JOB DESCRIPTION
AND
PERSON SPECIFICATION

Title of Job: Early Learning Centre Teacher
Classification: Teacher
Tenure: The position will be a part-time (0.6 FTE) contract position

JOB DESCRIPTION

1. Summary of the broad purpose of the job in relation to the school's goals

An Early Learning Centre teacher at St Peters Lutheran School is employed to meet the needs of students in the teacher’s care. The teacher will fulfill the roles, accept responsibilities and meet appropriate duties as described within this statement in accordance with the School’s Mission Statement, aims and values and the Industrial Agreements.

A teacher at St Peters ELC will work within:
- The law applying to teachers;
- ELC & School policies, regulations and expectations as outlined in documents;
- The Schools and ELC’s Mission Statement, aims and values;
- Education and Early Childhood Services (Registration and Standards) Act 2011
- Industrial Agreements as they apply from time to time;
- Workplace Health and Safety Regulations and other external regulations governing the ELC/school.

2. Reporting / Working Relationships

The person will:
- report to the Principal
- work closely with all other teachers as required by the Principal
- work closely with Director and Early Childhood Educators as required by the Principal
- support and cooperate with parents
- support the Parents and Friends Association as required by the Principal
3. **Extent of Authority**

The person will:

- Develop to finality teaching and learning programs for students in the ELC as described in the policy documents.

- Work with the Early Learning Centre Director to educate volunteers to support particular programs in consultation with the Principal.

- Work with the Early Learning Centre Director to manage the resources budget. All purchase orders to be referred to the Principal for approval prior to lodgment.

4. **Statement of Key Outcomes**

The person will:

- Develop and maintain supportive and caring relationships with all students.

- Collaboratively plan and implement a teaching and learning program based on an inquiry based approach to teaching and learning.

- Engage in regular professional development activities consistent with the goals of the ELC/school.

- Use a range of teaching strategies and approaches designed to meet the individual needs of all students.

- Use a range of formative and summative assessment strategies and report to appropriate stakeholders.

- Develop and use a wide range of resources to support the learning program.

- Develop and seek to maintain harmonious professional relationships with colleagues.

- Establish and maintain relationships with parents/caregivers based on courtesy, mutual trust, respect and open communication.

- Contribute to ELC/school organisations and committees.

- Contribute to the wider school curriculum.

- Attend and participate in Staff Meetings.
PERSON SPECIFICATION

1. Educational / Vocational Qualifications

An Early Learning Centre Teacher at St Peters Lutheran School will...
- be registered by the SA Teachers Registration Board as a teacher, or hold authority in writing from the Board to seek a teaching position.
- Have completed tertiary Early Childhood Qualifications as described in Regulation 23.
- have completed or commit to satisfactorily completing the appropriate theological study requirements to be accredited as determined by the Board for Lutheran Education Australia
- have completed training in Mandatory Notification in the last three years
- hold a current Certificate in Basic Casualty Care

2. Personal Skills, Abilities and Aptitude

An Early Learning Centre Teacher at St Peters Lutheran School will...
- be a committed practising Christian with a strong Lutheran theological background
- be willing to disclose and bear witness to their own faith as they interact with students and other members of the school community
- be prepared to be actively involved in the non-instructional responsibilities which are part of a developing school
- have a passion for the profession
- believe that all students have the right and ability to learn
- work as part of a team towards the whole school development of a stimulating dynamic learning environment designed to meet the needs of every student
- have knowledge of relevant law, regulations, policies and other specific functional knowledge required to successfully carry out the role
- have the capacity to explain teaching processes and strategies

3. Experience

An Early Learning Centre Teacher at St Peters Lutheran School will have proven experience and success in the teaching of students in the early years and demonstrated competence in the following areas...

- **Using and developing professional knowledge**
  - have a sound knowledge of Christian education requirements based on Lutheran doctrine
  - have an understanding and be able to apply current theories regarding the development children in the 0-6 years age range
  - articulate and apply a wide range of teaching strategies
  - have the ability to plan, implement, assess and review units of work that are engaging, establish clear, challenging and achievable expectations for students, and develop their sense of control and responsibility for their own learning
- have the capacity to monitor student progress and provide feedback on that progress to all stakeholders
- know and be able to use a wide range of strategies for assessing student progress
- have the capacity and commitment to develop a sound knowledge of the International Baccalaureate Primary Years Programme curriculum frameworks
- understand how students learn
- understand and be able to articulate the role of play in the development of the child in the early years
- understand the relationship between process and content
- operate within the framework of the law and regulation, ELC/school policies and expectations
- recognise and value diversity and individual differences in students
- expect every student to succeed

• **Communicating, interacting and working with students and others**
  - communicate effectively with students
  - develop positive relationships with students
  - create a culture in the Centre that reflects equitable treatment of students
  - respond to the needs, rights and contributions of all students in order to promote equality of educational opportunity
  - have a working knowledge of contemporary practices in student behaviour management and employ strategies which ensure a safe, orderly and success-oriented learning environment
  - take action to eliminate discrimination and harassment among students
  - assist in meeting the needs of students in special situations with access to specialist assistance
  - work cooperatively and collaboratively with teachers, ancillary staff and others
  - establish relationships with parents and others responsible for the care of students based on courtesy, mutual trust, respect and open communication
  - respect parents’ and care-givers’ rights of inquiry, consultation and information with regard to their children
  - respect family privacy and treat information with an appropriate level of confidentiality
  - communicate with school support staff, other members of the profession and the wider community in a courteous and respectful manner

• **Planning and managing the teaching and learning process**
  - demonstrate a thorough knowledge of subject matter
  - understand the appropriate syllabi
  - be aware of developmentally, socially and culturally appropriate practice
  - facilitate the provision of learning and teaching through purposeful programmes designed to meet the individual needs of all students
  - be receptive to various learning theories and select those most appropriate to match the students’ learning circumstances
  - work with external agencies and other professionals to meet any special needs of students in collaboration and consultation with the parents and Principal
  - plan programmes to achieve specific student learning outcomes
  - design teaching programmes to motivate and engage students
  - demonstrate flexibility and responsiveness
  - establish clear, challenging and achievable expectations for students
- foster independent, collaborative and cooperative learning
- engage the students actively in developing their own knowledge by teaching them to take responsibility for their own learning
- timetable appropriately for a balanced and coherent curriculum

• Monitoring and assessing student progress and learning outcomes
  - know the educational basis and role of assessment in teaching
  - know and use a wide range of assessment strategies
  - take part in student assessment and reporting procedures as per the work programme and principles developed by the school
  - monitor student progress and provide judgment about students’ work with reliability, credibility and fairness
  - maintain evaluation records of student progress
  - report on student progress to students, classroom teachers, parents and others responsible for the care of students

• Reflecting, evaluating and planning for continuous improvement
  - critically reflect on own practice to improve the quality of teaching and learning
  - review the effectiveness of teaching strategies and teaching and learning programmes and implement and monitor changes as required
  - strive to improve the quality of teaching and learning
  - be involved in professional reading
  - critically evaluate contemporary ideas and practices in teaching
  - seek active membership in professional associations