



Southern Highlands Christian School

Job Description

Positions:

Infants Coordinator (Early Stage 1/Stage 1)

Primary Coordinator (Stage 2&3)

Appointed by: Principal

Report Directly to: Head of Junior School (HOJS)

Position of Responsibility: Level 1

Time allocation: 0.2 FTE

Overview: Our Stage Coordinators are responsible for the implementation of the school's vision within their stage and taking responsibility for the compliance and administration of all aspects of pastoral care as well as the teaching and learning within their stage. They commit to being a positive presence in the school community, modelling excellence in teaching, programming, leading and relationships.

Mission: To offer a Biblically-shaped, Christ-centred, parent-governed education, Prep - Year 12

Preamble: Southern Highlands Christian School was established to provide Christian education for children, based on the principles of the Word of God.

All members of staff must be practising Christians and declare their unconditional agreement, without moral reservation with the school's Statement of Faith. Staff must be actively involved in a Christian Church, be scripturally sound in their teaching and lead exemplary Christian lives.

Within the distinctively Christian model of education at Southern Highlands Christian School classroom teachers must provide Biblically-based educational opportunities that are consistent with and based on the foundational documents of the school, particularly the Educational Creed.

Staff at Southern Highlands Christian School are lifelong learners who enthusiastically implement the school's educational framework. They work to create an atmosphere of mutual trust between staff, students and parents as we seek to equip students with a faithful, Christ-centred, transformed worldview that informs all of life.

Position Description: Coordinators (Infants K - 2, Primary 3-6) under the leadership of the HOJS, oversee teaching, learning, and wellbeing for students and are responsible for building a positive and cohesive staff team of passionate and inspired teachers.

The Coordinator will have a deep understanding of evidence-based pedagogy and a commitment to engaging and developing students and teachers. The Coordinator will watch over the development, management and regular review of a rigorous and enlightened curriculum and the wellbeing of our students in the Junior School.

As a leader within the School, the Coordinator collaborates with peers and members of the School's leadership team in order to guide current and future directions of the School's teaching, learning and wellbeing programs.

It is planned that Junior School Coordinators will have a .2 leadership allocation as part of their teaching load to assist them in managing the teaching, learning and pastoral care responsibilities within their stages. They will work closely with the other Coordinators under the leadership and with the support of the HOJS.

Essential Criteria:

Whole School

- Actively support the school's Educational Creed, Mission and values and the implementation of the school's strategic plan.
- Actively integrate a biblical worldview into all aspects of school life.

- Actively to seek to partner with parents as an expression of authentic Christian community.
- A person of evangelical Christian convictions and character actively involved in church and committed to the work of Christian education.
- Affirm and uphold the School's Statement of Faith and committed to working a biblical worldview into all aspects of teaching and learning.
- Promote, through active engagement in, Southern Highlands Christian School's positive Prep – 12 learning culture.
- An exemplary classroom teacher with a deep and broad knowledge of current issues and best practice in education in the context relevant syllabi and programs
- Demonstrated experience of educational leadership; lead colleagues to plan, implement and evaluate quality teaching and learning programs and effective assessment tasks.
- Demonstrated commitment and capacity to actively contribute to whole school improvement initiatives.
- Demonstrated capacity to work harmoniously with teams, whether in supervisory, collegial or advisory contexts.
- Lead by example to maintain a productive and inclusive faculty environment.
- Demonstrated capacity to communicate effectively with students, colleagues and the wider community regarding educational and welfare issues.
- Be qualified to teach and accredited with NESAs, at the Proficient Teacher level or above, according to legislation.
- Experience in overseeing and being responsible/accountable to the HoJS for Stage budget allocation per year.
- Attend various school promotional and community events as required.
- Participate in pastoral care meetings and liaise with school executive on whole school issues and serve as a funnel of information, where appropriate, between executive staff and their departments.
- Participate in the broader life of the school – whole school meetings, assemblies, information evenings, graduations etc.

In addition to classroom teacher responsibilities, executive responsibilities include:

Sectional (K-2 or 3-6)

Support Executive staff by:

- Supporting in the implementation of the school's vision, policies and procedures within their section.
- Working collaboratively with other staff in the planning and implementation of curriculum, pastoral care and co-curricular experiences.
- Working in collaboration with learning support, enrichment staff and school counsellors to meet the needs of students and staff.
- Ensuring curriculum documentation for each course meets NESAs requirements for registration and accreditation:
 - Scope and sequences
 - Assessment plans
 - Teaching and Learning programs
 - Registers and evaluations
 - Samples of student work
- Overseeing assessment and reporting procedures, including:
 - setting assessment schedules,
 - managing assessment tasks
 - Facilitate grade and stage moderation of assessments.
 - Marking rubrics are completed and available on ARK
- Assist HoJS in the report writing process.
- Regularly meet with the HOJS to discuss stage development (needs, goals etc).

Encourage staff and student wellbeing by:

- Offering and maintaining an inclusive, supportive and safe teaching and learning environment
- Ensuring implementation of engaging and challenging biblical perspectives within programs
- Overseeing performance of staff within the classroom.
- Assisting HoJS in leading devotions, professional development and pastoral care of staff.
- Completing lesson observations, appraisals, goal setting and coaching with sectional staff.
- Developing stage- based goals in relation to the teaching and learning framework.
- Reviewing staff performance, celebrating achievements and encouraging growth
- Using individual gifts of staff by delegating responsibilities as appropriate
- Responding to staff/student/parent complaints in a timely manner

- Supporting the wellbeing programs of the school
- Actively managing discipline (in a broad spectrum of positive and negative aspects) in the faculty/stage and across the broader School community, including efficient managing of playground, bus and detentions.
- Overseeing recording processes of awards and disciplines on ARK.
- Coordinating sectional specific events / activities (eg: graduation, incursions/ excursions, Year 6 events/shirts, camps and special days such as Mud and Mess Day etc).
- Supporting sectional staff in discipline matters – both classroom and playground related. They should support and counsel staff in a manner consistent with the school's discipline policy. This may involve consultation with the HOJS, Principal, Head of Wellbeing, school counsellors and parents. The Coordinator will supervise detention, manage uniform matters and arrange follow up of discipline issues.
- Run and facilitate sectional meetings.
- Supporting the JHoJS to run and implement an appropriate induction program for new teachers at the start of the calendar year and ongoing as they enter the profession and/or school,, helping them to develop programs, observing some of their lessons and monitoring their progress.

Show sound stewardship of the School resources by:

- Preparing a stage budget; directing allocated funds for consumables
- Managing the physical resources of the faculty/stage within budget constraints
- investigating, acquiring and maintaining appropriate teaching and faculty/stage resources (including ICT), monitoring and maintaining rooms

Collaborate with other grades/stages by:

- Modelling a collegial attitude towards other KLAs/stages;
- Liaising with other coordinators re shared staff or resources;
- Discussing and developing strategies to work cooperatively with other KLAs/stages and with senior executive regarding practices and expectations
- Attending and contributing to executive meetings (once per fortnight)
- Responding to staff/student/parent complaints
- Encouraging and promoting staff involvement in interest based lunch time groups

Relate to parents by:

- Attending information nights and promoting a positive learning culture, promoting their responsibilities to the wider community, being accessible to parent questions, encouraging and coordinating staff involvement, evaluating and developing resources as applicable to the night, fostering a team mentality
- Supporting parent teacher nights by facilitating staff discussion prior to event of the focus of the interviews, attending to support staff and families, fielding questions referred by staff or parents, resolving conflict, t, supporting staff to follow up parent enquiries or requests
- Liaise with parents on a range of pastoral care and academic issues.
- Communicating clearly and promptly with parents, supporting families and staff by investigating and acting on findings, documenting and referring on as required, supporting School policies to the community;
- Modelling support and involvement in school community events, assisting with resources where appropriate, developing rosters/roles within faculty/stage responsibility, supporting public relations/marketing by promoting a positive attitude with staff and students.

Education and Experience

- Relevant University / Tertiary teaching qualifications from a recognized institution.
- Registered and accredited with NESAs.

Continued Learning

- Participate in annual appraisal process, including goal setting, lesson observations, reflective practices.
- Participation in school and external professional development opportunities.
- Participation in daily staff devotions.
- Be willing to participate to complete a unit towards a Master of Education qualification (or equivalent) in Christian education. If the staff member already has a Master of Education, willingness to participate in alternative appropriate further study.

This Role Description is a guide only and is not intended to be an exhaustive or exclusive list of the duties of this position. It is subject to review and modification by the Principal at any time in response to the changing needs of the School.