



**WILLIAM CAREY
CHRISTIAN SCHOOL**

Early Stage 1 Primary Coordinator

Full Time, commencing Term 1 2023

Vision: To see our students saved by Christ. To see our staff and students live for Christ. To see our students learn, grow and flourish.

Mission: Transforming lives by the proclamation of the gospel and the delivery of an excellent Christian education, accessible to the whole community.

Position: Early Stage 1 Coordinator

Framework (Head, Heart and Hands):

Our task can be seen within the framework of:

- **Head** (the ruling side of things – biblical rule of faith and practice, NESA requirements, evidence-based research, professional development),
- **Heart** (your passion for the gospel, for your subject, for shepherding your faculty members and your students) and
- **Hands** (the practical component of what you do: administration, stewardship, implementation in our situation).

Working at William Carey gives opportunity and responsibility for staff:

- To maintain a Christian lifestyle, growing in living God's way; promoting and modelling an understanding of living God's way in God's world as God's image;
- To develop their biblical worldview and to disseminate it.
- To share the gospel with students and parents, pointing them to Christ.
- To develop relationships with students, parents, colleagues and others that show the fruit of the Spirit, seasoned with salt, modelling Christ in their interactions and being sensitive to interpreting responses from students and parents who come from diverse cultural and religious backgrounds.
- To develop their professional skills, carrying out their duties in a competent and conscientious manner, while seeking opportunities to improve their knowledge and skills, including through participation in professional development.
- To work cooperatively to maintain a consultative and collaborative workplace
- To work humbly, following reasonable instructions given by their supervisor, complying with school policies and procedures, and being accountable for their own actions and decisions.

Essential criteria:

- A person of evangelical Christian convictions and character actively involved in church and committed to the work of Christian education.

- Affirm and uphold the School's Statement of Faith and committed to working a biblical worldview into all aspects of teaching and learning.
- Appropriate tertiary qualifications, including teaching qualifications.
- An exemplary classroom teacher with a deep and broad knowledge of current issues and best practice in education in the context of Early Stage 1 syllabi and programs
- Demonstrated experience of educational leadership; lead colleagues to plan, implement and evaluate quality teaching and learning programs and effective assessment tasks.
- Demonstrated commitment and capacity to actively contribute to whole school improvement initiatives.
- Demonstrated capacity to work harmoniously with teams, whether in supervisory, collegial or advisory contexts.
- Lead by example to maintain a productive and inclusive faculty environment.
- Demonstrated capacity to communicate effectively with students, colleagues and the wider community regarding educational and welfare issues.
- Be qualified to teach and accredited with NESA, at the Proficient Teacher level or above, according to legislation.
- Meet and maintain practices that are reflective of the Highly Accomplished or Lead Teacher criteria of the Australian Professional Standards for Teachers (APST).
- Hold a current Working with Children Check as legislated.

Primary Position Objectives:

- Lead the development and maintenance of an excellent Christian learning culture.
- Lead learning through the coordination of the design and delivery of curriculum.
- Provide positive management and development of teachers.
- Oversee classes in area of teaching and learning.
- Maintain sound stewardship of School resources.
- Maintain positive relationships with School community members.

Responsibilities:

In addition to classroom teacher responsibilities, executive responsibilities include:

Manage and develop teachers by:

- Inducting, training, mentoring, counselling, and disciplining staff;
- Identifying needs and professionally developing staff (with reference to APST); modelling professional development by working on lead teacher standards in APST; ensuring quality teaching;
- Reviewing staff performance, celebrating achievements and encouraging growth;
- Using individual gifts of staff by delegating responsibilities as appropriate;
- Overseeing implementation of school policy/procedures;

Lead learning through the coordination of the design and delivery of curriculum by:

- Collaborate with other executives to develop teaching and learning programs for students of all abilities, using evidence-based research;
- Exercising a sound understanding of the new NSW English and Mathematic syllabi
- Having sound knowledge of the InitialLit program and modelling excellence in its implementation;
- Helping with the planning and implementation of MiniLit groups;
- Ensuring implementation of engaging and challenging biblical perspectives within programs;

- Overseeing assessment and reporting procedures, including:
 - setting assessment schedules,
 - managing assessment tasks, and
 - release of progressive reports
- Ensuring curriculum documentation for each course meets NESA requirements for registration and accreditation:
 - Scope and sequences
 - Assessment plans
 - Teaching and Learning programs
 - Registers and evaluations
 - Samples of student work
- Overseeing the planning of excursions and other activities that impinge on other classes, ensuring they have been approved by the Deputy Principal, meet the needs of the subject, have been risk assessed, budgeted, booked and appropriately recorded and filed;
- Accessing NESA weekly bulletins and updating faculty practices and documentation

Oversee classes by:

- Overseeing allocation of students to classes;
- Ensuring lessons are available for casual staff replacement;
- Modelling good teaching in their own classroom.

Show sound stewardship of the School resources by:

- Preparing a budget; directing allocated funds for consumables
- Managing the physical resources of the faculty/stage within budget constraints: investigating, acquiring and maintaining appropriate teaching and faculty/stage resources (including ICT), monitoring and maintaining rooms;
- Block inspections for WHS.

Collaborate with other KLAs and stages by:

- Modelling a collegial attitude towards other KLAs/stages;
- Liaising with other coordinators re shared staff or resources;
- Collaborating to resolve calendar conflicts (events or assessments);
- Discussing and developing strategies to work cooperatively with other KLAs/stages and with senior executive regarding practices and expectations;
- Attending and contributing to executive meetings. If you cannot be there, delegate a representative from your KLA/stage.

Encourage staff and student wellbeing by:

- Promoting and modelling an understanding of living God's way in God's world as God's image;
- Offering and maintaining an inclusive, supportive and safe teaching and learning environment (APST);
- Responding to staff/student/parent complaints;
- Supporting the wellbeing programs of the school;
- Advocating for students and staff at executive meetings, with executive/senior executive staff;
- Actively managing discipline (in a broad spectrum of positive and negative aspects) in the faculty/stage and across the broader School community, including efficient managing of playground, bus, detentions as rostered;
- Overseeing recording processes of awards and disciplines on Edumate.

Relate to parents by:

- Attending information nights and promoting a positive learning culture, promoting their responsibilities to the wider community, being accessible to parent questions, encouraging and coordinating staff involvement, evaluating and developing resources as applicable to the night, fostering a team mentality;
- Supporting parent teacher nights by facilitating staff discussion prior to event of the focus of the interviews, attending to support staff and families, fielding questions referred by staff or parents, resolving conflict, planning for proxy if teacher is absent, supporting staff to follow up parent enquiries or requests;
- Communicating clearly and promptly with parents, supporting families and staff by investigating and acting on findings, documenting and referring on as required, supporting School policies to the community;
- Promoting events, for example, in Newsletter and social media;
- Modelling support and involvement in school community events, assisting with resources where appropriate, developing rosters/roles within faculty/stage responsibility, supporting public relations/marketing by promoting a positive attitude with staff and students.

Be professional in their approach by:

- Proofreading publications by your Stage to the School community;
- Using current documentation, including using the School's style guide, for all documents and presentations;
- Effectively using electronic communication;
- Establishing positive links with parents, industry, and the general community

Reports to:

- Assistant Deputy Principal K-2

Team:

- Works in team with other School executive

Teaching duties:

- KLA classes with period allocation for coordinator duties

Whilst the primary responsibilities of the position are articulated, it is expected that the incumbent will engage with the wider school community and participate in events and activities, playing an ambassadorial role as a representative of William Carey Christian School.

This Role Description is a guide only and is not intended to be an exhaustive or exclusive list of the duties of this position. It is subject to review and modification by the Principal at any time in response to the changing needs of the School.