POSITION DESCRIPTION

POSITION: Primary Art Teacher
REPORTING TO: Head of Junior School
DEPARTMENT: Junior School
DATE PD CREATED: February 2014
PD UPDATED: n/a

POSITION PURPOSE

All teachers at Mentone Girls’ Grammar School are employed to provide the best possible education for each student in line with the School’s Mission and priorities.

The Primary Art Teacher is expected to exhibit the highest standards of professional practice. Educators will demonstrate:

- a genuine interest in the welfare, development and education of every child
- an understanding of how girls learn
- a belief in the potential of every child to become a well-adjusted, contributing and compassionate member of the community
- commitment to their own professional and personal development
- being able to create an attractive and positive learning environment, actively engage children in the learning process and use a variety of teaching strategies to cater for learning styles and mixed abilities
- Commitment to the School’s mission and ethos
- sympathy with the values of Christian religion

POSITION IN CONTEXT

Mentone Girls’ Grammar School is an ELC to Year 12 School of approximately 700 students. Set on a single campus, dedicated to excellence in the education of girls. Excellence includes, but reaches well beyond, superb preparation for tertiary studies. The true mission of the School is preparing students to aspire to excellence, to make a difference and, as global citizens, to rise boldly to the challenges of their times. Mentone Girls’ Grammar School also embraces broader aspirations as well; to continue to stand out among the country’s leading Schools, to be appreciated as an active contributor in the local community and to support the wellbeing, achievement, positive values, enterprising nature and success of women in our society.

Every teacher contributes to the motivation, engagement and success, academic and otherwise, of students they teach in scheduled classes as well as those they supervise and work with during co-curricular activities.

The Primary Art Teacher will be responsible for developing in each student an interest in and the ability for creative expression in visual terms, using skills and techniques of artistic expression consistent with school guidelines; to develop aesthetic understandings and appreciations; to discover and develop talents of students in the field of art.

FREEDOM TO ACT / AUTONOMY

In the context of teaching classes, teachers are free to make decisions about the organisation and delivery of lessons. To ensure effective teaching and the wellbeing of all students on a daily basis, teachers are responsible to the Head of Junior School for their teaching subjects and for all year levels they teach. They may discuss issues of concern with either Vice Principal as required. Ultimately, every teacher is, at all times, responsible to the Principal.

The requirements of this position may vary from time to time in accordance with changing school requirements.

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KEY RESPONSIBILITIES / ACCOUNTABILITIES:
As a member of the teaching team, the teacher must work on a broad range of areas, in co-operation with any member of the School Community. Specifically, the teacher is expected to:

1. Teaching Practice
   To teach classes as required, and to:
   - Conduct lessons which are thoroughly prepared, incorporate appropriate resources and designed to engage all students in learning;
   - Demonstrate essential teaching skills which include inquiry, exposition, questioning, discussion, giving instructions and explanation;
   - Teach knowledge and skills in art, including drawing, painting, lettering, and art history.
   - Demonstrate techniques in activities such as drawing and painting;
   - Create a productive and positive learning environment which stimulates learning and promotes excellence;
   - Deliver holistic, student-centred learning with choice, opportunity and celebration of achievement;
   - Maintain a positive environment in the classroom which is respectful of all present and fosters student learning;
   - Implement teaching strategies that cater for different learning styles and ability levels, with an understanding of the emotional development and particular needs of girls.
   - Provide individual and small-group instruction to adapt the curriculum to the needs of students with varying intellectual and artistic abilities, and to accommodate a variety of instructional activities;
   - Maintain accurate records of student attendance;
   - Maintain accurate records of the teaching and learning program and of student assessments;
   - Provide prompt and regular feedback to students on their progress within the subject(s) taught;
   - Monitor and report on student progress and report any matters of concern in accordance with school procedures;
   - Take responsibility for dealing with disciplinary matters and report any matters of serious concern.
   - Follow the curriculum documentation and develop and review curriculum in cooperation with fellow teachers.
   - Keep abreast of current curriculum initiatives within the International Baccalaureate Primary Years Program and Inquiry Learning.
   - Plan and assess units of inquiry in accordance with the PYP structure.
   - Liaise with specialist staff regarding Units of Inquiry and the progress and needs of each child.
   - Liaise with the Learning Enhancement teacher and Junior School counsellor to ensure individual needs are catered for.

2. Student Wellbeing
   - Undertake pastoral care sessions and student welfare duties, being sensitive to students experiencing personal, social, or organizational problems and liaise with relevant colleagues.
   - Monitor and report on students’ well being in accordance with school procedures.
   - Liaise with parents in relation to student issues as required.

3. Professional Learning
   - Annually prepare a professional learning plan in accordance with school priorities and individual learning needs.
   - Actively participate in professional learning activities on an ongoing basis in order to keep up to date professionally.

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- Engage in Teacher Appraisal processes in accordance with school procedures and timelines.

4. **Co-curricular activities**

- Actively participate in and contribute to camps, excursions, inter-House and inter-school sport, curriculum development, staff meetings, Education Support Group Meetings, and any other extra and co-curricular activity which forms a part of the School’s program as a provider of education.

5. **General, administrative and other activities**

- Consult with Vice Principals, Heads of Junior School, Directors of Curriculum Services and Student Wellbeing Services as necessary;
- Undertake rostered supervisory duties outside the classroom and exercise responsibility for the welfare of students;
- Support a range of school events and activities as required.
- Be familiar with all School Policies, relating to work place as well as education, as outlined in the Staff Handbook and posted on the School Intranet.
- Maintain a safe and healthy environment and report any hazards in accordance with school procedures.
- Complete academic reports for all students taught in accordance with MGGS Reporting guidelines and timeframes and attend all Parent /Teacher/ Student nights.
- Comply with any requirements and deadlines imposed by VCAA, ACARA in relation to course delivery, assessment and reporting and/or other testing regimes, state or national.
- Complete training courses as required by legislation or school policy, for example anaphylaxis and first aid training
- Operate within the school’s Staff Code of Conduct and support the School, its mission and values and strategic priorities.

6. **Other Duties**

- Work flexibly and as a team in the pursuit of the School’s Mission.
- Promote the benefits of a Mentone Girls’ Grammar School education and, where appropriate, be involved in the securing of enrolments.
- As specified by the Principal.

**WORK HEALTH & SAFETY**

**General Responsibilities**

- Ensure the safety of self and others.
- Ensure compliance with school standards.
- Participate in the School’s Health and Safety activities.
- Work harmoniously with other employees with due regard to their rights, and School requirements.
- Maintain good ethics and professionalism that will earn respect of all customers and work colleagues.

**General Requirements**

- Maintain School standards by ensuring personal adherence to School practices, such as those detailed in the Mentone Girls’ Grammar School Handbook.
- Take appropriate care to always represent the School in a professional manner (in appearance, speech, dress, etc).
KEY CONTACTS

Internal
Principal
Vice Principal
PYP Co-ordinator
Head of Junior School
All teaching and administrative staff
Students

External
Current parents
Subject and other professional associations
Prospective parents and students
Past students (Alumnae)

REQUIREMENTS

Competencies and Experience

− Professional Knowledge: ability to listen actively and give appropriate responses to children and parents, demonstrate good interpersonal and negotiation skills, use developmentally appropriate management strategies, encourage co-operation between the children, motivate the children effectively, listen and respond to children's questions and answers and support problem solving and independent thinking in children.

− Knowledge of learning and teaching: detailed knowledge of current educational pedagogy

− Knowledge of Curriculum: demonstrated understanding and commitment to the International Baccalaureate Primary Years Program (PYP).

Skills and Attributes

Essential
− Strong problem solving ability and shows initiative.
− Results Orientation and strong attention to detail.
− Excellent organisational skills.
− Demonstrated success in organising multiple and diverse tasks within a flexible working environment.

Preferred
− Medium to high level of computer skills
− Industry experience

Key Behaviours
− Personal, Personable and Professional in everything you do.
− Authentic, Respectful and Ethical in your communications with students, parents, colleagues and peers.
− Collaborative, Enterprising and Bold in your approach to your work.

Communication and Values
− Highly developed interpersonal and communication skills together with exemplary personal values and qualities, and the ability to create strong partnerships with all sections of the School community.
− Approaches all duties with a high degree of professionalism, with adherence to principles, in particular those related to confidentiality and integrity as applied to the information that a teacher is privy to because of his/her role.

The requirements of this position may vary from time to time in accordance with changing school requirements.
Enthusiastic, dynamic and positive, with a personable and professional image.
- Openness to personal learning and willingness to develop leadership skills and, in general, seek continuous improvement.
- Committed to supporting the wider co-curricular programs of the School
- Committed to the Wellbeing, Achievement, positive Values, Enterprising nature and Success of students and staff at MGGS (WAVES priorities).

CONDITIONS
Part time (approximately FTE 0.56)
As per the Mentone Girls’ Grammar School Collective Agreement

KEY PERFORMANCE OBJECTIVES
Key Performance objectives will be established through discussion with the Head of Junior School in the context of the Staff Performance Compact.

OTHER REQUIREMENTS
- Current Full VIT Registration
- Appropriate tertiary qualifications
- Qualifications to teach any class ranging from Prep to Year 8.
- Teaching background must include Art discipline
- PYP experience essential

APPROVALS

Employee

_____________________________________
Name

_____________________________________
Signature Date

Reporting Manager

_____________________________________
Name

_____________________________________
Signature Date

Principal

_____________________________________
Name

_____________________________________
Signature Date

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