



FINTONA

TEACHER

Reports to: Learning Area Leader,
Deputy Principal / Head of Senior School

Learning Area:

Responsible to: Principal

“Fintona is a school dedicated to the education of young women, encouraging girls to think for themselves and to have concern for others.”

Annie Hughston, Founding Principal, 1896 - 1935

ABOUT US

Fintona is an independent, non-selective, non-denominational day school renowned for its distinct and challenging approach to academic excellence. Fintona celebrates learning across a wealth of disciplines and encourages its students to move beyond their comfort zone to become fearless and adaptable leaders in their chosen field. Our students are connected to their school **community**, have **respect** for self and others and are **compassionate** and **principled**.

Inspired by strong leadership and exceptional teachers; engaged and eager to learn through broad-based rigorous education programs, a Fintona girl will find the confidence to achieve her highest academic and personal aspirations, whatever they may be.

Situated in Balwyn, an inner eastern suburb of Melbourne, the School caters for girls in Prep to Year 12 and offers a co-educational Early Learning program. The current enrolment is approximately 550 students from ELC to Year 12, with major entry points being 3-year old kinder, Year 5 and Year 7.

Our staff of around 140 and our students enjoy magnificent grounds and facilities and are happy, supported, and proud of their school, its reputation, and its traditions.

OUR HISTORY

With a rich history dating back to 1896, we are always mindful of the contribution of those who have gone before us. Miss Annie Hughston, our founding Headmistress, and Miss Margaret Cunningham, our second Headmistress, more than anyone else, positioned Fintona for the modern era.

These remarkable women left a legacy that still endures – the unwavering commitment to an outstanding education for girls in a small school environment.

Today, we honour the commitment and passion of all who have helped shape Fintona. We take pride in getting to know and nurturing every girl so that she can unearth her own version of extraordinary.

Our School motto maintains its driving force today: Age Quod Agis – do what you do well.

GOVERNANCE

The School consists of two legal entities: Fintona - a school limited by guarantee, and Tourmont Incorporated – which acts as a Trustee for the Fund, a Public Charitable Trust established to provide support and assistance to Fintona Girls' School. The Business Manager is secretary to both entities.

The School's Board of Management includes Alumni and parents, past and present. The School Board determines the overall policy for the School and devolves its day-to-day leadership and management to the Principal and the Staff Leadership team. The Business Manager is appointed, by the Principal and a sub-committee of the Board. In all day-to-day matters the Business Manager reports directly to the Principal.

ADMINISTRATION

The members of School Leadership are the Principal, Business Manager, Deputy Principal / Head of Senior School, Head of Middle School, Head of Junior Campus and Head of Learning, Teaching & Development. This group work together to set School policy, lead staff in meeting the goals of the School's Strategic Plan and manage the day-to-day operation of the School.

POSITION OVERVIEW

The primary role of this position is to provide the highest quality teaching which accords with modern practices, Federal and State government directives, the Fintona ethos and the expectations of the community. All members of staff at Fintona Girls' School are integral to the pastoral care and personal development of our students.

KEY RESPONSIBILITIES

KNOW STUDENTS AND HOW THEY LEARN

- Select from flexible and effective repertoires of teaching strategies to suit the physical, social, cultural and intellectual developments and characteristics of students
- Structure teaching programs using research and collegial advice about how students learn
- Design and implement teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds
- Develop teaching activities that incorporate differentiated strategies to meet the specific needs of students across a full range of abilities
- Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability

KNOW THE CONTENT AND HOW TO TEACH IT

- Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities
- Exhibit innovative practice in selection and organisation of content and delivery of learning and teaching programs
- Design, document and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements
- Provide opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, culture and languages where relevant
- Apply knowledge and understanding of teaching strategies to support students' literacy and numeracy achievement
- Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful

PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING

- Contribute to the development of a culture of high expectations for all students by modelling and setting challenging learning goals
- Work with colleagues to plan, evaluate and modify learning and teaching programs to create productive learning environments that engage all students
- Select and apply effective teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking
- Select and create/use a range of resources including ICT, to engage students in their learning
- Use effective verbal and non-verbal communication strategies to support student understanding participation, engagement and achievement

ASSESS, PROVIDE FEEDBACK AND REPORT ON STUDENT LEARNING

- Develop and apply a comprehensive range of assessment strategies to diagnose learning needs, comply with curriculum requirements and assess student learning
- Select from an effective range of strategies to provide targeted feedback based on informed and timely judgement of each student's current needs in order to progress learning
- Understand and participate in assessment moderation activities to support consistent and comparable judgements of student learning
- Work with colleagues to use data from internal and external student assessments for evaluating learning and teaching, identifying intervention and modifying teaching practice

- Report clearly, accurately and respectfully to students, parents/carers about student achievement, making use of accurate and reliable records

ENGAGE IN PROFESSIONAL LEARNING

- Use the Australian Professional Standards for Teachers and advice from colleagues to identify and plan professional learning needs
- Participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities
- Engage with colleagues to evaluate the effectiveness of teacher professional learning activities to address student learning needs

ENGAGE PROFESSIONALLY WITH COLLEAGUES, PARENTS/CARERS AND THE COMMUNITY

- Maintain high ethical standards and support in conjunction with colleagues, interpret codes of ethics and exercise sound judgement in all school and community contexts
- Understand the implications and comply with relevant legislative, administrative, organisational and professional requirements, policies and procedures
- Establish and maintain respectful collaborative relationships with parents/carers regarding their children's learning and wellbeing
- Participate in professional and community networks and forums where relevant or applicable to broaden knowledge and improve practice

FACULTY SPECIFIC TEACHER PRACTICE

- Maintain a high level of proficiency in your subject areas
- Keep in touch with current developments in your subject areas

PASTORAL CARE

- Take a caring interest in the students' and their welfare, and contribute to the maintenance of tone, standards and general discipline across the School
- Be the central contact for the teaching needs of the students in your allocated classes and other such roles expected of a teacher at the School
- Provide effective communication with students and parents
- On a needs basis, liaise with the appropriate Head of School regarding the social, emotional or academic development of students in your care
- Liaise with the School Counsellor regarding issues of concern with any students in your care

ADMINISTRATION

- Attend meetings of parents of students, as required
- Keep accurate, detailed and careful School records of meetings or discussions and ensure these are communicated and filed appropriately
- Monitor and keep adequate records of the progress of students' learning
- Adhere to the School's policies in relation to reporting on student progress and achievement
- Undertake Tutor responsibilities, as allocated – formal pastoral care role

OTHER DUTIES

- Teach an appropriate load as directed by the Principal
- Actively supervise students while on Yard Duty or during other school events, as allocated by the Daily Organiser or Event Coordinator
- Take replacement classes, as appropriate to your load and as allocated by the Daily Organiser
- Further to assessment and reporting, attend all Student Learning Conferences (Parent-Teacher Interviews) as scheduled for your year groups, and as requested by parents from time to time.
- Attend staff meetings – daily briefing, faculty, year level, whole school, and information evenings
- Attend School events, such as music soirees and drama productions in support of the students

- Attend an annual camp, which may include overnight stays and outdoor physical activities as appropriate to your FTE
- Contribute in some way to the co-curricular program
- Other duties as directed that are commensurate with the expectations of the role as directed by the Principal in accordance with the School's requirements.

This Position Description is neither an exclusive or exhaustive list of duties and responsibilities. Fintona Girls' School reserves the right to vary this position description to meet the changing needs of the School.

KEY RELATIONSHIPS

INTERNAL

- Faculty Learning Leader
- Deputy Principal / Head of Senior School
- Head of Learning, Teaching & Development
- Heads of School
- Principal
- Students
- Parents

DIRECT REPORTS

- Nil

EXPENDITURE AUTHORITY

- Not applicable

POSITION REQUIREMENTS

KNOWLEDGE AND SKILLS

KEY PERFORMANCE INDICATORS

- A range of teaching strategies used and selected appropriately for each class and student
- Participation in individual student, year level, faculty and staff meetings
- Differentiated teaching activities used to meet the needs of all students
- Learning and teaching programs developed and reviewed annually
- Evidence of assessment integrated into learning and teaching programs
- Evidence of learning and teaching programs incorporating cross curriculum priorities
- Evidence of learning and teaching programs incorporating general capabilities
- Evidence of challenging learning goals set for all students
- Learning and teaching programs developed and shared with colleagues
- Positive interactions with all students evident
- Safety requirements met
- Effective communication strategies used
- A range of assessment strategies used
- Meet regularly with colleagues to support consistent and comparable judgements of student learning
- Reports written in accordance with the School's established guidelines
- Evidence of participation in professional learning
- Participation in Classroom Observation Program
- Teaching responsibilities undertaken in a professional manner

- Active participation in the planning, development, implementation and review of learning and teaching, relevant to your faculty area and pastoral care role

MANDATORY KNOWLEDGE

- A current and broad knowledge of appropriate content and pedagogy relevant to subject area
- Current knowledge of curriculum, resources, educational trends and schooling practices as they pertain to the role
- Current knowledge of learning technologies in relation to the role and the delivery of the curriculum
- Broad knowledge of teaching practices, theory and pedagogy, particularly the Australian Curriculum and VCE as applicable

HIGHLY DESIRABLE KNOWLEDGE

- Demonstrated experience as a classroom teacher
- Experience with modelling and promoting effective teaching, learning and assessment
- Experience in the application of learning technologies
- Experience with curriculum planning and implementation leading to effective teaching and learning outcomes

PERSONAL QUALITIES AND CHARACTERISTICS

- Proactive person with excellent organisational, administrative and time management skills
- Possess high level interpersonal skills and the proven ability to build trust, rapport and harmonious and cooperative working relationships at all levels and with all stakeholders
- Highly developed social and emotional intelligence that supports the ability to be flexible and sensitive when working with diverse personalities and changing situations
- Excellent personal presentation and work ethic
- Demonstrated capacity to be a strategic, fair minded professional
- Proven ability to work collaboratively in a similar environment

EXPECTATIONS OF STAFF

- Treat each other (staff, parents and students) with courtesy and respect
- Respect the right of others to learn/work without distraction or disruption
- Take responsibility for their own actions, progress and development
- Proactive in maintaining a safe and clean school environment
- Respect the property of the School and others

GENERAL

- Uphold the ethos and values of the School
- Contribute to and support the strategic directions of the School
- Willing to work additional hours on occasion
- Support all Fintona policies and follow all School procedures
- Strong desire to work in a highly regarded independent girls' school and have an understanding of the importance of this role in facilitating the provision of an outstanding education for the girls at Fintona

QUALIFICATIONS / CHECKS

- VIT registration
- Relevant tertiary qualification (minimum four year undergraduate degree)
- Current Anaphylaxis certification
- Current CPR qualification
- Current First Aid qualification
- Current Asthma qualification

WORKPLACE HEALTH AND SAFETY

Employees are responsible and accountable for:

- supporting their health and safety, and that of others, by undertaking their duties in a manner that is positive, proactive and sustainable;
- active participation in events and training that support workplace health and safety;
- compliance with workplace policies and procedures for risk identification, risk assessment and risk control;
- the identification and timely reporting of health and safety risks, accidents, incidents, injuries, and property damage at the workplace; and
- correct utilisation of appropriate PPE.

CHILD SAFE STANDARDS

Fintona Girls' School is committed to ensuring that all those engaged in our school promote the fundamental right of children and young people to be respected and nurtured in a safe school environment.

We have zero tolerance of child abuse and expect all of our staff to:

- be aware of, understand and comply with the School's Child Safety Policy and Code of Conduct, including the Child Safe Standards, and demonstrate behaviours in accordance with these;
- be in possession of a current and valid VIT registration;
- respond according to the School's policies and procedures when interacting with children and young people, taking all allegations and concerns very seriously; and
- be committed to providing a safe environment for all children and young people, promoting physical, emotional and cultural safety.

DECLARATION

I, _____ (full name) acknowledge that:

- I have read and understand the Teacher Position Description;
- I understand that it is an expectation of all staff at Fintona Girls' School that they will embrace the School Goals, particularly in regard to the School's ethos, values and traditions and the continued development of a culture of improvement and commitment to excellence, in all that they do;
- my behaviours and actions will reflect the ethos and values of the School and will place the needs of the school at the centre;
- this Position Description is neither an exclusive or exhaustive list of duties and responsibilities and is subject to review and modification by the Principal in accordance with the changing needs of the School;
- while the primary responsibilities are articulated, it is expected that I will engage with the wider school community and in School events and activities, playing an ambassadorial role as a representative of the School; and
- this Position Description provides a framework for professional review that will be reviewed prior to the first six months and every year thereafter if the role continues.

Employee Name (print in full): _____

Employee Signature: _____

Date: _____