



Clarence Valley ANGLICAN SCHOOL

Clarence Valley Anglican School at Grafton, on the North Coast of New South Wales, is an independent Pre-Kinder to Year 12 co-educational school. Established in 1998, the School has developed a reputation as a quality provider of holistic education: academic, cultural, wellbeing, spiritual and sporting endeavours. The School is recognised as offering personalised care through its small class sizes and a robust wellbeing programme, coupled with an academically rigorous tone. With a growing enrolment of over 300 students across two campuses, CVAS is a vibrant school with tremendous spirit.

Physics/Engineering Studies/Science Teacher

Role Description

Clarence Valley Anglican School is seeking a highly motivated, well-organised teacher of Stages 4 and 5 Science and Stage 6 Physics and Engineering Science to join our dynamic professional team. Experience teaching the Stage 6 courses at HSC level is desirable.

This role is responsible to the Principal, through the Head of Faculty and Director of Teaching and Learning.

The successful applicant will be an outstanding, committed teacher who is passionate about teaching and collaborating with a dynamic team.

The successful candidate may be considered for the Head of STEM

Key Responsibilities for teaching roles at CVAS

Knowledge and application of curriculum:

- Demonstrate knowledge, competence and confidence in the relevant subject discipline and the pedagogy associated with that subject
- Demonstrate knowledge of BOSTES curriculum requirements
- Demonstrate awareness of current research and educational trends pertinent to the discipline

Understanding and application of pedagogy:

- Plan, design and evaluate teaching and learning programmes which utilise a range of teaching and pedagogical approaches within the constraints of curriculum compliance
- Design and implement stimulating and differentiated lessons, appropriate to students' levels, abilities and interests
- Integrate effective ICT skills and competencies into the teaching and learning process
- Respond to emerging educational priorities and needs through ongoing professional learning

Planning, assessing and reporting for effective teaching and learning:

- Use a variety of assessment and reporting strategies that provide prompt feedback to both students and parents in a way that builds confidence and encourages continued effort
- Maintain accurate and comprehensive records of student progress and achievement and be able to produce professional and construction reports, both written and oral, on student performance

Classroom management and learning environment:

- Establish and communicate clear, challenging and achievable expectations for students and develop a strong rapport with each individual student
- Use effective instructional, questioning and discussion techniques to support student learning
- Use effective classroom and behaviour management strategies that will encourage students to take responsibility for their learning and allow each child to learn unimpeded by others

Professional learning and practice:

- Demonstrate passion and enthusiasm for teaching and learning at CVAS
- Provide duty of care to the students by being organised, punctual and proactive with commitments (such as lessons, meetings, playground duties and excursions)
- Demonstrate professional conduct through personal behaviour, professional appearance and respectful interactions with others in the School community.
- Work collaboratively within the faculty; undertake responsibilities within the faculty or team, as required by management staff
- Contribute to the planning and implementation of department or year policies, and general school policies
- Demonstrate commitment to teacher professional development, through critical self-reflection and peer collaboration to improve the quality of teaching and learning

Engagement with School, profession and wider communities:

- Support the CVAS mission and Christian ethos of the school
- Support whole School programmes and initiatives e.g. co-curricular programme
- Contribute to the wider life of the School through both formal (i.e. Co-curricular activities) and informal involvement in a range of activities
- Foster School spirit

Teaching staff are expected to participate in a range of duties beyond classroom responsibilities. Of primary importance is their role in our well-being and co-curricular programmes. Wider duties may include, but are not limited to, participation in relevant meetings and professional development activities, playground duties, application of discipline and participation in the School's spiritual program. Some of the duties may need to be performed at times outside of the normal classroom teaching hours. The details of the particular duties will be advised to the successful applicant and any changes that are required from time to time will generally be discussed prior to their implementation.

APPLICATION

A letter of application and curriculum vitae should include the following:

- Summary of academic record and teaching and leadership experience, including current and recent employment
- The names, positions, current telephone numbers and addresses (including email, if applicable) of at least three referees who can attest to the personal character and professional abilities of the

candidate. It is assumed that the Principal of the candidate's current or most recent school will be included.

- Involvement and skills in sports, cultural pursuits or other fields of interest that can be brought to the School's co-curricular programme.
- Any other information that may assist us in assessing your suitability for interview and appointment.

Guidelines for applications

A Working With Children Check clearance is a prerequisite for all new workers and eligible volunteers prior to commencing child-related employment. All applicants for vacant positions must be prepared to undertake the check and submit their clearance for verification by CVAS prior to commencing employment. Ongoing employment also requires that a WWCC clearance is maintained.