



The Scots College

Sydney Australia

Role Description – French Teacher

"In seeking to serve God faithfully, the Scots College exists to inspire boys to learn, lead and serve as they strive for excellence together"

Scots to the Fore: Brave Hearts, Bold Minds – Our Strategic Intent 2016 - 2025

- 1. Position Title:** French Teacher
- 2. Role Purpose:** Support the strategic directions of The Scots College through delivery of effective teaching and learning programs, fostering an inclusive and challenging learning environment and engaging with the school community within and beyond the classroom.
- 3. Location:** Senior School, Bellevue Hill
- 4. Responsible To:**
 - Head of Languages and Head of Curriculum
 - Ultimately responsible to The Principal
- 5. Principal Relationships:** Principal, Head of Curriculum, Head of LOTE, T-12 Directors, Head of Students, Housemasters, Year Coordinators, Students, Parents/Carers
- 6. Key Accountabilities:**
 - Learning and teaching program
 - Student outcomes
 - Student welfare
 - Adherence to policy and procedures

7. Key Tasks and Expected Outcomes:

Position Responsibilities	Core Activities	Key Performance Indicators List of the measures used to determine achievement of activities
Teaching Delivery	<ul style="list-style-type: none"> • Plan and implement coherent, well sequenced teaching and learning programs that engage students and promote learning • Use a range of teaching strategies to deliver quality teaching programs that are responsive to the learning strengths and needs of students • Use effective verbal and non-verbal communication strategies to support student understanding, engagement and achievement • Use assessment feedback to inform teaching practices • Provide opportunities for students to develop understanding of and respect for a range of cultures including Aboriginal and Torres Strait Islander cultures • Integrate ICT into teaching and learning programs • Provide relevant opportunities for Parent/Carer involvement in the educative process • Create inclusive, supportive learning environments • Maintain workable routines in the classroom • Manage challenging behaviour • Expect a quest for excellence and demand appropriate outcomes from each boy 	<ul style="list-style-type: none"> • Student and Parent/Carer feedback • Range of teaching strategies used • Programs developed • Student outcomes • Quality of feedback to students
Assessment & Reporting	<ul style="list-style-type: none"> • Adhere to College assessment and reporting policies and practices • Utilise feedback to continually improve assessment practices • Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning. • Prepare timely and meaningful feedback and reports and notifications to students and Parents • Participate in moderation activities to support consistent and comparable judgements of student learning. • Maintain clear records pertaining to student progress and assessment. 	<ul style="list-style-type: none"> • Adherence to policy • Quality and timeliness of Reports • Student and Parent/Carer feedback • Quality of records • Moderation reports

Pastoral Care	<ul style="list-style-type: none"> • Participate in the pastoral care program and other co-curricular activities • Model a Christian example in all activities • Communicate with students, colleagues and Parents/Carers in a respectful, clear, caring and professional way • Establish rapport with students and provide ongoing encouragement • Maintain professional confidentiality on information about students • Seek advice, work cooperatively with and refer students to specialist staff where required • Proactively communicate with Parents/ Carers • Provide professional support to colleagues in all areas of College life • Communicate confidentially with appropriate senior staff any issues of perceived danger to a student 	<ul style="list-style-type: none"> • Student and Parent/Carer feedback • Culture surveys
Policy Implementation	<ul style="list-style-type: none"> • Contribute to and implement College policies and practices in a developmentally appropriate manner across the College • Ensure students' wellbeing and safety within the school by implementing school, curriculum and legislative requirements • Monitor and minimise risk through implementation of College Risk management procedures • Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching • Support the Christian ethos of the College • Comply with relevant legislative requirements, codes of ethics and conduct established by regulatory authorities, systems and the College 	<ul style="list-style-type: none"> • Adherence to policy, procedures and legislation
Co-Curriculum and Sport	<ul style="list-style-type: none"> • Participate in Co-Curricular/sporting activities within and outside College hours • Plan and deliver a consistent, coherent and relevant program in the co-curricular/ sporting area in collaboration with the Director Sport and Head of Students • Provide the appropriate duty of care and supervision of students 	<ul style="list-style-type: none"> • Participation • Quality of program • Student / colleague/ Parent/ Carer feedback

Related Duties	<ul style="list-style-type: none"> • Participate in College functions including Speech nights, Parent Teacher evenings • Carry out student supervisory duties as required, for example: ground duty, exam supervision • Communicate and work collaboratively with colleagues, Parents and caregivers 	<ul style="list-style-type: none"> • Participation rates • Stakeholder feedback
Professional Development	<ul style="list-style-type: none"> • Set and implement individual work and professional development goals • Participate in the regular performance appraisal process of the College • Participate in professional development activities • Gather evidence and participate in accreditation processes • Meet regularly with a mentor as part of the performance appraisal and professional development practices of the College 	<ul style="list-style-type: none"> • Individual plans in place • Participation rates • Number of staff moving to higher levels of accreditation

8. Essential Selection Criteria:

- Qualification in education and be registered with The NSW Institute of Teachers
- Ability to infuse the Christian ethos into teaching practice
- Propensity to recognise the value and uniqueness of each individual within the College community
- Commitment to one's own ongoing learning
- Professional and personal integrity
- Being flexible and open to change
- Being proactive and innovative
- Effective interpersonal communication skills
- Ability to work in a collaborative environment.