



Duty Statement

Senior School Teacher (Transition)

All Saints' College, in partnership with its families, community and the Anglican Church, empowers young people to develop their potential, becoming confident, compassionate and committed to worthwhile service to the local and global communities.

POSITION PURPOSE

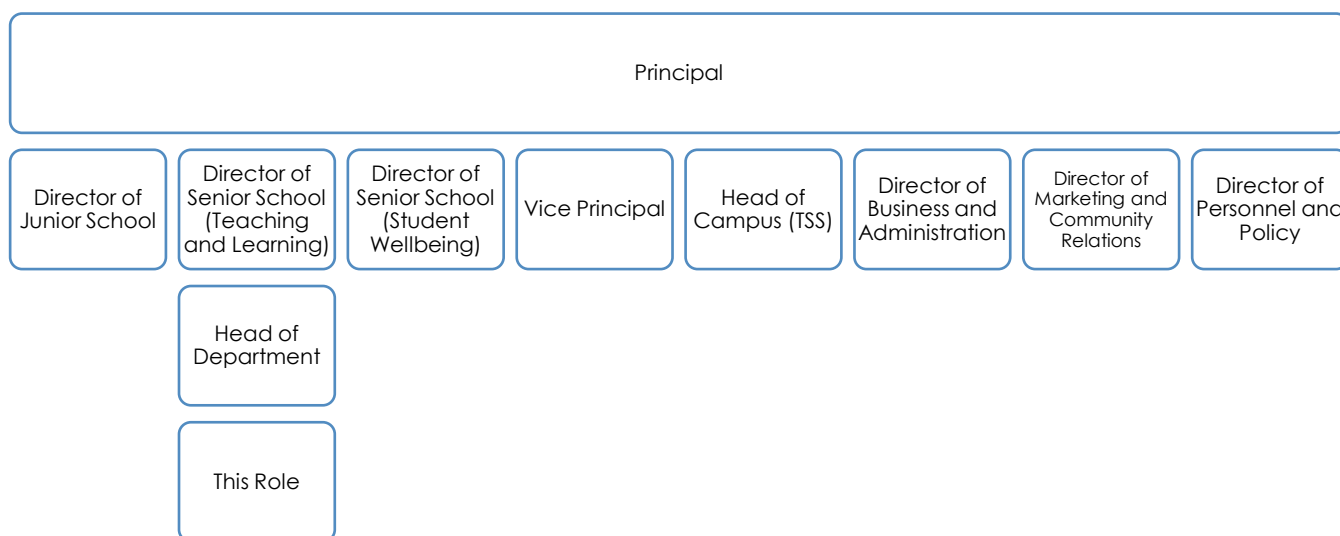
What would I want, what would I do, if this were my child?

At All Saints' College, all teaching staff recognise that relationships are at the centre of all we do. Recognising the value of each individual, our approach is human-centred, and we seek to provide a personalisable education for each and every young person. Our focus is on the holistic development of each young person, recognising there are as many measures of success as there are students at our College.

Transition teachers are responsible to the Head of Transition for all curriculum and student wellbeing matters, ensuring a collaborative, interdisciplinary approach to learning and a strong focus on pastoral care. They also work closely with the relevant Head of Department for subject-specific curriculum guidance.

For pastoral care in Year 8, teachers liaise with both the Head of Transition and the respective Head of House, ensuring that students continue to receive the necessary support as they progress in their transition to secondary school.

ORGANISATION STRUCTURE



KEY RESPONSIBILITIES

Recognising that relationships are at the core of all we do, all teachers at All Saints' College are committed to a philosophy of academic care, delivering high quality teaching in a supportive environment that recognises the needs of the whole child.

Student wellbeing

- a) Models ERIC (Empathy, Respect, Integrity, and Courage) in all interactions and supports the emotional, social, and academic development of students.
- b) Communicates proactively and in a timely manner about student wellbeing concerns to the Head of Transition, Head of House, House Tutor, Chaplain, College Counsellors, DSS(SW), DSS(TL), Vice Principal, or Principal, as appropriate.
- c) Works closely with the Head of Transition to implement and refine pastoral care initiatives that support students' adjustment to secondary school.
- d) Fulfills Transition Tutor duties, ensuring close collaboration with House Tutors and Heads of House.
- e) Actively participates in Transition programs, House activities, and student leadership initiatives as directed by the Head of Transition.
- f) Engages in co-curricular activities that align with College and Transition Program priorities.
- g) Participate in the College's Outdoor Learning program.
- h) Contributes to College wellbeing programs, including assemblies, eucharist and chapel services, pastoral care initiatives, and student leadership development
- i) Supports the Christian ethos and Anglican identity of the College.

Curriculum preparation

As a specialist in Transition education, the Transition Tutor:

- a) Collaborates closely with Transition colleagues, the Head of Transition, and Heads of Department to design and deliver an inquiry-based, interdisciplinary curriculum that fosters the development of complex competencies, including agency in learning, quality thinking, communication, and collaboration, as championed through the New Metrics framework
- b) Prepares programs and course outlines that align with School Curriculum and Standards Authority (SCSA) requirements and Transition Program goals.
- c) Develops lesson plans incorporating engaging, differentiated learning strategies, including ICT tools and digital learning platforms.
- d) Collaborates with the Head of Transition and Heads of Department to ensure that interdisciplinary learning outcomes are effectively integrated.

Curriculum delivery/ facilitation

- a) Have class contact for timetabled lessons for a maximum of 24 (55 minute) periods per week, if fulltime. (Cocurricular activities are additional).
- b) Teach classes as timetabled by the Director of Senior School (Teaching and Learning) [DSS(TL)] using varied and effective strategies appropriate to the Learning Area/course and catering for the individual needs of students.
- c) Facilitate appropriate remediation and extension activities.

- d) Develop and carry out suitable formative and summative assessment strategies with students.
- e) Maintain effective, current and accurate records of student academic progress, including monitoring and review of student progress.
- f) Assist students to develop organisational and study strategies and skills.
- g) Apply appropriate classroom management strategies in order to provide a positive and effective learning environment.

Administration

- a) Report informally and formally on student progress to students and parents using verbal and written communication through the use of the Student Diary, Parent-Teacher evenings, SEQTA, the College's reporting program and other appropriate means.
- b) Report informally and formally to the Head of Department, Head of House or Head of Transition, DSSTL and Director of Senior School (Student Wellbeing) [DSS(SW)], as required.
- c) Carry out extra duties as required – for example grounds duty, attendance at assemblies, internal relief, special Chapel services, parent information evenings, College functions, fellowship events, staff meetings, Departmental meetings and the Presentation Ceremony

Staff expectations

- a) Serve as a good ambassador of the College. This includes conducting oneself in accordance with ASC's professional standards and being supportive of the Anglican ethos of our College.
- d) Take an active part in the general life of the College — supporting policies, procedures, aims and objectives in order to facilitate the day-to-day operation and promote a high quality of education within the College.
- e) Operate as a 'team player' always and fully support the Principal, Leadership Team and activities of the College.
- f) Supports the Head of Transition in executing the policies, procedures, and objectives of the Transition Program.
- g) Attend and contribute positively to staff meetings as required and, on occasions, extraordinary meetings.
- h) Assist with the cocurricular program of the College, interacting with students in activities outside the set daily timetable.
- i) Ensure all students and parents are provided with quality service in a timely, efficient and friendly manner.
- j) Maintain professional confidentiality concerning information about staff and/or students.
- k) Strive to implement productivity, quality, and service improvements on a continual basis.
- l) Remain abreast of current trends through participation in and contribution to professional development activities and relevant professional organisations.
- m) Supporting College-wide initiatives, staff meetings, departmental meetings, and Transition Program planning sessions.
- n) Comply with Occupational Safety and Health requirements in the workplace.

- b) Ensure that all documents are prepared and presented in a professional format in keeping with College practice and that high standards of written communication are maintained.
- c) On occasions, you may be directed to undertake other duties as required.

*The College recognises that Duty Statements are dynamic documents.
They are reviewed annually or as required.*

April 2025

*ERIC: our College values of empathy, respect, integrity and courage