Design and Technologies Teacher

This is a full time or high load part time ongoing position commencing during Term 1 2024 (start date by negotiation).

Teachers who have the ability to deliver a rich Materials and Technologies curriculum (Woodwork, Metalwork and Robotics) and who aspire to be part of a dynamic and growing Technologies Learning Area are encouraged to apply.

Applications should consist of the following:

- a cover letter and resume addressing the Vision and Duty Statement of the role (attached);
- our School Employment Application Form (as found on our website);
- proof of academic qualifications;
- proof of current TRBWA Registration including annual registration;
- proof of current WWCC;
- the names and details of three referees.

(Referees will only be contacted should you be shortlisted for an interview.)

Applicants must be supportive of the objectives and ethos of an Anglican education.
PCACS is a child-safe School.

Applications close Friday 1 March 2024

Applications are to be addressed to the Principal,
Ms Felicity House, and emailed to hr@pcacs.wa.edu.au
Only electronic applications will be accepted.

Peter Carnley Anglican Community School (PCACS) is a young and dynamic school, offering excellence in education for students from Pre Kindergarten to Year 12. We are committed to challenging and inspiring our students to be the best they can be, both for their journey through school and for life beyond our gates. Our specialised Early Learning campus at Calista caters for Pre Kindergarten to Year 1 students, whilst our Wellard campus caters for Year 2 to Year 12 students. PCACS is a School of The Anglican Schools Commission (Inc.)

Our Mission

To challenge and inspire a community of purposeful learners who are engaged, caring, connected and aspirational.

Our Vision

Peter Carnley Anglican Community School is an aspirational and purposeful community of learners, growing and striving together. Through pursuit of personal best, we engage in meaningful learning experiences, think critically and creatively and actively seek knowledge and new skills. Proudly part of the Anglican Schools Commission, we are a School where everyone is included, valued, respected and supported.

Our Values

Spirituality Exploring meaning and purpose in life through scripture, reason and tradition.

Excellence Learning and growing with purpose, striving for personal best and encouraging others to do the same.

Respect Acting with kindness, honesty and integrity.

Belonging Nurturing positive relationships, welcoming everyone and celebrating difference.

It is expected that all staff of PCACS are familiar with, and act in accordance with the *Staff Code of Conduct* and the requirements outlined in the *Staff Handbook*.

Wellard Campus – 386 Wellard Road, Wellard WA 6170 / Telephone: (08) 9439 3499
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Design and Technologies Teacher

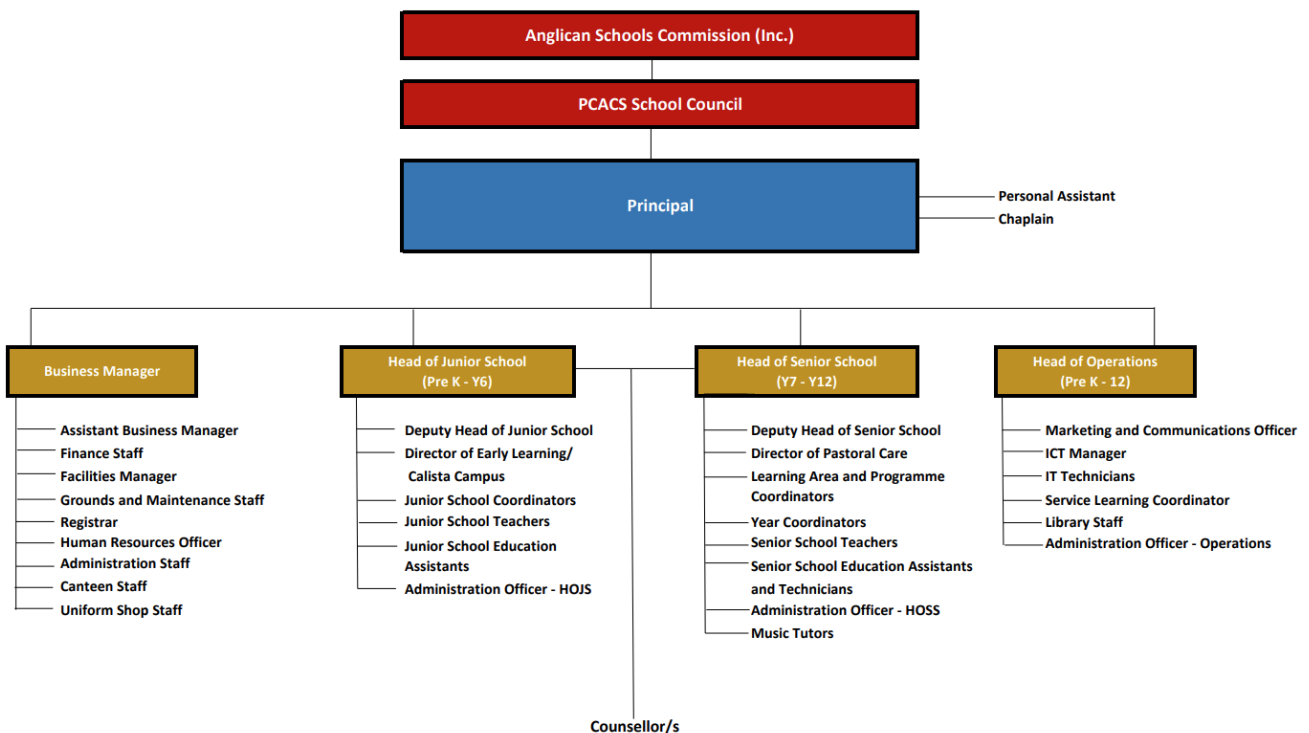The Design and Technologies teacher reports to the Learning Area Coordinator and the Deputy Head of Senior School.

The position is ongoing and the teaching load in 2024 is Woodwork, Robotics and the School's specialist STEM programme.

Key Relationships:	Principal, Head of Senior School, Deputy Head of Senior School, Learning Area Coordinators, Staff, Students, Parents
Level / Award:	In accordance with the prevailing Anglican Schools Commission Enterprise Bargaining Agreement
FTE:	This is a full time or high load part time by negotiation role.

Peter Carnley Anglican Community School Organisational Chart

Anglican Schools Commission (Inc.)

PCACS School Council

Principal — Personal Assistant, Chaplain

Business Manager
- Assistant Business Manager
- Finance Staff
- Facilities Manager
- Grounds and Maintenance Staff
- Registrar
- Human Resources Officer
- Administration Staff
- Canteen Staff
- Uniform Shop Staff

Head of Junior School (Pre K - Y6)
- Deputy Head of Junior School
- Director of Early Learning/ Calista Campus
- Junior School Coordinators
- Junior School Teachers
- Junior School Education Assistants
- Administration Officer - HOJS

Head of Senior School (Y7 - Y12)
- Deputy Head of Senior School
- Director of Pastoral Care
- Learning Area and Programme Coordinators
- Year Coordinators
- Senior School Teachers
- Senior School Education Assistants and Technicians
- Administration Officer - HOSS
- Music Tutors

Head of Operations (Pre K - 12)
- Marketing and Communications Officer
- ICT Manager
- IT Technicians
- Service Learning Coordinator
- Library Staff
- Administration Officer - Operations

Counsellor/s

**PCACS recognises that Duty Statements are dynamic documents.
They may be reviewed annually or as required.**

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Vision for the Design and Technologies Teacher

The Technologies Learning Area is responsible for the delivery of the Design and Technologies (Woodwork, Metal Work, Engineering – Robotics, Food, Textiles) and Digital Technologies curriculum from Year 7-12.

In Year 7 and 8 all students complete a semester of Woodwork, Metalwork, Food, Textiles, and Digital Technology. They also complete a yearlong STEM specialisation. In Year 9 and 10 students can choose the same subjects as electives with the focus of the STEM course being Robotics.

In Year 11 and 12, courses in Materials Design and Technology in the contexts of Woodwork, Metalwork, and Textiles are offered, along with Food Science and Technology, Computer Science and Applied Information Technology.

Design and Technology teachers at PCACS play a vital role in providing the education and skillsets our students need to have successful careers in many different fields.

Professional Attributes:
- Demonstrates a commitment to excellence in their role as an educator and teacher.
- Implements innovative teaching and learning strategies to stimulate and challenge a diverse range of students.
- Models optimism and a growth mindset and has a passion for their subject/Learning Area.
- Authentic with a capacity to inspire students and staff.
- Has a love for learning and a commitment to every student achieving their personal best.
- Effective organisational skills and demonstrates initiative and practices accountability.
- Confident and articulate communication skills with staff, students, parents, stakeholders and external organisations.
- Collegial and collaborative within and across Learning Area teams and the School.
- Willingness to be part of the total life of the School, including participation in the co-curricular programme and supportive of the ethos, values and liturgical life of an Anglican School within the Anglican Schools Commission.

General Expectations:
- Attend and participate in Chapel Services conducted in the Anglican tradition.
- Empathise with the School's commitment to offering a holistic education and be willing to make a valuable ongoing and flexible contribution to the delivery of this.
- Serve as a good ambassador of the School. Take an active part in the general life of the School - supporting policies, procedures, aims and objectives in order to facilitate the day-to-day operation and promote a high quality of education within the School.
- Ensure all students and parents are provided with a quality service in a timely, efficient and friendly manner.
- To be actively involved in the School's Staff Appraisal Programme.
- Undertake and apply Occupational Health and Safety requirements in the workplace.

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Duty Statement

Senior School teachers at PCACS are engaging and dynamic educators committed to ensuring each student can achieve their personal best. Pedagogical innovation and effective digital technology application to enhance learning are vital aspects of a teacher's role at PCACS.

A Senior School teacher at PCACS is expected to meet the AITSL Teacher Standards at a proficient level. Graduate teachers appointed to a Senior School teacher role at PCACS are expected to transition from graduate to proficient level within an agreed timeframe.

Duties related to the position include, but are not limited to the following:

Professional Knowledge

Standard 1: Know students and how they learn

Use teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning.

Key Performance Indicators
- Implements learning and teaching strategies to allow all students to achieve to the best of their abilities
- Implementation of extension and enrichment, academic support, and differentiation programmes within their classes
- Participates in reflection and evaluation of the effectiveness of learning and teaching programmes in meeting the needs of students
- Works collaboratively with specialist staff i.e. Counsellor, Year Coordinators, Learning Engagement Coordinator and team to ensure student learning and pastoral care needs are met

Standard 2: Know the content and how to teach it

Actively participates in the development and evaluation of curriculum content and teaching strategy initiatives

Key Performance Indicators
- Develops engaging and high quality learning experiences that relate to curriculum content in their subject area
- Works collaboratively to select, sequence and organise curriculum content in learning and teaching programs
- Implements effective and valid assessments in line with reporting requirements within Learning Area programmes
- Provides opportunities for students to develop an understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages through learning and teaching programmes
- Implements relevant literacy, numeracy and ICT strategies within Learning Area programmes

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Professional Practice

Standard 3: Plan for and implement effective teaching and learning

Plans, implements and reviews a range of teaching and communication strategies, resources (including ICT) in learning and teaching programmes.

Key Performance Indicators
- Willingly reflects and acts on feedback (including student feedback, peer feedback and assessment data) regarding the use of learning and teaching strategies and classroom practice
- Implements effective ICT strategies (including SEQTA) to support learning and teaching
- Works collaboratively to actively modify and expand the repertoire of strategies used in the classroom to promote collaboration, problem-solving and critical and creative thinking
- Communicates effectively to engage students, parents and carers in the learning process

Standard 4: Create and maintain supportive and safe learning environments

Utilises inclusive, engaging and effective classroom management and pastoral strategies that promote student responsibility for learning and positive character development.

 Key Performance Indicators
- Establishes clear expectations and effectively manages student behaviour standards in line with restorative justice practices
- Uses strategies that promote student responsibility for learning
- Implements student wellbeing and positive education strategies that ensure the safety, inclusion and holistic development of all students
- Promotes safe, responsible and ethical use of ICT in learning and teaching
- Actively engage with the requirements of the pastoral care programme and House system as a Tutor Group teacher

Standard 5: Assess, provide feedback and report on student learning

Develops, implements and reflects on assessment procedures and feedback and works collaboratively to moderate and report student achievement.

Key Performance Indicators
- Develops effective formative and summative assessment opportunities to assess student learning
- Engages in frequent and timely moderation processes with colleagues
- Communicates effectively with students as well as parents and carers using a range of formative assessments and feedback strategies within SEQTA
- Reports accurately within SEQTA and maintains accurate and reliable records
- Uses reporting and assessment data to inform learning and teaching, identify interventions and make appropriate modifications to the learning and teaching programe

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Professional Engagement

Standard 6: Engage in professional learning
Participates in and contributes to collegial relationships, networks and professional learning opportunities to develop professionally and improve student learning outcomes.

Key Performance Indicators
- Actively participates in Learning Area meetings and Learning Area based Professional Learning to ensure up to date knowledge of the curriculum area and the achievement of Learning Area goals
- Engages in professional learning opportunities offered through Peter Carnley Anglican Community School that align with the Strategic Plan of the School
- Seeks professional growth and development and applies this learning to their teaching, leadership and to practices at Peter Carnley Anglican Community School
- Regularly engages in self-reflection and goal setting with reference to the AITSL teaching standards and the Teacher Self-assessment Tool
- Actively engages with colleagues to improve practice throughout the school.

Standard 7: Engage professionally with colleagues, parents/carers in the community

Establishes and maintains respectful and meaningful relationship with parents/carers and behaves in a professional and ethical manner.

Key Performance Indicators
- Actively participates in professional and community networks and forums and utilises these networks to improve learning and teaching outcomes for students
- Collaborates with, and maintains contact with, parents regarding student learning and wellbeing using a variety of mechanisms and forums
- Actively maintains current knowledge of, and complies with relevant legislative, administrative, organisational and professional requirements, policies and processes

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