Position Description

Position Title: Specialist Teacher

Position Purpose: This Specialist Teacher will provide an academic support program; teaching bridging students in Year 7 in all their core learning areas including Literacy, Numeracy and Life Skills

Reports to: Director Curriculum

Required to work in the NT: Northern Territory Teacher Registration
NT Working with Children Card (Ochre Card)
Be Familiar with the NT Mandatory Reporting Policy

Primary Function
As a Specialist Primary Trained teacher and member of the College community, develop, deliver and evaluate learning programs and monitor student achievement to address individual learning needs and contribute to the achievement of the College’s goals, specifically Bridging 2 students in Year 7. This position would work with Heads of Faculties developing the four National Curriculum capabilities of literacy, numeracy, personal and social development, and critical and creative thinking in the Year 7 Bridging students.

Areas of Responsibility
1. Plan, prepare and explicitly deliver quality and effective teaching and learning programs which are consistent with the Australian National Curriculum for Teachers and relevant curriculum policies, work programs and educational trends.
2. Support students through interaction in a variety of settings and through the active development of supportive learning environments and effective behaviour management practices.
3. Provide for the physical, social, cultural and emotional well-being and safety of students whilst at College.
4. Regularly assess students (diagnostic, formative and summative) for developmental, feedback and reporting purposes.
5. Maintain student records and samples of work and report on student performance to students, parents, the department and other stakeholders as required.
6. Establish and maintain appropriate interpersonal relationships between the College, parents and community.

Meeting Requirements
Knowledge and Skills Essential

1. Ability to plan, prepare and deliver teaching and learning programs to meet the diverse characteristics, needs and learning styles of students; which are consistent with relevant curriculum policies, work programs and education trends.
2. Knowledge of and the ability to implement effective and inclusive teaching and learning processes, including the use of learning technology and assessment, to establish a challenging learning environment in which students are encouraged to work towards attainment of their potential.
3. Ability to communicate effectively with students through appropriate interpersonal skills.
4. Ability to plan and apply appropriate behaviour management strategies that contribute to establishing and maintaining a supportive learning environment.
5. Ability to work collaboratively and communicate effectively with College staff, parents and members of the local College community in order to establish and develop productive partnerships, in an intercultural environment to achieve optimal educational outcomes.
6. Commitment to maintain current and relevant professional learning and meet the Australian Professional Standards for Teachers.
7. Demonstrated understanding of the Students with Disabilities Policy and successful experience in planning, teaching and evaluating educational programs.
8. Demonstrated communication skills and ability to establish and maintain relationships with people from diverse professional and cultural backgrounds.

Desirable
1. Graduate or Post graduate qualifications in special education, psychology, psychophysiology or a related discipline.
2. Demonstrated ability to provide a flexible and effective repertoire of teaching strategies to suit the physical, social and intellectual development and characteristics of students.

All Staff
- Responsible for promoting the mission and ethos of the College and modelling of appropriate standards of behaviour.
- Attend and participate in the co-curricular life of the College, through the sporting and cultural calendar.
- Maintaining standards of student care and discipline in and outside of the classroom, through support for, and implementation of, the College Discipline Policy and Procedures and attention to rostered duties, e.g. Yard supervision, examination supervision and excursions.
- Implementing the Pastoral Care Policy through the Tutor (Home Group) System, in particular:
  - building rapport with individual students
  - Encouraging the growth of self-esteem in each student
  - Identifying academic and personal issues which are impacting of the growth and development of each student
- It is a requirement that Teachers are loyal to the ethos of the College, and will actively enact College Policies and support the Principal and his Executive.
- Teach classes as directed by the Principal or his delegate.
- Attend scheduled staff meetings.
- Take one extracurricular activity per week, which runs outside normal College time. For example, some activities run after College, some in the evenings (including Friday evening) and some, such as netball, on the weekend.
- Take six relief classes on average throughout each term.
- Attend College functions when required.
- Participate, when required, in College camping and extension activities.
- Undertake any other duties designated by the Principal or his delegate.