



NOWRA ANGLICAN COLLEGE

Coordinator of Enrichment P-12

Who we are, and what we commit to:

Respect | Compassion | Wisdom

Nowra Anglican College is a respectful community grounded in Christ's compassion, learning to live with wisdom.

Position Overview:

Each Junior and Senior School teacher will be an excellent Christian educator who will work collaboratively with colleagues in an environment of support and collegial learning. Excellent organisational and interpersonal skills are essential.

The College has implemented a P to 12 learning and teaching framework which is based on the concepts of the Building Learning Power approach to learning. All staff are required to explore, grow and implement their understanding of this approach to learning.

Each teacher will demonstrate at all times and in all ways a passion for teaching and learning as well as for differentiated instruction that caters to the individual needs of all students.

The School:

Nowra Anglican College is a dynamic 25-year-old P-12 school located in the beautiful Shoalhaven. The College is in an exciting stage in its life, experiencing growth as it implements its strategic plan fostering high quality learning and the development of the whole child.

The area is a fast-growing regional centre in NSW with a diverse range of employment and recreational activities and services. Locals enjoy an all-encompassing coastal lifestyle with easy access to both the mountains and beaches.

Position Title	Coordinator of Enrichment
Appointed by	Principal
Responsible to	Deputy Principal: Learning & Innovation
Key working relationships	Deputy Principal Learning and Innovation, Deputy Principal Wellbeing and Growth, Head of Senior School, Head of Junior School, Head of Diverse Learning.
Load	0.6 (Enrichment) - may be increased if combined with another suitable role, eg Diverse Learning, or teaching in a specific faculty.
Last reviewed	June 2024

Preamble	Nowra Anglican College seeks to appoint Christian staff members who are energetic, innovative and committed to the ethos of independent Christian education in the Anglican tradition and are actively involved in their local church.
Who are we, and what do we commit to?	<p>Our Vision To be a community of learners, living and serving in Christ's world.</p> <p>Our Mission To provide a high-quality Christian education within a welcoming community where all individuals are valued and belong. As a community of learners, we strive for excellence, unlocking the potential of each individual, developing confident, active learners who improve their world.</p> <p>Our Values Respect Compassion Wisdom All staff are to demonstrate a commitment to the school's vision, mission and values in all interactions with colleagues, students, parents and the wider community</p>
Position Overview	
Involvement in the Life of the School	<ul style="list-style-type: none"> ● Attendance at Staff Devotions. ● Attendance at other staff meetings and committee meetings when required. ● All Senior School staff are involved in the Pastoral program in the Senior School. ● All staff are required to run a co-curricular activity such as a music ensemble, lunchtime club or sporting team. ● Performing other duties that are deemed appropriate by and in negotiation with the Principal as required from time to time.
Specific Functions of the Coordinator of Enrichment.	<ul style="list-style-type: none"> ● Identify gifted and talented/high potential students within the college P-12 ● Develop age appropriate, challenging, intrinsically motivating academic programs for students with Learning Enrichment needs ● Support class teachers in the implementation of personalised learning practices and a genuinely differentiated curriculum ● Lead professional development around giftedness ● Assist staff to develop their understanding of the specific learning needs of individual gifted and talented students at different stages of their education, enhancing expertise across the College in the areas of; <ul style="list-style-type: none"> - Cognition - Identification of Gifted & Talented/High Potential students - The specific academic and social/emotional needs of gifted and talented/high potential students - Effective differentiation and curriculum modification in regards to content, process and product

- Accelerative practices
- Twice exceptionality
- The development of authentic learning experiences
 - that staff are updated on an ongoing basis re developments in the education of students who learn differently
- Liaise with Tertiary Providers/Specialists/Consultants with specific expertise to ensure that the College practices remain at the 'cutting edge' in supporting gifted and talented students
- Work with the Deputy Principal: Learning & innovation to refine programmes in response to data gathering and monitoring of performance
- Work with the Deputy Principal: Learning & innovation to review and refine processes and procedures in identifying giftedness and the appropriate response to need eg: G&T Policy, Referral process etc
- Work with the Deputy Principal: Learning & Innovation to develop and implement the provisions of interventions to support the needs of students with learning differences across the ability spectrum
- Work with Director of Welfare to develop policies and procedures around responding to the social/emotional needs of gifted students
- Develop, implement and monitor individual education plans or learner overviews for students identified needs.
- Provide advice and support to Classroom Teachers in the development, implementation and monitoring of students with specific learning needs
- Work with Heads of Departments, Year Coordinators and Class Teachers to develop and implement:
 - differentiated programs
 - strategies to support students with specific learning needs
 - strategies to support students with specific behavioural needs
- Work with Deputy Principal: Learning & Innovation to develop and implement the provision of interventions to support the needs of students with learning differences across the ability spectrum, including students with learning difficulties, behavioural differences and gifted students that have learning difficulties
- Partner with parents of gifted students- glean developmental insight, supporting and directing understanding in research based strategies and adjustments , and developing IEPs for individual students

Wellbeing:

- Foster a culture within the College that;

- Involves teaching staff in the promotion of a culture of 'excellence' throughout the College
- Encourages mutual respect and support for all students
- Supports a genuine belief in the optimal achievement for all students
- Develop a supportive group of parents and volunteers to assist the College in best meeting the needs of individual students
- Involves all students in proactive reflection upon their own learning
- Participate in the student wellbeing program and other co-curricular activities
- Model a Christian example in all activities
- Communicate with students, colleagues and parents/carers in a respectful, clear, caring and professional way
- Establish rapport with students and provide ongoing encouragement
- Maintain professional confidentiality on information about students
- Seek advice, work cooperatively with and refer students to specialist staff where required
- Provide professional support to colleagues in all areas of College life
- Communicate confidentially with appropriate senior staff any issues of perceived danger to a student
- Participate in the student wellbeing program

Communication and Engagement

- Proactively communicate with Parents/ carers
- Communicate and work collaboratively with colleagues, parents and caregivers
- Efficient and well organised record keeping and documentation
- In collaboration with the Head of Learning Enrichment, Heads of Departments, Year Coordinators, class teachers and parents, develop, monitor and regularly review Individual Education Programs for students with specific needs, involving students in discussions when appropriate
- Liaise with the College's counselling team and other key staff to achieve a coordinated response to the management of individual students' needs
- Organise, administer and report on testing;
 - National Benchmarking Testing (Year 7-9)
 - College determined benchmark testing
 - Individual diagnostic assessment

	<ul style="list-style-type: none"> ● Interpret Paramedical and Medical reports regarding students in order to develop and implement the most effective support strategies ● Adhere to College assessment and reporting policies and practices ● Utilise feedback to continually improve assessment practices ● Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning. ● Prepare timely and meaningful feedback in the form of semester reports and notifications to students and parents ● Participate in moderation activities to support consistent and comparable judgements of student learning. ● Maintain clear records pertaining to student progress and assessment.
<p>Duties - Learning and Teaching</p>	<p>Know students and how they learn</p> <ul style="list-style-type: none"> ● Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning. ● Demonstrate knowledge and understanding of research into how students learn and the implications for teaching. ● Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds. ● Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds. ● Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities. ● Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability. <p>Know the content and how to teach it</p> <ul style="list-style-type: none"> ● Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the appropriate teaching area. ● Organise content into an effective learning and teaching sequence. ● Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans. ● Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages. ● Know and understand literacy and numeracy teaching strategies and their application in teaching areas. ● Know and apply a Christian worldview in all teaching areas ● Implement teaching strategies for using ICT to expand curriculum learning opportunities for students. <p>Plan for and implement effective teaching and learning</p>

- Set learning goals that provide achievable challenges for students of varying abilities and characteristics.
- Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.
- Include a range of teaching strategies.
- Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.
- Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.
- Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.
- Describe a broad range of strategies for involving parents/carers in the educative process.

Create and maintain supportive and safe learning environments

- Identify strategies to support inclusive student participation and engagement in classroom activities.
- Demonstrate the capacity to organise classroom activities and provide clear direction.
- Demonstrate knowledge of practical approaches to manage challenging behaviour.
- Describe strategies that support students' wellbeing and safety working within the school and/or system, curriculum and legislative requirements.
- Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.

Assess, provide feedback and report on student learning

- Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.
- Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.
- Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.
- Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.
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Engage in professional learning

- Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.
- Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.
- Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.

Professional Engagement

	<ul style="list-style-type: none"> • Understand and apply the key principles described in codes of ethics and conduct for the teaching profession. • Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage. • Understand strategies for working effectively, sensitively and confidentially with parents/carers. • Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice. • Engage professionally with the community by attending and assisting as required to promote Nowra Anglican College during tours and events such as Open Day, Information evenings and Community Building Events.
Duties - WHS	Be aware of and respond appropriately to any Work, Health and Safety issues raised by materials, practice or accommodation related to the subject.
Duties - Corporate	Contribute to and maintain the College's reputation, ethos and values with colleagues, students and the wider community: <ul style="list-style-type: none"> • Encourage students to know and live the College values in all aspects of their lives. • Encourage students to wear the College uniform correctly and with pride. • Model and uphold a high standard of professional behaviour.
Duties - Child Safe Standards	Nowra Anglican College is committed to providing for the safety and wellbeing of all children and young people entrusted to our care. We want all children and young people who attend Nowra Anglican College to feel and be safe. We are committed to providing a child safe and child friendly environment, where children and young people are able to participate in decisions that affect their lives.
Working with Children Check	Each staff member will be required to hold a current paid employee Working with Children Check clearance and comply with all relevant policies relating to Working with Children.
Selection criteria (Please address these in your cover letter)	<p>Degree plus recognised teaching qualifications. For example Bachelor of Education or equivalent, or an undergraduate degree plus post-graduate qualifications in teaching.</p> <p>Experience and or passion for Enrichment and meeting the needs of individual students.</p> <p>COGE or Mini COGE, or willingness to obtain.</p> <p>Eligible to be accredited with the NSW Education Standards Authority (NESA).</p>

	<p>A Working With Children Check (WWCC).</p> <p>Each staff member may be required to perform other duties that are deemed appropriate by and in negotiation with the Principal from time to time.</p> <p>Outstanding communication skills with the demonstrated capacity to contribute to building and strengthening a collaborative learning culture.</p>
Additional Details	<p>School Teaching Staff are expected to commence at 8:15am in the morning and finish no earlier than 3:30pm in the afternoon. He/she will also attend a weekly staff meeting. This will comprise one afternoon per week until 5:00pm.</p> <p>This position may be combined with an appropriate subject area for the successful applicant.</p> <p>Term 3 commencement (or by negotiation)</p>
Performance Review	<p>All members of staff will undertake an Annual Performance Review which is designed to strengthen workplace relationships, career development and effective workplace participation.</p>
Position Holder	
Date Appointed	