**Introduction**

Eltham High School required the services of an enthusiastic, highly qualified teacher of a Mathematics and Chemistry teacher. The successful applicant will join a skilled team of teachers developing a teams approach to curriculum delivery. Applicants are required to address the selection criteria contained in this position statement.

**Application and Closing Date**

Applicants should apply via Recruitment Online. Your application **must** address the selection criteria contained in this Position Statement. Applicants will be short-listed and selected on the basis of merit.

We recommend that you submit **3 copies** of your application, referee's list and Curriculum Vitae **by mail or hand delivery** to Eltham High School at the above address. Do not email or fax applications. Written applications should include a cover sheet specifying your name, residential address, telephone number, email address, VIT Registration Number, Department of Education and Training Identification Number (“T0 Number”) if one has been issued to you and the Vacancy Number that you are applying for. **The closing date for written applications to be received at Eltham High School is 5:00 pm Wednesday 16th October 2007.**

**Appointment**

The successful applicant will be appointed from the date specified. The appointee will be required to undergo a police records check and sign a medical declaration.

**Further information**

Further information regarding this position can be obtained from Judy Boyle, Assistant Principal. Information regarding Eltham High School can be found at [http://www.elthamhs.vic.edu.au](http://www.elthamhs.vic.edu.au)

**Roles and Responsibilities:**

Within the area of teaching **Mathematics and Chemistry:**

- A teacher’s role is to:
  - provide high quality student learning experiences, supported by outstanding teaching and learning practices and high quality resources
  - employ flexible and adaptive approaches to classroom teaching skills and implement constructive strategies to allow students to reach their full potential
  - actively participate in the critical evaluation of professional practices that leads to improved teaching performance (the “performance development” culture)
  - successfully apply assessment strategies that take account of the relationships between teaching, learning and assessment
  - participate in the school’s response to educational initiatives and developmental priorities
be an effective member of the staff team, employing high level communication skills and professional
behaviour when interacting with parents, students and colleagues
provide assistance to other teachers in classroom related areas
become actively involved in aspects of the wider school program

A teacher's responsibilities are to:

- assist with and direct the work of students to promote learning and improve student learning outcomes
  through:
  - direct teaching contact with students
  - the provision of coherent review, planning and implementation of lessons and learning activities
  - participation in other teaching related activities and
  - the performance of additional duties allocated by the Principal in accordance with state system
    requirements and School Council policies
- undertake direct teaching of groups of students and individual students as determined by the Principal
- undertake other non-teaching supervisory duties
- participate in activities such as Parent/Teacher meetings, staff meetings, camps and excursions, KLA
  meetings, etc
- contribute to the development, implementation and evaluation of a curriculum area and/or other
  curriculum program within the school
- participate in school decision making processes and professional development activities
- undertake other classroom teaching related and organisational duties as determined by the Principal
- Other duties as directed

Selection Criteria

1. An enthusiasm to improve students’ learning, demonstrated through openness to new ideas and a
   knowledge of current learning theories and exhibited in teaching and assessment practices that
   encourage students to achieve their potential.
2. Demonstrated capacity to work and communicate positively with young adults, professional colleagues,
   parents and members of the school community.
3. A capacity for and demonstrated commitment to respond to DoE priorities and the School’s goals, as
   outlined in the EHS Purpose Statement and School wide Pedagogies, in a flexible manner that focuses
   on achieving positive outcomes for students in the context of a professional learning team.
4. A capacity for and demonstrated commitment to contribute to co-curricular programs outside the
   classroom.
5. A demonstrated commitment to reflective professional growth and an expectation that honest feedback
   and evaluation of a practice will be informed by relevant data and include input from colleagues, students
   and parents.
ELTHAM HIGH SCHOOL

Eltham High School is a successful school that has persistently demonstrated a set of principles, which have remained constant even though educational strategies, practices and the political environment have altered.

PURPOSE STATEMENT

Each person at Eltham High School feels safe to be themselves and challenge and think critically, work in teams, show leadership and achieve success along many pathways.

Eltham High School values:
- pursuit of excellence
- creativity
- individuality

The Deeds that Count are:
- social and environmental responsibility
- respect for diversity
- integrity

The following are our core values, which preserve and encapsulate our key purpose as the plans for the future are developed.

School Environment

Eltham High School sustains:
- a caring and supportive environment - one which fosters the development of the whole individual through trust, tolerance and respect,
- teaching and learning practices and a curriculum which engages the extension of an individual’s and a team’s unique creativity,
- an environment where individuals and teams are recognised for their commitment, achievement and contribution to enriching the school’s life,
- a school management philosophy which actively provides access to a rich, caring and supportive educational experience for all,
- a wealth of opportunities for the development of all students,
- a school culture built on honesty, integrity and open communication,
- active ownership and input by the school community in the life, purpose, direction and achievement of the school’s goals.

Eltham High School excels in:
- preparing individuals for a life of continuous growth and management of change
- challenging individuals to maximise their potential for growth, learning and personal fulfilment in life
- the formation of individuals to enable them to pursue a worthwhile and personally rewarding life in society
- providing a safe, tolerant and nurturing environment for all individuals irrespective of where they are in their development
- providing stimulating and enriching educational experiences and opportunities which positively reinforce the process of life-long learning
- promoting enjoyment and excitement in learning

Envisioned Future

Eltham High School will continue to evolve as a vibrant centre of teaching and learning underpinned by active parent participation. Eltham High School is a learning organization, able to change and grow in response to the changing context and community that sustains it while holding true to its core values and purpose. It is recognised for its progressive, innovative and pioneering developments in the craft of teaching and learning and for the professionalism and expertise of its teachers in stimulating students in the pursuit of rich educational experiences both within and beyond the boundaries of structured study programs.

To achieve this goal Eltham High School will:
- create an environment for the rigorous debate of current and future educational practices and directions
- foster the passionate engagement of change while sustaining the integrity of its core values and purpose
- consolidate its educational programs into the school’s culture and ensure that they endure over time
- create an environment of professionalism and integrity in which to challenge and confront individuals within the school community whose behaviours and attitudes are inconsistent with the core values, core purpose and teaching and learning philosophies of the school
- position the school as a community asset for all ages with links to educational institutions globally and within Australia and be a source of inspiration and leadership in the development and provision of community education.