students in the use of digital resources and new technologies to enhance knowledge capacity and develop research skills
11. Integrate the use of Google Apps and the School learning management system

12. Advise and oversee Digital Portfolio compilation and Student Reflection.
13. Oversee appropriate resourcing for the stages.
14. Support the Director of Primary Curriculum and Early Learning in maintaining and reviewing Scope and Sequence documents.
15. Support the Director of Primary Curriculum and Early Learning in ensuring Scope Statements are prepared and up to date for reports.

3. Administrative

1. Coordinate displays and activities that promote and support the curriculum and recreational needs of students
2. Provide students with a welcoming and stimulating physical space for effective teaching and learning
3. Actively engage in meeting and maintaining the NESAs Teaching Standards appropriate to the level of accreditation and undertake relevant Professional Development to meet compliance requirements.
4. Undertake peer reviews and visit classrooms by prior arrangement, for teaching, observing, disseminating information or discussing issues when appropriate.
5. Maintain formal records required by the School including but not limited to progress reports, learning evidence, assessment data, incident and discipline reports.

4. Professional Development

1. Maintain awareness of current best practice in school libraries and primary education, as well as recent publications and trends in children's/young adult literature
2. Undertake ongoing professional development
3. Maintain professional network links (e.g. IPSHA meetings)

5. Communication

1. Establish and maintain effective working relationships with teaching staff, support staff, students and parents
2. Contribute to the promotion of a vibrant professional learning community
3. Regular liaison with Master of the Preparatory School, Deputy Master, PYP Coordinator, Director of Library Services at Summer Hill
4. Work cooperatively and collaboratively with Preparatory and Junior School staff

6. General

1. Foster and maintain good relations between parents, the community and the School and encourage parents to take an interest in the schooling of their sons and to participate in the life of Trinity Grammar School.
2. Be actively involved in supporting the School co-curricular activities and be responsible for, but not limited to the maintenance of the School's standards and the application of the School's code of conduct.

3. Reflect upon personal teaching practice and set personal professional goals in the spirit of the School's commitment to continuous improvement
4. Attendance at, and support of School's Christian Mission and values, including active participation in Chapel
5. Promote ethical, efficient and appropriate use of physical resources, Information Technology (equipment and software) and Social Media.

7. Personal Qualities and Requirements

Academic / Professional Qualifications

Essential:

- > Formal tertiary qualification in teaching
- > Valid NSW Working with Children Check
- > Current Senior First Aid and CPR
- > Registration with NSW Educational Standards Authority (NESA)

Desirable:

- > Participation in PYP workshops

Work Experience and skills

Desirable:

- > Ability to demonstrate active participation in school wide initiatives
- > Experience working within a PYP school

Personal Qualities / behavioural traits

Essential:

- > Excellent organisational skills
- > Efficient administrative skills
- > High level communication skills
- > High level interpersonal skills

Desirable:

- > Strong Christian morals and ethics
- > Attention to detail
- > Experience in effectively managing difficult conversations
- > **All applications must be made on our standard application form** (please see instructions below).
- > Applications not made on our standard form will not be considered.
- > **Applications close 4pm on Friday 1 February 2019.**
- > No agencies please.

[Click here to complete an application form](#)

