

Job Title:	Performing Arts Teacher (Reception to Year 5)		
Campus:	Wynn Vale	Sub-school:	Early Years & Junior School
Status:	TBA	Reporting Relationship:	Head of Early Years Head of Junior School

The 'King's Way'

King's Baptist Grammar School (King's) is a place where every student is seen, heard, known and feels a sense of love. Our school is a place of connection and belonging in which reciprocal relationships between staff, students and families reflect (and invite us into) the perfect relationship of our triune God; Father, Son, and Holy Spirit.

King's is the only Baptist School in South Australia providing a complete ELC-Year 12 experience as a part of a Jesus-centred community. We inspire hope by creating opportunities for people and families to do life better, together.

Our Vision of Faith (Visio Fidei) provides excellence in teaching and learning, in a faith-based community, where every student is provided with a breadth of opportunities, empowering individuals in partnership with their families.

King's is a place where people come first; a community workplace that's built on relationships and mutual respect, bringing out the best in each other. A supportive, faith-based work environment strengthened by prayer, devotion and opportunities for spiritual and practical support. We strive for meaningful, individual and professional development that enhances the King's Community.

Our leadership values guide the behaviour, culture and mind-set that underpin the 'King's Way'.

Servant Leadership	Demonstrating Humility and Service by leading with empathy, awareness and a commitment to the growth of others.
Pastoral Leadership	Caring for the person is behind every decision, action and conversation by treating each other with Fairness and Respect .
Accountable Leadership	Being reliable, responsible and building trust with others by acting with Excellence and Integrity .

Focus Area

The Performing Arts Teacher is responsible for delivering a dynamic and engaging Performing Arts program for students across the Early Years and Junior School, aligned with the Australian Curriculum: The Arts. Drawing on Music, Drama and Dance, the program develops students' creativity, confidence, collaboration and communication through opportunities to create, perform, respond and reflect.

The role contributes to the life of the school through performances, celebrations, presentations and other opportunities that showcase student learning and encourage active participation in the arts.

Teacher at King's - Position Purpose

Teachers at King's have a responsibility to nurture the children in their care, establish relationships with them and inspire them to learn and grow in their Christian faith. Supporting students to experience learning in a way that meets their needs and supports them to become independent learners who develop a love of learning, is central to the teachers' role.

Teachers will be passionate and innovative and will demonstrate a strong commitment to supporting students and building strong relationships. They will be committed to ongoing professional learning to ensure their practice remains current and enables them to meet the needs of all learners.

Classrooms will be student-centred and will foster a love of learning and inquiry, supporting students to develop the dispositions and capabilities they need to thrive and contribute to the world in which they live.

Key accountabilities and tasks

Teachers at King's are expected to have an in depth understanding of the Australian Curriculum.

Key accountabilities and tasks are aligned to the AITSL standards and the King's Way.

Specialist Accountabilities

- Develop and deliver a Reception to Year 5 Performing Arts curriculum aligned with the Australian Curriculum.
- Maintain and grow current curriculum programs e.g. Strings, Musicals and Brass/Wind programs
- Demonstrated experience, qualifications and/or expertise in Music, Drama, Dance and/or Performing Arts education.
- Manage specialist resources, instruments and equipment.
- Provide opportunities for students to create, rehearse and perform in a range of contexts, including assemblies and school events
- Integrate First Nations perspectives and diverse performance traditions into learning experiences.

PROFESSIONAL KNOWLEDGE

Know students and how they learn	• Develop positive working relationships with all children. • Foster a culture that encourages the exploration of faith in Jesus Christ and develop practices appropriate to their faith maturity. • Identify individual student learning needs and styles. • Work collaboratively to write and develop differentiated programs.
Know the content and how to teach it	• Be Christian role models for their students and share their own story of faith, lead devotions, chapels, and prayer. • Apply curriculum knowledge and innovative teaching methodologies to support student learning.

PROFESSIONAL PRACTICE

Plan for and implement effective teaching and learning	• Provide learning opportunities for all students to maximise their learning and flourish. • Identify individual student learning needs and styles, and plan differentiated learning experiences that enable all students to achieve success. • Work collaboratively with year level teams and/or learning area teams to plan curriculum and assessment. A variety of levels of planning is expected, from scope and sequence to unit plans, to weekly and daily plans. • Utilise digital technologies to provide all students with opportunities to engage in, enhance and extend their learning, enabling breadth and depth of understanding. • Maintain up-to-date and detailed lesson plans in Toddle • Maintain accurate and comprehensive records of student achievement, negotiated extensions, special provisions and supporting documentation in Toddle • Gather and interpret assessment data to support student learning and to inform and revise teaching practice and assessment strategies.
Create and maintain supportive and safe learning environments	• Champion a continuous pastoral presence and engage with the welfare of all children. • Develop and maintain clear rules, expectations and behaviours to ensure that a productive learning environment is created and sustained. • Be proactive in the responsibility as a mandated reporter.
Assess, provide feedback and report on student learning	• Work collaboratively with year level and/or learning area teams to plan assessment. • Provide regular opportunities for assessment for learning and assessment of learning. • Provide students with timely, comprehensive and specific feedback that reinforces student achievement and focuses on improvement.

	• Provide parents and students with detailed, accurate and informative written and oral reports at appropriate times, as required by the School.
PROFESSIONAL ENGAGEMENT	
Engage in professional learning	• Participate in personal faith development in community with colleagues. • Promote a shared understanding and approach to Teaching and Learning. • Regularly engage in Professional Learning and demonstrate professional growth. This includes the development of an annual Growth Plan and commitment to Growth Groups
Engage professionally with colleagues, parents/carers and the community	• Establish and grow relationships with parents in an attitude of partnership centred on a child's wellbeing and education. • Communicate with students, parents and colleagues in an effective and timely manner. • Work collaboratively with the Student Inclusion Team to ensure there is open communication with Parents/Caregivers to ensure they know the adjustments being made for their child. • Use Toddle to facilitate transparent, real-time communication.

Other

At other times, the teacher may be required to perform other duties. These will be requested by the Head of School.

Key relationships and accountability

- The Teacher is responsible to the relevant Head of School.
- The Teacher reports to the appropriate leaders within and across the relevant sub-school/s.
- The Teacher works collaboratively with King's staff.
- The Teacher works collaboratively with and is accessible to students and parents.

Personal qualities

A personal commitment to King's Purpose, Vision, Mission and Leadership Values that underpin the delivery of a Christian-based education to students in the School community is essential.

Qualifications and Essential Criteria

- Diploma of Teaching, Bachelor of Education or higher.
- Registered as a teacher in South Australia (or able to be).
- RRHAN / WWCC

Terms and Conditions

Employment conditions are contained in the current King's Baptist Grammar School Enterprise Agreement. Salary will be in line with qualifications and experience and based on the King's Baptist Grammar School Enterprise Agreement Salary Schedule.