

## JOB DESCRIPTION & EMPLOYEE SPECIFICATIONS

### PAR- IBMYP Coordinator

<b>Mission Statement:</b>	With Christ at our centre we equip our students to become flourishing, knowledgeable and compassionate people who enrich the lives of others with a servant heart.
<b>Culture:</b>	The College fosters a culture that is community focussed, relational, nurturing, inclusive and gracious
<b>Position Title:</b>	Coordinator - International Baccalaureate Middle Years Programme (IBMYP)
<b>Position Additional Responsibility (PAR):</b>	Leadership Points - 10 Time Allowance – No less than 5 hours of additional non-contact time
<b>Tenure:</b>	3-year fixed term contract
<b>PAR Allowance:</b>	\$17,450 per annum
<b>Time Allowance:</b>	0.8FTE, plus 0.2 teaching
<b>Salary:</b>	Will be advised on the submission of Statements of Service and as outlined in the Lutheran Schools NT collective Agreement 2021 or its replacement
<b>Commencement:</b>	2023
<b>Working Relationships:</b>	<ul style="list-style-type: none"> <li>• Responsible to the Principal through Heads of School</li> <li>• Takes direction from Head of School, Deputy Principal as well as relevant Curriculum Coordinators and Wellbeing Coordinators</li> <li>• Professional interaction with all students, staff, parents, volunteers, visitors and suppliers of Good Shepherd Lutheran College.</li> </ul>
<b>Committee Membership:</b>	<ul style="list-style-type: none"> <li>• Enriching Student Learning Outcomes</li> <li>• Middle School Curriculum</li> <li>• Senior School Curriculum (as required)</li> </ul>
<b>Special Conditions:</b>	<ul style="list-style-type: none"> <li>• Teacher Registration in the Northern Territory</li> <li>• Current NT Working With Children Clearance (Ochre Card)</li> <li>• Fully vaccinated against COVID-19</li> <li>• Inherent physical requirements of adequate strength, mobility, vision and hearing to perform first aid duties</li> </ul>

---

## Role Description

---

### Position Summary (summary of the position in relation to the College's goals)

---

In addition to assigned teaching responsibilities and expectations as outlined in the Teacher role description, the Middle Years Programme (MYP) Coordinator is a key leadership role in ensuring quality academic and wellbeing outcomes to students across years 6 to 10 in the Middle and Senior Schools.

The MYP Coordinator is required to fulfil the mission of the College in developing staff who are caring, compassionate and motivated to serve others with their strengths. They are required to be innovative and passionate, with a strong commitment to the Christian ethos of the College and a deep understanding of the curriculum and pedagogical approaches appropriate to the year levels within the Learning Area.

The MYP Coordinator leads and manages the curriculum of and the development of teachers, in line with the College Mission statement, across years 6-10. They are responsible for the development and documentation of the teaching and learning of the Middle Years Program, in line with the requirements of the International Baccalaureate Organisation.

---

### **Extent of Authority**

---

- Work autonomously to deliver an appropriate and relevant instructional program exercising discretion and judgement within specified guideline and standards in order to meet the requirements of the role
- Work collaboratively with other members of the College staff to ensure the successful delivery of curriculum
- Responsible for the safety, wellbeing, and academic progress of all students in their care.

---

### **Key Responsibility Areas (KRAs)**

---

#### **Excellence in Learning**

- Lead the MYP teaching team through the Learning Area Coordinators to develop learning and teaching programs using comprehensive knowledge of curriculum, assessment and reporting.
- Lead initiatives that utilise comprehensive content knowledge to improve the selection and sequencing of content into coherently organised learning and teaching programs
- Lead initiatives in the MYP to evaluate and improve knowledge of content and teaching strategies and demonstrate exemplary teaching of subjects using effective research-based learning and teaching programs
- Lead processes to evaluate the effectiveness of teaching programmes using research and workplace knowledge about how students learn.

#### **Curriculum**

- Lead colleagues to evaluate the effectiveness of learning and teaching programs differentiated for the specific learning needs of students across the full range of abilities
- Initiate and lead the review of school policies to support the engagement and full participation of students with disability and ensure compliance with legislative and/or system policies.

#### **Wellbeing**

- Initiate strategies and lead colleagues to implement effective classroom management and promote student responsibility for learning

- Evaluate the effectiveness of student well-being policies and safe working practices using current school and/or system, curriculum and legislative requirements and assist colleagues to update their practices.

### **School Connectedness**

- Evaluate and revise school learning and teaching programs, using expert and community knowledge and experience, to meet the needs of students with diverse linguistic, cultural religious and socio-economic backgrounds
- Develop teaching programs that support equitable and ongoing participation of Aboriginal and Torres Strait Islander students by engaging in collaborative relationships with community representatives and parent/care givers.

## **Ongoing Improvement & Innovation**

### **Improvement Focus**

- Conduct regular reviews of teaching and learning programs using multiple sources of evidence including: student assessment data, curriculum documents, teaching practices and feedback from parents/carers, students and colleagues. Co-ordinate student performance and program evaluation using internal and external student assessment data to improve teaching practice
- Implement professional dialogue within the school or professional learning networks that is informed by feedback, analysis of current research and practice to improve the educational outcomes of students
- Lead and evaluate moderation activities that ensure consistent and comparable judgements of student learning to meet curriculum and school or system requirements.

### **Financial Management**

- Model exemplary ethical behaviour and exercise informed judgements in all professional dealing with students, colleagues and the community.

### **Professional Learning**

- Initiate collaborative relationships to expand professional learning opportunities, engage in research, and provide quality opportunities and placements for pre-service teachers
- Advocate, participate in and lead strategies to support high-quality professional learning opportunities for colleagues that focus on improved learning outcomes.

## **Leading Effective Organisation & Management**

### **Identity**

- Supporting the mission of the College

## **Governance**

- Initiate, develop and implement relevant policies and processes to support colleagues' compliance with and understanding of existing and new legislative, administrative, organisational and professional responsibilities.

## **Leadership**

- Initiate, develop and implement relevant policies and processes to support colleagues' compliance with and understanding of existing and new legislative, administrative, organisational and professional responsibilities.

## **Community Building**

### **Supporting and Learning**

- Identify, initiate and build on opportunities that engage parents and care givers in both the progress of their children's learning and in the educational priorities of the school.

### **Other Duties**

- Actively model behaviours that reflect the College ethos, and contribute to the devotional life of the College
- Comply with legislation and College policies, processes, and instructions, including those relating to child protection, non-discrimination, safety, duty of care, and privacy
- Undertake and comply with mandatory training and regulatory requirements as determined by the College
- Actively participate in all school events and activities of the College as required.
- Participate in performance reviews and assessments as required
- Take reasonable care of your own health and safety, and that of others, follow any reasonable instruction given by the College, and report and concern(s) which may give rise to danger, and/or any injury which may occur in the workplace
- Apply the principles, purposes and practices of Growing Deep, the Lutheran Education leadership and formation framework, to your role at the College
- Perform other duties and responsibilities as assigned by their MYP Coordinator, NTCET Coordinator and Head of School.

## **Employee Specifications**

---

### **Educational & Qualifications**

---

- Relevant tertiary qualifications (i.e. Bachelor of Education)
- Current Teacher Registration (Northern Territory)
- Accredited as a Teacher in Lutheran Schools

---

## Experience and Knowledge

---

- A sound understanding of the principals of Lutheran educations (highly desirable)
- Understanding of, and experience in the application of Restorative Practices (highly desirable)
- Understanding of the framework of the International Baccalaureate - Middle Years Programme (IBMYP)
- Understand the framework of Northern Territory Certificate of Educations (NTCET)
- Demonstrated experience and ability to work independently and as part of a team, developing, establishing, implementing, and monitoring learning and curriculum
- Demonstrated experience supporting, instructing, monitoring, and encouraging students to achieve their full potential and develop their God-given abilities
- Knowledge of, and experience in using information technology relevant to the teaching, learning and management of a school
- Demonstrated experience and ability to provide mentoring and guidance to staff
- Demonstrated experience in effective administration, planning, and programming
- Demonstrated experience in establishing effective working relationships with staff, students and parents
- Experience in, and passionate about working with and supporting young people on their journey through secondary education

---

## Skills& Abilities

---

- A personal commitment to the College Vision, Mission and Values underpinning the delivery of a Christian based education to students in the College community, demonstrating Christian integrity in all things is essential
- Life skills that reflect an active Christian faith (or that demonstrate a willingness to uphold the Christian Ethos of the College)
- Highly developed organisation skills and a proactive approach to problem solving
- Strong oral and written communication skills
- Excellent time management skills
- Ability to work independently and as part of a team, initiating, adapting to, and managing change
- Accepts responsibility and is self-motivated
- Strong work ethic to achieve college goals
- Computer literate and experienced in providing computer assisted learning in key academic skills areas
- Manage highly confidential information with discretion and integrity
- Demonstrated ability to inspire and enthuse others and to deliver and accept feedback in respect to the effectiveness of one's endeavours, and the achievement of goals