



DUTY STATEMENT: Teacher

University Senior College is an inspiring senior secondary school which supports each student to flourish.

Teaching and learning at USC is driven by the College Mission to *inspire, empower and nurture lifelong learning*. It is underpinned by the College's purpose to support young people to flourish in a challenging and enriching learning environment, which is designed to assist them to be successful in senior secondary schooling, university and beyond.

As inspirational educators and professionals, staff at USC work to develop and refine dynamic teaching and learning programs, resulting in high levels of student engagement, attendance and achievement.

The use of Information and Communication Technologies in the teaching and learning program supports students to develop independent learning skills and to enrich their learning. Our Learning Management System is also regularly utilised by all teachers as a tool to assist student learning and facilitate assessment and feedback.

Each teacher at USC is engaged as a subject specialist, but every teacher is required to take on a role as mentor and contribute to the formal mentoring program delivered to students at each year level. Each teacher is required to work as a productive member of staff. In particular, the successful candidate will demonstrate deep understanding and broad experience in the teaching of their field, including at the SACE level or at an equivalent senior secondary certificate level.

In addition, USC delivers a transition pathway to university and there is an expectation that the successful applicant is willing to work with colleagues in the ongoing development of an effective and contemporary learning environment. As a highly accomplished classroom practitioners the teachers will be required to work with colleagues to develop materials that provide students with a supportive and meaningful online and face to face learning experience.

PROFESSIONAL ENGAGEMENT

Teachers at USC:

- Establish connections with the parents and guardians of students in their care.
- Collaborate with colleagues to review, improve and support the learning and mentoring program.

PROFESSIONAL KNOWLEDGE

Teachers at USC:

- Are recognised as inspiring and highly capable teachers in the delivery of senior secondary education.
- Adopt learning methodologies appropriate for a senior secondary education.
- Demonstrate leadership in the review and development of resources to support the teaching and learning program.
- Have an in-depth knowledge of Australian Curriculum, SACE Board and SATAC requirements.
- Have a deep understanding of the content, skills and dispositions required for students to be successful learners.
- Use technologies to support student learning and enhance the teaching and learning program.
- Develop and deliver comprehensive and stimulating learning and assessment programs.
- Recognise that student wellbeing is integrally linked to their academic progress.

PROFESSIONAL PRACTICE

Teachers at USC:

- Are professional and are highly capable educators.
- Critically reflect on their own practice to improve the quality of teaching and learning.
- Are actively involved with professional organisations.
- Contribute to and engage with the staff professional learning program.
- Incorporate new methodologies such as blended and flipped learning, on-line interactive tools, e-publications and assessment to complement existing teaching methods.
- Ensure the learning program is enriched and supplemented with a range of materials on *MyUni* to deepen student learning.

PROFESSIONAL ENGAGEMENT

Relationships – Teachers at USC:

- Foster positive and respectful relationships with students.
- Establish and maintain a positive, co-operative learning environment which supports students to perform at their best and show their mastery of their learning.
- Communicate effectively with students to develop and promote an adult learning environment.
- Are supportive of practices and policies that assist an authentic transition to tertiary study.

Monitoring, Evaluating and reporting – Teachers at USC:

- Address the individual learning needs and styles of all students.
- Encourage their students to make best use of availability times.
- Follow school policy regarding the monitoring and recording of attendance and punctuality.
- Ensure student assessment results are stored in MyUni and faculty shared files.
- Provide appropriate, timely and diagnostic feedback to students in formative work and written reports.
- Communicate effectively with colleagues/parents/carers regarding student progress.
- Follow SACE Board policies and procedures regarding assessment and the use of Performance Standards.

MENTORING PROGRAM

PROFESSIONAL KNOWLEDGE

Staff at USC respond to student learning and wellbeing in a range of ways. To mentor students in their care, teachers at USC:

- Explore ways in which to integrate wellbeing into the USC Mentoring program.
- Actively participate in the Mentoring program.

PROFESSIONAL PRACTICE

Teachers at USC:

- Are recognised as trusted adults in whom students can confide and from whom they can seek support.
- Develop positive and supportive relationships with students in the mentor group and interact with those students on a regular basis.
- Assist students in the development of well organised and efficient study habits.
- Monitor wellbeing and academic performance of students in the mentor group.
- Work collaboratively with the Deans of Student Experience and the Student Counsellor and Wellbeing Coordinator to ensure student learning and wellbeing are supported.
- Assist students to explore tertiary / career pathways.
- Work positively with students to develop and increase student agency in the mentoring program.