



Middle/Senior School Classroom Teacher

Position Description

Area of Employment	Middle/Senior School
Status and Tenure	Replacement Contract
Position Reporting To	Heads of Faculty, Deputy Principal, Quality Learning and Teaching
Accountability	Principal
Classification	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.





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.

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.

