

# ST GEORGE CHRISTIAN SCHOOL

## JOB DESCRIPTION

St George Christian School (SGCS) is a K-12 Co-educational School with a reputation for strong academic outcomes, intentional pastoral care and a disciplined and warm environment. Our devoted staff, strive to make a positive difference in the life of their students.

SGCS is a dynamic learning community encouraging the development of students' personal character and gifts, whilst experiencing joy in learning and excellence in teaching in a supportive K-12 co-educational Christian environment.

## **PDHPE Subject Coordinator**

### **Permanent Full Time 1.00FTE**

### **Commencing January 2025**

SGCS requires all staff members to meet the school's requirements of being a committed, evangelical Christian who regularly attends a church and is in full agreement with the [SGCS Statement of Faith](#).

This teacher will have recognised teaching qualifications and appropriate experience, having taught PDHPE to Years 7 to 12 and preferably including CAFS. Teaching staff at SGCS are required to meet all the requirements of NESAs in the delivery of curriculum, as well as working with individual students to support and/or extend their learning and wellbeing. Teachers must also engage fully in the School's professional learning program. This position reports to the Heads of Middle and Senior Schools. The PDHPE Subject Coordinator is also responsible for overseeing the role of Sports Coordinator.

#### **The PDHPE Subject Coordinator is Accountable To:**

- Head of Middle School for Stage 4
- Head of Senior School for Stages 5 & 6

At SGCS, the Subject Coordinator models and promotes best practice in pedagogy in their field of expertise and within their areas of responsibility. The Subject Coordinator role encompasses several dimensions.

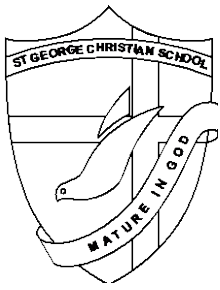
#### **1. Curricula & Pedagogy**

Implement syllabus requirements of NESAs within the framework of education at St George Christian School.

Employ extensive knowledge and understanding of teaching practice, content and curricula to develop and maintain pedagogically sound, research based and effective policies, programs and processes which maximise and enrich student learning.

Constantly monitor, reflect on, evaluate and modify pedagogy using expert knowledge of typical developmental stages of students as well as awareness and understanding of exceptions.

Develop and support use of a range of different approaches and reasoned strategies for individual differentiation for students.



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Model and promote excellent classroom management in keeping with School policies, maintain high expectations of both students and staff, ensuring a safe and productive environment in which all individuals are valued and encouraged.

### **2. Communication**

Liaise on a regular formal and informal basis with the Heads of Middle and Senior Schools with respect to the development of curriculum and its implementation and the progress of their faculty.

Maintain regular, formal and informal, open and professional discussions within their team and other Subject Coordinators.

Model and facilitate ongoing formal and informal communication with the School's parent body. Actively promote and model a high level of dialogue with students in their faculty, promoting their courses, responding to concerns, encouraging involvement in enrichment activities, facilitating the best outcomes for students.

### **3. Pastoral Care of Staff**

Demonstrate and employ strong interpersonal skills to support staff in maintaining healthy collegial relationships. These skills are underpinned by principles of fairness, compassion and integrity.

Mentor and develop their team and the individuals within it; modelling, supporting and encouraging ongoing professional development, and reflection on and revision of programs and practices.

Induct beginning teachers, support of staff undergoing Accreditation by NESAs (even though they may not be the nominated mentor/supervisor for this purpose) and ongoing development of all members of their team.

Within the wider School community actively support and are involved in, all whole school and departmental events and programs and encourage assisting other staff to do likewise.

Employ their professional expertise to other teams including the Subject Coordinator team and take leadership roles to review broader practices and policies, run train and develop staff as necessary.

### **4. Professional Development**

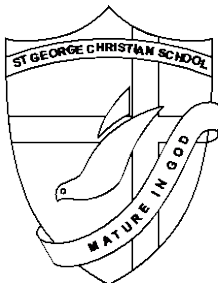
Maintain professional learning through ongoing research, educational discussions and formal training. Constantly seek to improve and extend their knowledge, understanding and practices, including ongoing development of areas of weakness as well as strengths. Actively seek support and assistance from experts, colleagues and other professionals where appropriate.

Ensure that members of their teams are thoroughly trained in and compliant with School policies and procedures.

Lead the learning and growth of their team in regards, to the whole school Professional Learning goal, in-Faculty goals and personal professional goals.

Train and develop staff within their team to take up leadership opportunities as they become available in the school in consultation with the Heads of Middle and Senior School.

Be the focus of innovation and development within their field of expertise.



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### 5. General Leadership

Model and promote growth and maturity in their Christianity; being an active and current member of a church; attending and leading staff devotions and prayer; and reflecting Biblical principles and application in programs, pedagogy and relationships.

Model and promote a high level of professional ethical behaviour in all areas, including communications with all members of the School and wider community.

Actively participate in and support the development and enhancement of the School, as well as their own team/s.

### 6. Administration

Take responsibility for and oversight of administration for their Subject Areas, including maintenance and development of teaching and learning programs, reporting, assessments and records, feedback, compliance with NES, systemic and School based policies, analysis and evaluation of student results and teaching practices to improve teaching and learning, staff evaluations and resources. Although some of these areas may be shared with or delegated to other team members, they remain the responsibility of the Subject Coordinator.

Salary and conditions are consistent with the NSW Christian Schools Teaching Staff Multi – Enterprise Agreement 2021.

### Application Process

Forward your application including:

- Cover Letter
- SGCS Teaching Application form available on our website
- Resume
- References

to [employment@sgcs.com.au](mailto:employment@sgcs.com.au)

*St George Christian School's mission is to develop each person's character and gifts, for serving God and his people by promoting joy in learning, excellence in teaching and personal Christian faith and growth towards maturity. The School is committed to ensuring the safety, welfare and wellbeing of all children at the School and is dedicated to protecting them from abuse and harm.*