

# 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 difference in the life of their students.

The School is based across two campuses in the St George region of Sydney. Our size (dual stream from K-6 and triple stream from 7-12) positions us well to know each student and enables the provision of a breadth of subject choices and co-curricular activities.

## **Mathematics Teacher 0.5 FTE with Mathematics Coordinator 1.00 FTE**

This staff member must meet the general school requirements of being a committed, practising evangelical Christian who is in full agreement with the school's Confession of Faith. This teacher will have recognised teaching qualifications and appropriate experience, having taught Mathematics to Years 7 to 12. 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 School via the Maths Coordinator.

### **The Mathematics Coordinator is Accountable To:**

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

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

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

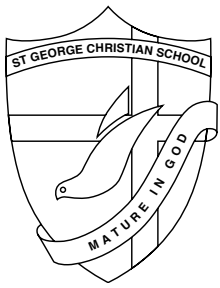
Implement syllabus requirements of the NSW Board of Studies within the framework of education at St George Christian School.

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.

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.



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### **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 maintain 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 NSWIT (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 and assist other staff to do likewise.

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

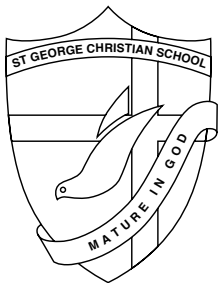
### **4. Professional Development**

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.

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.

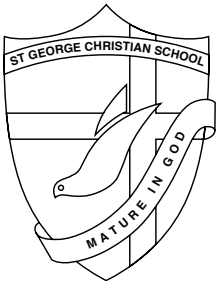
### **6. Administration**

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 BoS, 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 SC.

Salary and conditions are consistent with the NSW Christian Schools Teaching Staff Multi – Enterprise Agreement 2021. The appointment to this position will take effect from Term 1, 2022.

Please forward your resume, references, copies of transcripts and the SGCS Teaching Application Form available on our website to [employment@sgcs.com.au](mailto:employment@sgcs.com.au) by 4.00pm on Friday 21 January 2022.

*In accordance with Child Protection legislation anyone seeking child-related employment are required to complete a Working with Children (WWC) Check clearance prior to employment.*



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### CONFESSION OF FAITH

1. The unity of the Father of the Son and of the Holy Spirit in the Godhead.
2. The Sovereignty of God in creation, providence, revelation, redemption and final judgment.
3. The divine and entire trustworthiness of Holy Scripture and its supreme authority in all matters of faith and conduct.
4. The sinfulness and guilt of all men since the fall rendering them subject to God's wrath and condemnation.
5. Redemption from the guilt penalty and power of sin solely through the sacrificial death of our representative and substitute, Jesus, the Incarnate Son of God.
6. The bodily resurrection of the Lord Jesus Christ from the dead and His ascension to the right hand of God the Father.
7. The necessity of the work of the Holy Spirit to make the death of Christ effective to the individual sinner granting his repentance towards God and faith in our Lord Jesus Christ.
8. The justification of the sinner by the grace of God through faith in Christ alone.
9. The indwelling and work of the Holy Spirit in the believer.
10. The one holy, universal church which is the body of Christ and to which all true believers belong.
11. The expectation of the personal return of the Lord Jesus Christ.