



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

<b>Position Title</b>	Senior School Teacher - VET - Construction (Pathways Cert II) and/ or Electrotechnology (Career Start Cert II)
<b>Tenure</b>	Permanent Full time (or Part Time for the preferred applicant). The College is prepared to support appropriate training and costs associated with attaining relevant qualifications for a suitably qualified applicant.
<b>Appointed by</b>	Principal
<b>Responsible to</b>	Head of Department - TAS
<b>Key working relationships</b>	Deputy Principal: Learning and Innovation, Head of Senior School, Head of Department, Faculty Staff
<b>Last reviewed</b>	May 2024
<b>Position Overview</b>	<p>Each 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.</p> <p>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. In addition, the Preschool, Early Stage 1 and Stage 1 classes embrace a Reggio Emilia approach to learning. All staff are required to explore, grow and implement their understanding of these approaches to learning.</p> <p>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.</p>
<b>Preamble</b>	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.
<b>Who are we, and what do we commit to?</b>	<p><b>Our Vision</b> To be a community of learners, living and serving in Christ's world.</p> <p><b>Our Mission</b> 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><b>Our Values</b> Respect   Compassion   Wisdom</p>

	<p>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>
<p><b>Involvement in the Life of the School</b></p>	<ul style="list-style-type: none"> <li>● Attendance at Staff Devotions.</li> <li>● Attendance at other staff meetings and committee meetings when required.</li> <li>● All Senior School staff are involved in the Pastoral program in the Senior School.</li> <li>● All staff are required to run a co-curricular activity such as a music ensemble, lunchtime club or sporting team.</li> <li>● Performing other duties that are deemed appropriate by and in negotiation with the Principal as required from time to time.</li> </ul>
<p><b>Duties - Learning and Teaching</b></p>	<p><i>In addition to the specific requirements for teaching a VET subject, the preferred applicant will:</i></p> <p><b>Know students and how they learn</b></p> <ul style="list-style-type: none"> <li>● Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.</li> <li>● Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.</li> <li>● Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.</li> <li>● 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.</li> <li>● Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.</li> <li>● Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.</li> </ul> <p><b>Know the content and how to teach it</b></p> <ul style="list-style-type: none"> <li>● Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.</li> <li>● Organise content into an effective learning and teaching sequence.</li> <li>● Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.</li> <li>● Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.</li> <li>● Know and understand literacy and numeracy teaching strategies and their application in teaching areas.</li> <li>● Know and apply a Christian worldview in all teaching areas</li> <li>● Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.</li> </ul> <p><b>Plan for and implement effective teaching and learning</b></p> <ul style="list-style-type: none"> <li>● Set learning goals that provide achievable challenges for students of varying abilities and characteristics.</li> <li>● Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.</li> </ul>

- 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 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**

- 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.

	<ul style="list-style-type: none"> <li>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.</li> </ul>
<b>Duties - WHS</b>	Be aware of and respond appropriately to any Work, Health and Safety issues raised by materials, practice or accommodation related to the subject.
<b>Duties - Child Safe Standards</b>	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.
<b>Duties - Corporate</b>	<p>Contribute to and maintain the College's reputation, ethos and values with colleagues, students and the wider community:</p> <ul style="list-style-type: none"> <li>Encourage students to know and live the College values in all aspects of their lives.</li> <li>Encourage students to wear the College uniform correctly and with pride.</li> <li>Model and uphold a high standard of professional behaviour.</li> </ul>
<b>Selection criteria (Please address these in your cover letter)</b>	<ul style="list-style-type: none"> <li>Degree plus recognised teaching qualifications. For example, Bachelor of Education or equivalent, or an undergraduate degree plus post-graduate qualifications in teaching.</li> <li>Eligible to be accredited with the NSW Education Standards Authority (NESA).</li> <li>Experience teaching Stage 6 VET Construction and/ or Electrotechnology.</li> <li>Experience teaching Stage 4-6 TAS or another area would be preferred.</li> <li>A Working With Children Check (WWCC).</li> <li>Outstanding communication skills with the demonstrated capacity to contribute to building and strengthening a collaborative learning culture.</li> </ul>
<b>Additional Details</b>	Senior School Teaching Staff are expected to commence at 8:15 am in the morning and finish no earlier than 3:30 pm in the afternoon. He/she will also attend a weekly staff meeting. These will comprise one afternoon per week until 5:00 pm.