

POSITION DESCRIPTION

Position name	Teacher	
Classification	The position is classified under the Scotch College Adelaide Enterprise Agreement. Classification is determined through the provision of Statements of Service.	
Line Manager	Junior School: Head of Mitcham Campus Middle and Senior School: Head of Faculty	
Key Relationships	Junior School • Deputy Head of Mitcham Campus • Teaching and Learning Leader • Stage Coordinator • Year Level Teachers and Team Leader • Students and Families	Middle and Senior School • Faculty colleagues • Heads of House and House Mentors • Head of Teaching and Learning • Head of Students and Wellbeing • Head of Teaching and Development • Students and families

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 Scotch College Teacher is a knowledgeable and reflective educator committed to achieving meaningful growth for every student.

They create safe, inclusive and challenging learning environments in which young people are known, nurtured and challenged. Through strong relationships and engaging learning experiences, both within and beyond the classroom, they support students to develop the confidence, capability and character to shape their futures.

A Teacher brings deep understanding of their discipline together with contemporary pedagogical practice to design, teach and assess learning that is rigorous, relevant and future-focused.

Working in partnership with colleagues, families and the wider community, the Teacher contributes to a culture of continuous improvement and actively engages in their own professional growth to enhance their impact on student learning and wellbeing.

Scotch College Adelaide

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Position Overview: What this role will contribute

A Teacher at Scotch College contributes to a learning culture grounded in courage, integrity, inclusivity and a commitment to tomorrow.

They are responsible for designing and delivering a balanced program of learning, assessment and feedback that promotes student growth and supports transformational learning. Through purposeful teaching, they create opportunities for students to think deeply, inquire meaningfully and engage with the world around them.

Teachers know their students as learners and individuals. They establish inclusive, safe and high-expectation environments in which all students are challenged and supported to succeed.

They assess, monitor and communicate student progress in line with College expectations, using evidence to inform practice and improve outcomes.

Teachers are expected to understand and demonstrate their impact on student learning and development as part of a culture of continuous improvement.

Key Responsibility Areas:

While accountable to their Head of Faculty (Middle and Senior School), or Head of Mitcham Campus (Junior School), Teachers work collaboratively with colleagues across learning, wellbeing and co-curricular domains to enhance the experience and development of every student.

1. Knowing the learner

- Use available data and insights to better understand learners and personalise support
- Build respectful and trusting relationships that enable students to feel known, nurtured and appropriately challenged
- Use understanding of students' cognitive, social and emotional development to shape effective teaching approaches
- Use student data and observations to plan and adapt learning experiences to reflect the diverse backgrounds, capabilities and aspirations of students
- Seek out and apply contemporary research and professional insight to enhance teaching practice
- Create inclusive environments that enable every student to participate and succeed

2. Knowing the curriculum

- Work collaboratively with colleagues to design and implement coherent learning programs
- Apply sound knowledge of SACE (Senior School) and ACARA (Prep- Year 10) curriculum expectations and progression within your teaching area to deliver programs in alignment with the College's Teaching and Learning Framework including ensuring learning is:
 - Appropriately scoped and sequenced to support skill and knowledge development over time;
 - Differentiated to meet the needs of diverse learners;
 - Embeds literacy, numeracy and critical thinking within subject teaching;
 - Incorporates diverse perspectives and real-world connection;
 - Regularly reviewed to ensure relevance and impact.

3. Teaching and Learning

- Design engaging, purposeful and future-focused learning experiences that reflect College priorities and empower students to take ownership of their learning
- Establish clear, high expectations that balance intellectual stretch with strong relational support, ensuring all students are known, nurtured and challenged

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- Draw on a diverse repertoire of evidence-informed teaching approaches to build deep understanding, independence, curiosity and creativity
- Use ongoing assessment, observation and data to monitor growth and adapt instruction, ensuring learning remains responsive and accessible to all students
- Integrate digital tools, platforms and instructional technologies intentionally and ethically to make learning relevant, meaningful and connected to real-world contexts and future pathways, in line with the College's innovation-focused strategic direction
- Use the College's Learning Management System (SEQTA) to track student progress (Prep – Year 12) and to provide continuous feedback to students (Year 7-12)
- Evaluate the impact of teaching strategies by engaging with student feedback, assessment information and reflective practice, and refine approaches to improve learning outcomes
- 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
- Communicate using clear, respectful and effective verbal and non-verbal strategies to enhance student understanding, engagement and participation
- Engage parents and carers in the learning journey, ensuring communication is timely, transparent and supportive of student wellbeing and achievement
- Engage actively in ongoing professional learning aligned with College priorities, the Australian Professional Standards for Teachers and emerging educational research.

4. Assessment and Reporting

- Design and implement a range of assessment approaches, including formative and summative methods, to understand and support student learning in line with SACE requirements (where applicable) and College assessment policy
- Provide timely, clear, constructive and meaningful feedback that helps students and families understand progress and identify next steps for growth
- Engage in collaborative processes with Faculty leaders and colleagues to support consistency and shared understanding in assessment practices
- Use assessment insights to evaluate student understanding, skill development and progress over time, and adjust teaching strategies where required
- Maintain accurate and comprehensive records of student performance and achievement.

5. The learning environment

- Create learning environments that are welcoming, inclusive and conducive to active engagement
- Foster a classroom culture where students feel safe, respected and supported to participate and take intellectual risks
- Implement consistent routines and expectations that maximise time spent on purposeful learning
- Promote student wellbeing through the application of College policies and practices
- Establish clear behavioural expectations and respond to challenges in a fair, timely and constructive manner
- Encourage the responsible, ethical and safe use of digital tools within learning
- Support high standards of organisation, presentation and readiness for learning
- Ensure learning spaces, resources and equipment are appropriately prepared and support effective teaching and participation.

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.

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- 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
- Conduct formal parent-teacher interviews in accordance with the College schedule, and other parent meetings as requested or required
- Undertake allocated yard-duties
- Attend staff meetings and assemblies
- Contribute actively to the College's co-curricular program in accordance with College policy
- Participate proactively in continuing personal and professional development, including participating actively in the College's professional learning program and offerings
- Participate in the annual appraisal process, which may include students' surveys
- Engage in the life of the College, including participating in community events, functions and promotional activities when required.

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' and 'HLTAID009 Provide CPR' First Aid certification is essential.
- 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

- Experience delivering high-quality teaching that supports both student growth and engagement
- Sound understanding of how students learn and how teaching can be adapted to meet diverse needs
- Ability to use assessment and feedback to inform teaching and support improvement
- Experience creating inclusive learning environments that support participation and belonging

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- 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 commitment to supporting every student to feel known, nurtured and challenged with a genuine interest in student growth and development
- Strong interpersonal skills with the ability to build trust, credibility, and collaborative working relationships across diverse stakeholder groups
- A high level of self-motivation, with the capacity to work autonomously and use initiative to achieve faculty and College-wide expectations
- Highly organised, with strong attention to detail, the ability to manage competing priorities and adapt to changing needs and contexts
- Comfortable working with data to generate insights, inform feedback and decision-making
- Proactive and improvement-focused, seeking opportunities to refine processes, embrace innovation, and engage in continuous improvement
- Strong technical aptitude, including advanced Microsoft Office skills and an interest not only in integrating AI throughout curriculum but also using AI to support professional productivity and quality.
- Capacity to maintain a high level of confidentiality and manage sensitive matters with diplomacy and professionalism, exercising professional judgement and integrity in decision making
- A commitment to fostering inclusive and respectful learning environments
- Willingness to contribute positively to the broader life of the College.

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.

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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