



TEACHER (Secondary Campus)

Role Description

About Arden Anglican School

Arden is a non-selective Anglican School providing a co-educational, Pre-School to Year 12 education. It seeks to attract, retain, and develop dedicated, highly effective, values-oriented staff for all positions. At Arden, we are committed to providing a positive work environment in which staff are valued and encouraged to develop professionally.

Arden is a Christian community centred on the good news of Jesus Christ. Arden's ethos is of high expectations and a commitment to academic and professional excellence. The School aims to attract and retain the best possible teachers and support staff, who are experts in their field and highly committed to the continuous improvement of their professional practice. The School's focus is to engage staff who have a passion for lifelong learning and believe in each student's unique value. Arden welcomes applications from people of faith who are committed to the Christian aims of the School.

Arden is committed to being a Child Safe organisation. All staff are required to help always maintain a child safe culture, and to act in every child's best interest and to keep them safe from harm. The School has zero tolerance for child abuse.

There is a strong collegial culture of mutual trust and support between staff and school leaders. All levels of governance are committed to embodying the Christian values of the School, and a culture of servant-minded leadership is fostered at all levels.

All staff must be committed to positive and caring relationships because they are important to successful student learning and the high level of family involvement that exists at Arden in all aspects of school life.

Our Vision and Mission

Vision

Arden strives to be an inspiring learning community that engages the mind, nurtures the spirit, and nourishes the body in a caring Christian environment.

Arden graduates are curious, courageous and compassionate men and women with an enduring passion for learning who transform the communities in which they live and work.

Mission

Centred on the Christian faith and finding joy in God, Arden provides an exceptional co-educational learning experience that nurtures the uniqueness of confident, capable global citizens.

Workplace Expectations

Professional Practice

- Foster supportive positive professional relationships
- Demonstrate a sensitive and compassionate work ethic, underpinned by the Christian values of the School
- Demonstrate a duty of care to staff, students and visitors in relation to their physical and emotional wellbeing
- Undertake and comply with mandatory training and regulatory requirements as determined by the School
- Attend School meetings, as requested, including outside of usual work hours
- Participate in professional learning, as requested, including outside of usual work hours
- Any other duties and activities as required by the School Principal (or delegate)

Work Health & Safety (WHS)

- Participate in the development of a safe and healthy workplace
- Adhere to safe work procedures ensuring ongoing adherence to any instructions given for personal safety and health as well as that of others
- Remain familiar with emergency and evacuation procedures, including the location and use of emergency equipment (e.g. first aid kits, fire blankets)
- Report any injury, hazard or illness immediately in accordance with the School's policies and procedures

Child Safety

- Actively participate in the School's zero tolerance for child abuse and commitment to embedding Child Safety in approaches to daily work tasks and involvement in School approved activities
- Model a commitment to providing, so far as reasonably practicable, an environment in which students feel respected, valued and encouraged to reach their full potential
- Commit to understanding professional boundaries and the nuances of appropriate student and staff interactions in the workplace
- Demonstrate an understanding of the need to report suspected (observed or perceived) abuse, neglect, mistreatment and risk of harm

Role classification

Staff are employed at a classification level and assigned to a role rather than appointed to a position.

Staff may be re-assigned to other roles at the same classification over time, in line with organisation priorities and/or personal development plans.

The below is intended to describe the general nature and level of work being performed; it is not intended to be construed as an exhaustive or limiting list of responsibilities and expectations of the position. Any additional daily tasks are as advised by the Line Manager and are not identified in this Role Description.

The responsibilities, expectations and tasks relevant to this role may be varied at the Principal's discretion, to ensure the operational needs of the School are continually being met.

Professional Review

This Role Description in conjunction with any published (current) Professional Standards for Middle Leaders will be relied on as a framework for professional review. This role description has been designed to complement and be considered in addition to the School's Classroom Teacher Role Description.

Role	Teacher
Campus	Secondary (Epping)
Department	Geography
Line Manager	Head of Department Geography
Direct Reports	Nil
Industrial Instrument	Independent Schools (Teachers) Cooperative Multi-Enterprise Agreement 2025
Accreditation	<input type="checkbox"/> NESA Accreditation
Compliances	<input type="checkbox"/> Valid NSW Working with Children Check Certificate <input type="checkbox"/> First Aid [HLTAID012] [HLTAID011] <input type="checkbox"/> CPR [HLTAID009] <input type="checkbox"/> OCG Child Safe eLearning – Keeping Children Safe (or equivalent) <input type="checkbox"/> NCCD eLearning – Disability Standards for Education (or equivalent) <input type="checkbox"/> WHS/Emergency Procedures eLearning (or equivalent)
Skills, Knowledge & Experience	<input type="checkbox"/> Possess intellectual strength, professional integrity and a passion for education <input type="checkbox"/> Show a commitment to pastoral care and a knowledge of the social and emotional issues which affect children <input type="checkbox"/> Ability to differentiate for a diverse group of students, make adjustments and teach to their strengths <input type="checkbox"/> Display empathy, enthusiasm, commitment and is highly motivated to contribute to department improvements <input type="checkbox"/> Possess a strong work ethic <input type="checkbox"/> Exercise ownership and concern for quality of own work reflected in accuracy and attention to detail <input type="checkbox"/> Operate effectively in a collaborative team environment; quickly establishing rapport and building strong professional relationships <input type="checkbox"/> Demonstrate ongoing enthusiasm, initiative and innovation <input type="checkbox"/> Strong organisation and time management skills <input type="checkbox"/> Excellent interpersonal skills and demonstrated ability to work both autonomously and collaboratively <input type="checkbox"/> Willingness to continue to develop as a dynamic and inspirational teacher <input type="checkbox"/> A level of mobility that supports the ability to respond to a first aid / behavioural incident <input type="checkbox"/> Intermediate (min.) computer skills and literacy, with a working knowledge of programs such as Adobe, Outlook and Microsoft 365
Role Profile	<input type="checkbox"/> The role of the Teacher is to deliver an inspiring and differentiated learning program through high quality teaching and be involved in the learning, pastoral care and co-curricular programs of the School as these are pivotal to the holistic development of each student. <input type="checkbox"/> Teachers are responsible for the intellectual development and wellbeing of their students. Teachers deliver excellence in developing and delivering academic programs, administration of student assessment and results, marking and record keeping.

Role Function [daily tasks]

- Teachers are expected to be flexible, enthusiastic, competent and dynamic team members, who actively engage in the daily life of the School, in addition to their responsibilities at class level. Within the classroom Teachers are expected to establish an effective rapport with students; motivate students to develop skills, attitudes and knowledge needed to provide a good educational foundation in accordance with each student's ability.

The Teacher (Secondary), throughout their daily work practice, is expected to

Professional Practice

- Cultivate a safety-positive workplace culture
- Demonstrate a commitment to the Child Safe Standards
- Foster supportive positive professional relationships
- Deliver effective pedagogy in an innovative and engaging manner

Curriculum, Teaching and Learning Responsibilities

- Teach in line with the Arden Teaching & Learning Framework; Well Known, Well Cared For, Well Taught
- Use evidence-based pedagogical practices
- Write, implement and evaluate teaching programs
- Develop effective assessment, testing and reporting procedures
- Participate in the planning of curriculum, writing of programs and scope and sequences and creation of resources
- Use formative and summative assessment to determine student progress
- Create a stimulating classroom environment where students can flourish
- Complete marking, reports and results in a timely manner and meet deadlines
- Submit reports at a professional standard that demonstrate an understanding and knowledge of each student
- Plan and oversee individual student and group academic needs and progress, including enrichment (extension) and enhancement (support)
- Monitor and report on the progress and achievement of all students regularly with the Head of Department

Classroom Management

- Guide the general development and meet the individual needs of all students. This includes attention to physical and emotional health and social relationships, and the development of desirable habits and attitudes
- Manage a well-rounded educational program, directing groups in their classes, assisting students individually and in groups
- Responsible for the physical environment of the classroom space – displays, neatness and resources
- Advise or correct students when necessary in the classroom, keeping the Head of Campus informed of any student behaviour management concerns

Behaviour Management

- Contribute towards the positive tone of the School and promote the self-esteem of students
- Within the Teacher's designated area of responsibility, provide appropriate advice about the welfare and behaviour of students
- Contribute to the monitoring of student achievements and welfare, including those with individual needs
- Assist with positive behaviour management and standards throughout the School
- Be proactive in expecting appropriate dress standards from all students

General Responsibilities

- Positively and proactively contribute to the life of the School
- Always behave in professional manner
- Assist other members of the department and share resources
- Respond to parent concerns in a timely and professional manner
- Prepare activity documentation (including risk assessments), within the required timeframes, as required
- Make professional judgements to solve complex problems in the absence of clear methods or procedures in place for doing so
- Deliver specific objectives to achieve the values, goals and strategies of the School