



## Middle/Senior School Classroom Teacher

### Position Description

<b>Area of Employment</b>	Middle/Senior School
<b>Status and Tenure</b>	Permanent
<b>Position Reporting To</b>	Deputy Principal, Quality Learning and Teaching
<b>Accountability</b>	Principal
<b>Classification</b>	Woodcroft College Enterprise Agreement

### Position Objective

The Classroom Teacher plays a vital role in delivering high-quality teaching and learning within the Middle and Senior School. Through thoughtful planning, inclusive practice, and positive relationships, the teacher supports students' academic, social, and emotional growth. This position requires a commitment to excellence in education, professional engagement, and the Christian values of Woodcroft College.

### Reporting and Working Relationships

The Middle/Senior School Classroom Teacher reports directly to the relevant Head of Faculty and Deputy Principal, Quality Learning and Teaching.

## PART A

### Key Areas of Responsibilities

#### Learning and Teaching

- Plan, deliver and assess high-quality, engaging, and differentiated lessons aligned with the Australian Curriculum and College expectations.
- Foster student agency by encouraging active participation, critical thinking, and reflective learning.
- Develop learning experiences that build on students' prior knowledge and promote inquiry, creativity, and real-world application.
- Integrate digital technologies effectively to enhance learning and engagement.
- Respond flexibly to individual student needs, including those requiring additional support or extension.
- Collaborate with teaching teams to design coherent, year-level curriculum and shared learning outcomes.
- Regularly evaluate and refine teaching practices to improve student outcomes.

#### Student Support and Wellbeing

- Create a supportive and inclusive classroom environment where all students feel valued and are empowered to succeed.
- Recognise and respond to the diverse needs of learners, including those with additional needs or learning differences.
- Promote respectful relationships, responsible behaviour, and student ownership of learning.
- Work collaboratively with pastoral and learning support staff, and external professionals when appropriate, to meet student needs.



### **Curriculum Planning and Assessment**

- Design and implement assessment strategies that accurately reflect student learning and inform future teaching.
- Provide timely and constructive feedback to students and guide them in reflecting on their learning.
- Maintain accurate records of student progress using the College's central data systems.
- Prepare formal reports that clearly communicate student achievement and growth.
- Participate in the ongoing development and refinement of curriculum and contribute to year-level and faculty-based planning.

### **Classroom Management and Environment**

- Establish clear routines, expectations, and procedures that support a positive and productive classroom culture.
- Maintain an engaging, safe, and well-organised learning environment that encourages participation and collaboration.
- Manage student behaviour effectively, promoting self-regulation and mutual respect.
- Ensure resources and equipment are used appropriately and maintained in good condition.

### **Community and Cross-Campus Engagement**

- Engage families and the broader school community in literacy initiatives, outreach programs, and cultural celebrations.
- Liaise with external library networks and support cross-campus cooperation, including resource sharing and transition planning between school sections.
- Develop inclusive programs that reflect and welcome the diverse cultural, linguistic, and Indigenous communities within the school.

### **Relationships and Communication**

- Build positive and respectful relationships with students, colleagues, and families.
- Communicate regularly with parents and caregivers regarding student progress, concerns, and achievements.
- Contribute to a collaborative staff culture that supports shared goals, reflective practice, and mutual respect.
- Participate actively in school events, meetings, and co-curricular programs as required.

### **Professional Engagement and Responsibilities**

- Uphold the professional and ethical standards of the teaching profession and the values of the College.
- Engage in continuous professional learning to enhance teaching practice and contribute to school improvement.
- Participate in professional review processes and use feedback to guide development.
- Undertake rostered duties, relief teaching, and other responsibilities as directed.
- Support and contribute to the strategic direction of the College and the broader school community.

### **Additional Responsibilities: Languages (Japanese) Focus**

In addition to the general responsibilities of a Classroom Teacher, a teacher of Japanese is expected to:

- Deliver engaging and communicative Japanese language programs across Years 7–12, in line with the Australian Curriculum and College learning frameworks.
- Foster intercultural understanding and promote global perspectives through language instruction.



- Develop students' proficiency in the four macro language skills: listening, speaking, reading, and writing.
- Create authentic learning experiences that incorporate Japanese culture, traditions, and contemporary society.
- Employ a range of strategies to support second-language acquisition, including the use of multimedia, technology, games, and real-life contexts.
- Build confidence in students to communicate in Japanese through immersive and interactive activities.
- Differentiate instruction to meet the needs of language learners at varying stages of proficiency.
- Facilitate and promote involvement in co-curricular language activities.
- Contribute to the development and resourcing of a dynamic Languages program within the school.
- Stay informed of current trends and methodologies in second language teaching, especially in relation to Japanese.

### **Legal Responsibilities**

- Adhere to company processes and procedures to comply with Australian Privacy Principles.
- Adhere to all applicable WHS legislations.
- Abide by College policies and procedures.

## **PART B**

### **Essential Qualifications**

- Relevant tertiary qualifications and registration to teach in South Australia.
- Current Working with Children Check (WWCC).
- Current Responding to Abuse and Neglect Certificate.
- Acceptable working VISA if an overseas applicant.

### **Skills and Experience**

- Experience in teaching Middle and/or Senior School students (Years 7–12).
- Strong knowledge of current curriculum frameworks and evidence-informed teaching practices.
- Experience supporting diverse learners, including students with additional needs.
- Experience in collaborative planning and team teaching.
- Engagement with ongoing professional learning and curriculum development.

### **Personal Attributes**

- Customer service ethos and positive mindset.
- Ability to communicate warmly and effectively with children, families, and other staff members in both written and oral forms.
- Understanding of the Christian ethos as it applies in an educational setting, and you must be willing to support the Christian ethos of the College.
- Skills in establishing effective working relationships with staff, students, and parents.
- A desire to motivate, engage and inspire students.

### **Professional Appraisal and Engagement**

- Active participation in constructive professional appraisal based on the Position Description, and continually working to improve learning for students.
- Actively seeking professional development relevant to the above points.

