



THE KING DAVID SCHOOL

POSITION DESCRIPTION

Classroom Teacher

POSITION	Classroom Teacher
RESPONSIBLE TO	Head of School
EMPLOYMENT TERMS	<ul style="list-style-type: none">• Employment is in accordance with terms and conditions as outlined in the Educational Services (Teachers) Award 2020 and The King David School Agreement 2023 - 2025• Remuneration is in accordance with The King David School Agreement 2023 - 2025 and dependent on skills and experience
PREPARED BY	Vice Principal Learning and Teaching
ISSUE: 02	DATE: May 2024

All staff members of The King David School are expected to support and promote the School's mission. The King David School exists to provide both excellence and opportunity in education from infancy to year 12. It will foster the development of each individual student in its care paying careful attention and respect to his or her unique needs, abilities and aspirations. It will fulfil its goals with reference and respect to the contemporary Australian society within which it is so fortunate to exist.

The School has a universal expectation for the protection of the young people in its care and is committed to ensuring that all staff promote the inherent dignity and fundamental right of students to be respected and nurtured in a safe school environment. The School has a zero tolerance of all forms of child abuse and actively works to listen to and empower students. The School has policies and processes in place to protect students from abuse and takes all allegations and concerns seriously, and responds in line with the organisation's policies and procedures.

The establishment of a productive classroom environment is the responsibility of each teacher. While the School will provide support through Learning Area Leaders and Year Level Co-ordinators, the establishment and maintenance of an appropriate classroom tone that enables each student to learn, is a fundamental element of the expertise of a teacher at The King David School.

It is essential that each teacher recognises that a productive classroom environment can only be achieved if a teacher has planned fully; brings all required materials to class; sets, marks and returns homework in a timely fashion; arrives to all lessons before / on time; and is transparently fair in all areas of marking and classroom management.

Classroom teachers are expected to

- Adhere to the vision and mission of the school
- Act in an ethical manner in accordance with the VIT Code of Ethics for Teachers
- Act in accordance with the VIT Professional Standards



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- Display a high level of support of all members of the school community
- Support the School's child safety culture by strict adherence to the Child Protection Policy and Code of Conduct

1. Classroom

- a. Create a classroom that is based on student engagement, rigorous learning, creativity and high standards
- b. Prepare a program that utilises a range of different modalities to engage students with different learning requirements
- c. Develop classroom routines to enable the provision of remediation / consolidation and extension as required
- d. Provide targeted homework/assignments etc. suitable for the skill and cognitive levels of individual (all) students

2. Assessment and Documentation

- a. Ensure that assessment – both formative and summative - is planned within the documented course of study
- b. Prepare and plan document course(s) of study consistent with Australian Curriculum (VCAA) / VCE guidelines
- c. Provide curriculum documentation to the Learning Area Leader, Head of School or Principal as required
- d. Plan and document units of work and lessons on myKDS or Rubicon Atlas to deliver the course outlined
- e. For Junior School staff, prepare and write accurate reports consistent with the School's Report Style Guide and Timeline
- f. For Senior School staff, prepare and write accurate continuous reporting comments

3. Campus Related

- a. Display student work (in classrooms/corridors/assembly hall) and collect work, as appropriate, for inclusion in the Harp Newsletter or Year Book
- b. Demonstrate involvement in the life of the School including festivals, commemorations, sports days and other special events (inc. camps and assemblies)



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- c. Contribute to the development of the School through initiating or assisting with the development of new programs
- d. Contribute to the co-curricular life of the School

4. Student Medical Issues (Homeroom Teachers)

- a. Via the Staff Portal, identify any students with serious medical issues, especially children at risk of anaphylactic reactions, severe asthma, diabetes, etc
- b. Collect completed Action Plans for children with Asthma/Anaphylaxis/Diabetes and post copies in Staff Common Room and First Aid Room. Make copies to be taken on excursions and off site sporting events
- c. Hold a discussion with your class at beginning of year to raise awareness of anaphylaxis with a few simple key messages, provided in Anaphylaxis Policy
- d. Meet with parents of these children to open lines of communication and complete Action Plan/s

5. General Accountabilities for all Staff

- a. Demonstrate duty of care to students in relation to their wellbeing
- b. Be well informed and comply with the School's obligations in relation to Child Safe Standards and processes for reporting suspected abuse
- c. Adhere to the School's professional dress code
- d. Attend all relevant staff meetings, assemblies, community days and staff professional learning days
- e. Demonstrate professional and collegial relationships with colleagues
- f. Commit to and actively support the School's agenda for continuous improvement through participation in school improvement planning as required
- g. Support the Mission, Vision and Values of the School
- h. Be familiar with and comply with all School policies and procedures
- i. All other duties as assigned by the Principal

6. Key Result Areas



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- Highly engaged students who are achieving to the best of their ability
- An orderly classroom which encourages deep learning
- Students commended for intellectual effort
- Evidence of catering for different abilities – through classroom tasks, home learning and formative assessment
- Provision of well-written curriculum documents as required including units of work, lesson plans and term planners
- Parents who feel well-informed of their child's academic progress and classroom behaviour
- Positive contributions to the overall life and spirit of the school

7. Key Performance Indicators

- Active involvement in all school forums (Learning Area meetings, sub-school meetings and other committees)
- Involvement in relevant professional development
- Involvement with relevant professional associations and knowledge of latest developments in professional discourse
- A high level of professional communication with parents
- Timely compliance with all aspects of submission of curriculum documents, assessment & reporting timelines, and the Report Style Guide

Please sign below to confirm that you have read and understood the Position Description above:

Signature

Date