

Early Years (PK – 2) Teacher

SCOTCH
COLLEGE



| JOB DESCRIPTION

Reports to: Head of Junior School

Department: Junior School

A&TO Level:

Position Summary

The Early Years teacher provides the best possible education for the children within their classroom and contributes to the pastoral care and co-curricular programmes of the School.

The Early Years at Scotch follows the Primary Years Program of the International Baccalaureate (IB) and the Reggio Emilia Philosophy for three-year old Pre-Kindergarten, Kindergarten and Pre-Primary. Our pedagogy is inquiry based with a strong emphasis on the development and consolidation of basic skills. We provide an enriched curriculum that blends the Scope and Sequence documents of the IB with the Australian and Western Australian Curricula, Early Years Learning Framework and Kindergarten Framework.

Essential Criteria

Education and training

- Bachelor's Degree or higher tertiary qualification with a Diploma of Education or Bachelor of Education qualified to teach Early Years
- Registration with the Teacher Registration Board of Western Australia

Core competencies (knowledge, skills, and experience)

- Ability to build trusting relationships with children, parents, peers, and other staff
- Attention to deliver engaging lessons that stimulate and educate students
- Competent technology skills relevant to the teaching areas
- Excellent manner in dealing with staff, students, parents, and general public
- Ability to use school databases
- Ability to work as part of a team and independently
- Ability to work under pressure and to deadlines
- Punctual and flexible, with good time management skills
- Ability to prioritise
- Ability to maintain confidentiality
- Ability to show initiative and to be proactive
- Ability to represent the school at a professional level

Additional requirements and values

- Flexibility of working hours
- Eligibility for registration as a teacher in Western Australia
- Working with Children Clearance
- A demonstrated commitment to the promotion of the College, as a Uniting Church in Australia school, in accordance with the College's Vision, Mission and Values
- Demonstrated ability to abide by organisational Health & Safety Policy, Procedures & Guidelines
- Recognise Scotch College is a Child Safe Organisation and uphold the College community's commitment to a shared culture of child safety.

Core Responsibilities and Tasks

Teaching Practice

The role of a Junior School teacher includes the following responsibilities:

- Plan and present learning experiences that are student centered and outcomes focused based on the WA curriculum Framework and the International Baccalaureate's Primary Year's Programme
- Submit programmes at the commencement of each term to the Deputy Head of Junior School - Teaching and Learning
- Use Information and Communication Technologies to present engaging and challenging learning experiences
- Plan and present learning experiences that are student centred and outcomes focussed
- Keep accurate records of each student's attendance, progress and assessment
- Communicate student progress to parents in the form of student work sample files, parent interviews and formal academic reports
- Utilise support staff appropriately and facilitate individualised remediation and extension activities as required

Pastoral Care

All Junior School teachers have pastoral responsibilities within the School, whether as classroom teachers or in their role as a member of the Junior School staff. The key tasks of each classroom teacher include:

- Knowing each boy as -
 - An individual
 - A member of his family
 - A member of the school
- Develop relationships based on mutual trust with the boys
- Monitor each boy's academic progress
- Monitor each boy's behaviour development
- Monitor each boy's attendance patterns and report matters of concern to the Deputy Head of Junior School – Pastoral Care
- Where appropriate provide feedback to the Head of Junior School which summarises a student's role in the class and his participation in the co-curricular programme
- Develop and maintain open lines of communication with parents
- Attend and participate in Staff Meetings, Assemblies and Chapel
- Attend school-organised activities when appropriate

Spirituality

- Behave in a way that is in sympathy with Scotch College, which is an active member of the Uniting Church in Australia
- Support the work of the Chaplain by attending Worship and the exploration of spiritual themes within the classroom
- Recognise spiritual search for meaning as an essential element of our common humanity

Professional Development

- Keep up to date with curriculum and resource development
- Maintain adequate technology competencies
- Attend appropriate seminars and courses

- Participate in subject or area association meetings as appropriate
- Maintain relationships with professional association (e.g. Curriculum Council, AISWA)
- Participate in and contribute to Scotch College professional development programmes
- Participate in the school's Professional Development and Review process
- Participate in the development and evaluation of curriculum, programmes and resources for the implementation of the curriculum

Co-curricular Programme

- Provide a co-curricular club as appropriate to your full-time equivalence
- Ensure all activities are pursued in a manner consistent with the Scotch College values
- Encourage boys to be active participants in the co-curricular programme offered
- Keep accurate records of boys' attendance and performance in co-curricular activities
- Ensure adequate levels of supervision and standards of behaviour during activities
- Ensure the necessary equipment is available and maintained

Service and Teamwork

- Ensure all students and parents are provided with a quality service in a timely, efficient and friendly manner
- Maintain professional confidentiality concerning information about staff and/or students
- Ensure that all documents are prepared and presented in a professional format in keeping with the College practice and that high standards of spelling, grammar and punctuation are maintained
- Operate as a 'team player' at all times and fully support the Head of Junior School, the Leadership Team and activities of the College

This job description is intended as a guideline to illustrate the main job responsibilities. It is not intended to be an exhaustive list and may change within the scope of the role at the Leadership's discretion. Employees may also be required to undertake other reasonable duties as directed.

Junior School Philosophy and Pillars

As part of the first Quality Improvement Plan embarked upon by the Early Years (PK-2) staff, the following Philosophy Statement was created to encapsulate what it is that we provide for our students during their early years at Scotch.

In the Early Years, we honour the image of the child as one who is capable, competent, rich in potential and unique in their characteristics. Cultural identity and diversity is respected and reflected in our International Baccalaureate Primary Years Programme.

Our children are empowered, through provocations, to think independently and become active inquirers through play, exploration and investigation. Our mindfully co-constructed learning environments are engaging and become our third teacher providing rich, authentic opportunities for children. We strive to provide a foundation and passion for lifelong learning.

To build awareness of the interconnectedness of their world, we take the children outdoors to investigate their environment. Our Nature Pedagogy enables children to explore through their innate sense of wonder, ignite their natural curiosity and develop a sense of responsibility for the care of their world.

Building a strong partnership with families and connecting to the surrounding community is the start of a magnificent journey here at Scotch and beyond. Together we build resilience to develop independence and perseverance when engaging in everyday experiences. Our priority is to ensure all children feel safe, secure and supported in a fun, dynamic and holistic learning community.

The JS has been sectioned into two distinct areas to fit in with the National Quality Framework and Standards: **Early Years** (PK-2) and the **Primary Years** (3-5).

Our three pillars for these distinct sections of Junior Schooling are:

Early Years (PK-2)

Wonder

Explore

Ignite

Primary Years (3-5)

Inquire

Discover

Strive

Early Years (PK-2)

The Early Years is the time that children are in their peak developmental and learning phase and where good quality teaching and learning can have the greatest impact in providing the secure foundations for a child's future learning, cognitive, social and emotional development.

Children's brains develop at an incredible speed in the early years of life, a time when many neural pathways are formed, and connections are made. Learning is rapid at this time and the foundations built early will be ever relied upon. The experiences and opportunities a child is given is integral to their growth and learning, now and in later years. Put simply, the early years of a child's learning experiences lay the foundation for all that is to come and is an important catalyst to their future options.

Wonder

Wondering about the world, it's people and a sense of natural questioning and curiosity is innate at this young age. We aim to capture and promote this to retain this ability to naturally question for as long as possible and to support children to learn how to act on their wonderings, hypothesise, investigate and make meaning of the world in which they live.

Explore

Allowing children to explore through play, co-constructed activities and provocations promotes critical thinking and allows learning to occur in an interdisciplinary way. Exploration can lead to the discovery of a passion, interest, or talent and help children become more confident, independent, creative, and collaborative.

Ignite

Our mindfully constructed learning environments are engaging and become our third teacher providing rich, authentic opportunities for children. We strive to provide a foundation and passion for lifelong learning, igniting children's interests, curiosities and natural thirst to learn.

Primary Years (3-5)

In the Primary Years, we recognise that boys have different needs as they grow and learn at different rates. We provide an environment that supports each boy to learn and engage through our International Baccalaureate Primary Years Programme and strong understanding of how to teach and reach boys successfully. Our focus is on ensuring each boy develops his skills and confidence in literacy and numeracy and our classroom teachers are supported by our Academic Support team to ensure each child is targeted at their exact area of learning need. This eliminates any learning gaps as well as provides challenges and enrichment opportunities to support boys with a strong foundation on which to continue their learning into the Middle School.

Inquire

The International baccalaureate Primary Years Programme (PYP) aims to engage students more than other curricula incorporating quality practices based on national and international research and the IB global community. Through the PYP we create an authentic, inquiry-based learning and teaching programme that is engaging, significant, challenging and relevant. Boys are supported to become independent and collaborative learners, and encouraged to have voice, choice and ownership in their own learning.

Discover

We meet the challenge of creating a positive foundation for school by providing a broad-based curriculum that enables each boy to explore a wide variety of intellectual, physical, and creative opportunities. We teach the Australian Curriculum within the framework of the International Baccalaureate Primary Years Programme encouraging boys to wonder about their world and recognise connections between learning areas. This also allows boys the opportunity of choice and pursuing areas of interest in their learning. Specifically built teaching and learning programmes focus on boys' engagement and cater to their specific learning styles.

Strive

We pride ourselves on ensuring we create an engaging, challenging and all-encompassing teaching and learning programmes delivered to specifically reach boys and tailored to how we know boys learn best. Our strong pastoral model and genuine care to learn to know and relate to each boy is crucial in working with our boys to strive to reach their learning goals and achieve their personal best.

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