

Status:	Junior Primary Teaching Position, 6 month contract
Commencement date:	Semester 2, 2025
Area of appointment:	Primary School
Position Reporting to:	Principal through the Head of Primary
Pre-requisites: (Please provide a copy with your application)	<p>These qualifications/certificates are required prior to commencing employment at HILLS and must be updated for the duration of employments at HILLS:-</p> <ul style="list-style-type: none"> <li>• Registered, or eligible for registration, with the Teachers Registration Board of South Australia</li> <li>• Current Working with Children Check</li> <li>• Current Responding to Risks of Harm, Abuse &amp; Neglect Certificate (RRHAN-EC)</li> <li>• Current First Aid Certificate</li> <li>• Current Driver's Licence</li> </ul>

### Introduction

All members of staff of The Hills Christian Community School Inc. are expected to uphold and demonstrate personal qualities and behaviours which are consistent with the School's Statement of Aims and Objectives, and its Statement of Belief. These include:

- A personal Christian faith, which is reflected in his/her daily living
- A love of children and teaching
- Acceptance and respect for people from diverse backgrounds and viewpoints
- The ability to work cooperatively and harmoniously as part of a team
- Being supportive and encouraging to children, colleagues and parents
- Having positive relationships and open communication with the whole school community
- A positive outlook on life which enhances relationships
- A commitment to personal and professional growth

### Role Purpose

The Mid-Year Reception educator will join a collaborative and thriving teaching team to create engaging and purposeful learning adventures for children. They will confidently meet the academic, social, and emotional needs of students within the Primary years at HILLS. While working in a collaborative planning and teaching team, Primary Educators will guide and implement a tailored scope and sequence of learning which considers the unique requirements of students' age and stage of development. Through a restorative approach to behaviour management, educators will develop intentional relationships with all students for the benefit of their learning and growth, while establishing and maintaining ongoing connection with the parent community.

**Key Results Area (KRA) as related to the AITSL standards**

1. Know students and how they learn

- Use teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning.
- Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities.
- Design and implement teaching activities that support the participation and learning of students with disability and address relevant policy and legislative requirements.

2. Know the content and how to teach it

- Apply knowledge of the Australian Curriculum, and effective teaching strategies to develop engaging learning activities.
- Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements.
- Apply knowledge and understanding of effective teaching strategies to support students' literacy and numeracy achievement.

3. Plan for and implement effective teaching and learning

- Plan and implement a well-structured learning and teaching program that engages students and promotes learning.
- Use effective verbal and non-verbal communication strategies to support student understanding, participation, engagement, and achievement.
- Evaluate personal teaching and learning programs using evidence, including feedback from students and student assessment data, to inform planning.

4. Create and maintain a supportive and safe learning environment

- Establish and implement inclusive and positive interactions to engage and support all learners in classroom activities.
- Manage challenging behaviour by establishing and negotiating clear expectations with students, responding to wellbeing issues or behavioural concerns in accordance with Restorative Principles and the school's Behaviour Management Policy.

5. Assess, provide feedback and report on student learning

- Develop select and use informal and formal, diagnostic, formative, and summative assessment strategies to assess student learning.
- Use student assessment data to analyse and evaluate student understanding of learning and identify interventions and modifications to your teaching practice to improve student achievement.

6. Engage in professional learning

- Participate in professional learning in consultation with the appropriate Head of School to update knowledge and practice.

7. Engage professionally with colleagues, parents/caregivers and the community

- Establish and maintain respectful collaborative relationships with parents/carers regarding their children's learning and wellbeing.

### **Key Selection Criteria**

The Mid-Year Reception program (named Reception Pathways) is an intentional transition program that prioritises strong foundations and continuous learning skills for all children beginning school. The successful applicant should be able to demonstrate their ability to:

- Intentionally incorporate evidence informed, play-based pedagogies within the classroom program
- Incorporate direct, explicitly teaching, particularly in literacy and numeracy
- Present many varied opportunities for children to embed their understanding and skills.

Applicants must address the following selection criteria in their application:

- A personal Christian faith, which is reflected in your daily living.
- A demonstrated ability to build positive relationships with students, colleagues, and parents.
- A sound understanding of the Early Years Learning Framework and the Australian Curriculum with a focus on contemporary early years pedagogical approaches to planning innovative learning experiences for junior primary students.
- A demonstrated understanding and ability to provide differentiated and inclusive learning approaches that meet the diverse needs of students.
- A strong focus on student wellbeing, and an understanding of Restorative Practices as it applies to behaviour management within a school.
- Experience working in a collaborative team environment to plan, monitor, evaluate and report on student learning.
- A demonstrated commitment to continual personal and professional growth, and the ability to positively respond to change within a dynamic working environment.