

POSITION DESCRIPTION

Position name	Temporary Relief Teacher
Classification	The position is classified under the Scotch College Adelaide Enterprise Agreement 2024. Classification is determined through the provision of Statements of Service that recognise years of teaching experience.
Line Manager	Junior School: Deputy Head of Mitcham Campus Middle and Senior School: Daily Organiser Early Learning Centre: Director of ELC

Our Purpose:

Scotch College Adelaide is an ambitious and aspirational ELC to Year 12 learning community committed to knowing, nurturing and challenging every individual within our care. We exist to empower young people to transform their world and its future through extraordinary learning, wellbeing and life experiences.

Guided by our values of Courage, Integrity, Inclusivity and a Commitment to Tomorrow, we cultivate curious minds, strong character and meaningful connections. We believe education should inspire young people to understand themselves, engage deeply with others and contribute positively to a changing world.

As a community of learners, wellbeing underpins everything we do. We seek to create an environment in which students and staff alike can flourish, embrace challenge, and confidently navigate the opportunities and complexities of the future.

Position Objective: Why this role matters

A Temporary Relief Teacher (TRT) at Scotch College Adelaide plays an important role in maintaining continuity of learning and supporting student wellbeing during teacher absences. TRTs create safe, inclusive and engaging learning environments where students remain known, nurtured and challenged.

Working across a range of year levels and subject areas, a TRT delivers learning programs provided by the College, upholds classroom expectations and routines, and responds professionally and flexibly to the changing needs of the school environment.

TRTs contribute positively to the College community through professional conduct, effective communication and a commitment to student wellbeing, safety and learning continuity.

Position Overview: What this role will contribute

A Temporary Relief Teacher is responsible for delivering effective teaching and supervision in the absence of the regular classroom or specialist teacher. This includes implementing lesson plans, maintaining productive learning environments and supporting student engagement and wellbeing throughout the school day.

TRTs are expected to demonstrate adaptability, professionalism and sound judgement while working across varied classrooms, learning areas and age groups. They work collaboratively with Leadership, Faculty Leaders and support

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📍 Carruth Road, Torrens Park SA 5062
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staff to ensure the smooth operation of learning programs and uphold College expectations, policies and procedures.

In the Junior School and the Early Learning Centre, Temporary Relief Teachers are expected to demonstrate a strong understanding of child development, age-appropriate pedagogical practices and the importance of routine, predictability and relationship-based learning for younger learners.

In the Early Learning Centre, TRT's should actively contribute to and uphold a strong child safe culture by promoting children's rights, maintaining professional boundaries, responding to concerns appropriately and ensuring the safety, wellbeing and inclusion of every child at all times. Support a child safe environment where children feel secure, respected, heard and empowered, consistent with child protection legislation and National Quality Framework expectations.

Key Responsibility Areas:

1. Teaching and Learning

- Deliver learning programs and lesson plans provided by the classroom/specialist teacher or Faculty.
- Maintain continuity of learning and uphold classroom expectations and routines.
- Create safe, inclusive and respectful learning environments that support student participation and wellbeing.
- Adapt confidently to unfamiliar classes, year levels and subject areas as required.
- Use professional judgement to support student engagement, behaviour and learning outcomes.
- Support the effective and appropriate use of digital technologies and College learning platforms, including SEQTA and Seesaw.
- Differentiate teaching and learning to cater inclusively to all students, supporting those students who require additional support as well as those students who require extension and enrichment
- In the Junior School, there may be times when TRTs are covering a specialist's subject and need to teach ELC students, with support from ELC staff. (Library, Visual Art, Languages, PE)

2. Classroom and Student Management

- Establish positive relationships with students while maintaining professional boundaries and expectations.
- Implement College behaviour management processes consistently and fairly.
- Supervise students in accordance with duty of care obligations, including yard duties and movement between classes where required.
- Maintain awareness of student medical, wellbeing or safety information relevant to supervision responsibilities.
- Follow established classroom routines closely (morning meetings, explicit transitions, pack-up routines, lining up, transitioning to from one lesson to another).
- Supporting students with organisation skills (equipment, lunch boxes, hats, school bags).
- Reinforcing consistent visual schedules and signals used in Junior School classrooms.
- In the Early Learning Centre read and implement ELC specific policies and procedures as required

3. Operational Expectations

- Sign in and out using College procedures and return all College property at the end of the day.
- Use of SEQTA and College systems to access lesson information and record brief feedback, lesson completion notes, or concerns regarding student learning or behaviour
- Provide concise handover notes regarding lesson completion, student progress, behaviour or concerns.
- Respond positively and professionally to timetable adjustments, additional duties or operational changes throughout the day.

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- Only undertake practical activities or specialist lessons where appropriately trained, confident and authorised to do so.
- Demonstrate reliability, punctuality and readiness to be deployed across the school day
- Respond flexibly and professionally to last-minute changes, timetable adjustments and staffing requirements
- In the Early Learning Centre, maintain professional standards in the use of digital technology and personal mobile phones in accordance with ELC policy and child safety expectations

4. Communication and Professional Practice

- Communicate professionally and respectfully with students, staff, families and members of the College community.
- Promptly report incidents, student wellbeing concerns, or conflicts of interest to Leadership in accordance with College procedures
- Work collaboratively with Daily Organisers, Faculty Leaders, support staff and co-teachers.
- Demonstrate reliability, punctuality, flexibility and responsiveness in all engagements.
- Maintain professional presentation in line with College expectations and dress standards.
- Maintain confidentiality and exercise discretion when managing sensitive information.
- Report conflicts of interest, safety concerns, incidents or potential breaches of policy promptly.
- Comply with relevant legislative instruments, including but not limited to the 'Protective Practices for staff in their interactions with children and young people guidelines' and College policies and procedures

5. Contribution to College Life

- Support and model the College's mission, values and expectations.
- Participate in assemblies, excursions or co-curricular activities where relevant to the engagement.
- Undertake allocated yard-duties
- Contribute positively to the culture, professionalism and daily operations of the College.

6. Work Health Safety and Wellbeing

The College is committed to providing and maintaining a safe, healthy and supportive environment for all employees, students, visitors and members of our community. This includes promoting both physical and psychosocial health and safety.

- Workplace health and safety is a shared responsibility. All employees are expected to take reasonable care of their own health and safety, including their physical and psychosocial wellbeing, and that of others in the workplace.
- Employees are expected to follow reasonable safety instructions, College procedures, training requirements and actively contribute to identifying, reporting and managing workplace incidents, hazards and risks.
- Everyone has a role to play in creating a positive safety culture. Employees are encouraged to speak up about safety concerns and opportunities for improvement.

All teachers

All teachers are expected to:

- Support and model the College's mission and values
- Provide an exemplary example to students in respect of appearance and professionalism
- Comply with relevant legislative instruments, including but not limited to the 'Protective Practices for staff in their interactions with children and young people Guidelines' and College policies and procedures

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- Undertake allocated yard-duties.

Key Selection Criteria: Qualifications, Experience, Knowledge and Personal Attributes

Qualifications & Certifications

- Registration as a Teacher with the Teachers Registration Board of South Australia (TRB-SA)
- Attainment and maintenance of a valid Working with Children Check (WWCC) at the 'employment' level is essential
- Attainment and maintenance of the 'Responding to Risk of Harm, Abuse and Neglect – Education and Care' (RRHAN-EC) certification at the Masterclass level is essential
- Attainment and maintenance of the 'HLTAID012 Provide First Aid in an Education and Care Setting' or 'HLTAID011 Provide First Aid', together with 'HLTAID009 Provide CPR' certification, is highly desirable but not an essential requirement of the role.
- Certification in the Department for Education's 'Protective Practices for staff in their interactions with children and young people' online training module.
- If working in the Early Learning Centre, attainment of the Department for Education's 'National Child Safety Training'.

Experience and knowledge

- Sound understanding of how students learn and how teaching can be adapted to meet diverse needs
- Experience creating inclusive learning environments that support participation and belonging
- Understanding of the relationship between student wellbeing and learning
- Knowledge of contemporary pedagogical approaches and willingness to apply them
- Experience working collaboratively with colleagues to improve learning outcomes
- Understanding of the role of technology in supporting learning.

Personal attributes

- A genuine commitment to supporting students to feel known, nurtured and challenged in their learning
- Strong interpersonal and communication skills, with the ability to build positive and professional relationships with students, staff and the wider College community
- The ability to work independently, use initiative and respond effectively to changing daily requirements and school operations
- Strong organisational skills, with the ability to manage competing priorities, adapt quickly and remain calm under pressure
- A flexible and proactive approach, with the ability to respond positively to unfamiliar environments, year levels and learning areas
- The ability to maintain confidentiality and manage sensitive matters with professionalism, discretion and sound judgement
- A commitment to fostering inclusive, respectful and safe learning environments for all students.

Conditions of Employment:

- Must be eligible to work in Australia
- Must satisfy child protection screening and adhere to Scotch's Child Protection policy and procedures
- Position employed under the terms of the Scotch College Adelaide Enterprise Agreement
- If working in the Early Learning Centre, consent for your name and details to be included in the National Early Childhood Worker Register.

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Finally

No position description can capture the complexity of tasks within a College. Therefore, this position description should not be limiting and some flexibility is required when using it for reference. There will be other tasks, not described above, that may be given to this position from time-to-time. The College commits to regularly review and update position descriptions to accurately reflect the contribution of employees.

This role will require some reasonable out of hours work. Scotch College respects employee's right to disconnect and will seek to communicate with the incumbent about the situations where out of hours contact is anticipated and discuss reasonable ways to minimize disruption to personal life.

Scotch College is a child-safe organisation and committed to the safety and wellbeing of children and young people. We undertake appropriate screening and suitability assessments to determine the commitment of applicants and staff to supporting child safety and wellbeing values in practice.

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