Applications are invited for the position of:

Learning Development Teacher – Senior School

School Section: Senior School, Learning Development Team, Red Hill Campus

Reports to: Head of Department

Employment Basis: ☒ Full-time ☐ Ongoing
☐ Part-time ☒ Non-ongoing

Term 2 & 3 only

Start Date: Term 2, 2016 (Tuesday 26th April)

Applications close: Friday, 11th March 2016 at 9:00am

About the School

Canberra Grammar School is an Independent Anglican School offering outstanding academic education, co-curricular opportunities and pastoral care to day and boarding students of all backgrounds and faiths within a community guided by Christian values.

The School is in the process of becoming fully co-educational. It educates boys from Pre-School to Year 12 and is currently extending its offering to girls, who have been educated in the Primary School since 1975 and who will now be represented across the range of School life by 2020.

The School respects and nurtures all students as individuals, seeking to inspire, support and celebrate the efforts of all in realising their intellectual, spiritual, cultural, social and physical aspirations.

Building on the professional expertise of its staff, the commitment of its community and the resources of the nation’s capital, Canberra Grammar School aims to be the most dynamic and distinctive centre of learning in Australia.

CGS is a vibrant and rewarding place in which to work. To find out more about our strong commitment to professional development, the employment process, or living in Canberra, please visit CGS.ACT.EDU.AU/EMPLOYMENT

Further information about the School is available at CGS.ACT.EDU.AU

The Team

The Learning Development Team (LDT) is tasked with enhancing the ability of teachers to employ evidence based teaching and learning practices to their classroom environment and assist them in differentiating the curriculum for student learning. The Team is responsible for ensuring all students are achieving appropriately, in particular those with diverse learning needs.

The LDT, in line with the Australian Professional Standards for Teachers and the Australian Teacher Performance and Development Framework, takes an holistic view of the special educational needs of students including: evidence based academic interventions and evidence based programmes designed to increase the positive impact of teaching on student outcomes (including enrichment and extension) in the broad areas of student learning, engagement and wellbeing.
The Role

The Learning Development Team (LDT) is responsible for ensuring all students with diverse learning needs receive appropriate intervention. It is tasked with enhancing the ability of teachers to employ evidence based teaching and learning practices and to meet the needs of all students. The LDT uses a Response to Intervention approach including universal screening, tracking and a three tiered model of intervention (RTI).

The successful candidate will be part of a team supporting student and teacher development. In accordance with the guiding principles of Melbourne Declaration, ACARA and the Disabilities Standards for Education Act the candidate will be responsible for improving differentiation across the school in terms of content, process, product and environment and committed to enhanced learning for all students. This will be achieved through classroom engagement with students and teachers, the delivery of targeted professional learning opportunities with colleagues, the research of best practice within the areas of student diversity and the engagement with school based action research projects.

This is an excellent opportunity for a dedicated and passionate educator to assume a teaching position in a highly effective and prestigious ACT school.

Selection Specifications

- A big picture thinker with a thorough understanding of 21st century pedagogy and evidence based practice
- An understanding of a Response to Intervention (RTI) approach to ensure that all students learn at a high level
- A thorough understanding of best practice for students with diverse learning needs
- An ability to train, equip and empower teachers to implement best learning practice including differentiation techniques, formative assessment and targeted learning
- The capacity to provide resources and develop processes for teaching staff to assist in providing best teaching practice to every student including identifying appropriate adjustments and creating learning plans
- Experience in the implementation, maintenance, evaluation and tracking of research based tutorial programs
- An understanding of state and federal funding for students with disability and of the Nationally Consistent Collection of Data
- An ability to work supportively with students, parents and teachers with strong interpersonal communication skills
- A team player who can engage and work with a variety of staff.
General Responsibilities

As a teacher the role holder is expected to:

Model outstanding teaching practice in and outside the classroom; be willing to participate enthusiastically in the School’s pastoral and co-curricular program; attend School Chapel services and respect and uphold the School’s Anglican values and ethos, while also respecting people of all backgrounds and faith within the School community; safeguard and promote the welfare of children and support the School’s aims and objectives.

Co-Curricular Involvement:

Full-time members of the teaching staff are expected to make a significant contribution to the co-curricular program of the School. The Director of the Co-Curricular Program has the immediate task of co-ordinating the co-curricular activities of boys and staff, to ensure the best balance between our commitment and the interests and talents of staff and boys. The program is a very comprehensive one with a rich range of sporting, musical, dramatic, public speaking and outdoor activity. After school, evenings and parts of the weekend can be involved depending on the activity. Staff involvement is compulsory.

Part-time members of staff are obliged to contribute to the School’s co-curricular offerings on a pro-rata basis relative to their full-time equivalent teaching load. It offers a valuable way of creating good relationships with boys outside the classroom.

Pastoral Care:

The House System is an important aspect of the School’s organisation. Within it, many activities are conducted. Most full time members of the teaching staff belong to one of the Houses and are Tutors to a House Group. We have two Year 7 Houses: boys are then members of ‘vertical’ Houses comprising Years 8 to 12. Senior boys play a very significant role in leadership of the House and School life. Part time members of staff can also be involved as Tutors. Indeed, it is expected on a pro-rata basis relative to their full-time equivalent teaching load.

It is within the House System that we seek to provide pastoral care for boys. Tutor Groups meet on a regular basis during the week. Chaplains and School Counsellor contribute significantly to this pastoral care.

Terms and Conditions

The role is a full-time position for Term 2 and Term 3 2016 only.

All employees of the School must be eligible to work with children in accordance with ACT Working with Vulnerable People checks, and all teachers at the School must have teacher registration, provisional registration or a permit to teach issued by the ACT Teacher Quality Institute prior to starting their employment.

Canberra Grammar School is a respondent to the Independent Schools ACT Standards Model (Support Staff) Multi Enterprise Agreement 2012 – 2016. A copy of the Agreement is available from the Human Resources Manager.

Applications and Information

All applications must be submitted using the School's online application form, located on the job advert on CGS.ACT.EDU.AU.

For further information, please contact the Human Resources Office via:

- employment@canberragrammar.org.au
- +61 (2) 6260 9735
- The HR Office, Canberra Grammar School, 40 Monaro Crescent, Red Hill ACT 2603 Australia