



Pittwater House

POSITION DESCRIPTION

TITLE	PDHPE Coordinator – Junior School
REPORTS TO	Principal via Deputy Principal, Head of Junior School and Assistant Head of Junior School
NATURE OF EMPLOYMENT	Full Time Permanent – Leadership Level 1

Liaison with

1. Deputy Principal
2. Heads of School
3. Head of Teaching and Learning
4. Assistant Head of Junior School
5. P-6 Coordinator of Curriculum
6. P-6 Coordinator of Wellbeing
7. Senior School PDHPE Coordinator
8. P-12 Head of Sport and Cocurricular
9. Teachers
10. Parents

Philosophy

The care of and interest in the individual student is one of the most important aspect that differentiates Pittwater House from other education institutions. Differentiating between the genders and understanding the needs of each student is a core aim of Pittwater House Schooling.

Providing the students with an academic, relevant, global, 21st century educational experience that encourages the use of technology and critical thinking skills is central to the Pittwater House service.

Honesty and integrity are the first of the Pittwater House Core Values and need to be reflected in staff attitude towards all areas of the school. Confidentiality of records and information, both personal and corporate, is of paramount importance. In all dealings with parents, students, staff and members of the public, your approach needs to reflect the high standard and reputation of the School and your actions need to be in accordance with relevant laws.

Child Protection

Pittwater House is a child safe environment. The safety, protection and wellbeing of all students and other children and young persons involved in activities at the School are of fundamental importance. The School actively promotes the safety and wellbeing of all students, and all school staff are committed to protecting students from abuse or harm in the school environment in accordance with their legal obligations including the National Principals for Child Safe Organisations. The School's Child Protection Policy is available to all existing staff via the policy handbook or via request.

Position Overview

The P-6 PDHPE Coordinator will be an inspirational educator, an exemplar leader, with superior interpersonal and organisational skills. They will have responsibility for the leadership of the Pre-Kindergarten to Year 6 PDHPE program, keeping abreast of the latest educational developments and areas of staff and program development. They will provide guidance and direction to their team in ensuring the delivery of outstanding PDHPE programmes in accordance with NESAs Syllabuses within the National Curriculum. They will organise and lead the Junior School internal Sport program, internal carnivals, and work closely with the K-12 Head of Sport to ensure we are providing a broad and specialised cocurricular sporting program. The PHHPE Coordinator will work in close collaboration with the Head of Junior School, and the Assistant Head of Junior School with a vision of achieving and maintaining excellence.

Meetings

The PDHPE Coordinator of Junior School will attend and participate in the following scheduled meetings:

- Coordinator meetings
- M2L – Professional Development sessions
- Staff and Professional Development meetings
- Other committees, the foci of which pertains to the position

ESSENTIAL CRITERIA

Key Responsibilities of Leadership Role

- Responsible for the development of an effective and contemporary PDHPE curriculum.
- Responsible for leading the PDHPE Curriculum and coordinating its implementation across the P-6 classes.
- Communicate with parents proactively regarding PDHPE Curriculum and Sporting events.
- Develop your profile and presence in the school community as a member of the middle leadership team by liaising with the entire School community.
- Showcasing P-6 Sport at weekly assemblies, Newsletters, and other forums.
- Organising and coordinating the weekly P-6 interschool and in-school sporting program.

- Working with staff on allocation of roles on school sporting program.
- Working with developing staff skills in taking school sport and activities.
- Working with secondary PDHPE Coordinator and Head of Sport to ensure facilities, budgets, and resources are coordinated, planned and responsibly managed.
- Responsible for the development of risk assessments for activities and activity planning paperwork.
- Leading staff allocated to P-6 PDHPE, including their quality teaching, programming, performance, and professional development.
- Responsible for the planning and organisation of all carnivals.
- PDHPE/Sport excursion overview and mapping for all grades.
- Assist with updating relevant sections of the School Policies.

General expectations for staff at Pittwater House

A Pittwater House teacher will create a learning environment that is engaging, promotes and recognises excellence and differentiates for the needs of all students. They will:

1. Know students and how they learn.

- a. Recognise the importance of providing differentiated content, assessment and learning strategies in all classes.
- b. Understand and prepare effective teaching and learning strategies based on the fundamental need to support the participation and learning of all students.

2. Know the content and how to teach it.

- a. Have academic mastery of the subject content they teach.
- b. Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities.
- c. Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements.
- d. Apply ICT strategies to support effective learning
- e. Be an active user of the School's e-learning platform to support learning and communication.

3. Plan for and implement effective teaching and learning.

- a. Have proven skills in programming, lesson planning, assessment and reporting strategies.
- b. Plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning.
- c. Embrace the use of relevant resources and strategies to improve student agency, engagement, differentiation and learning.
- d. Select and use relevant teaching strategies to develop knowledge, skills, problem-solving, and critical and creative thinking.

4. Create and maintain supportive and safe learning environments.

- a. Establish and implement inclusive and positive interactions to engage and support all students in classroom activities.
- b. Manage challenging behaviour by establishing and negotiating clear expectations with students, and address discipline issues promptly, fairly and respectfully.
- c. Ensure students' wellbeing and safety within school by implementing school and/or system, curriculum and legislative requirements.
- d. Maintain professional confidentiality concerning information about staff and/or students and their families.

5. Assess, provide feedback and report on student learning.

- a. Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning.
- b. Assess and return work promptly to students with adequate feedback.
- c. Have proven skills in programming, lesson planning, assessment and reporting strategies.
- d. Use student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice.
- e. Understand the need to provide effective feedback to students in order to improve their understanding and learning.

6. Engage in professional learning.

- a. Participate in learning to update knowledge and practice targeted to professional needs and school priorities.
- b. Undertake professional learning programs designed to address identified student learning needs.
- c. Be reflective teachers, continually looking for feedback and learning opportunities.
- d. Be available for faculty and staff professional learning, before and after school, where required.

7. Engage professionally with colleagues, parents/carers and the community.

- a. Maintain effective communication with colleagues, Heads of School and parents.
- b. Serve as good ambassadors of the School. This includes conducting oneself in accordance with the professional standards of the School, including being well-groomed and wearing appropriate professional attire.
- c. Take an active interest in the general life of the School - supporting policies, procedures, aims and objectives in order to facilitate the day-to-day operation of, and promote a high quality of education within, the School.
- d. Act as a member of a team, developing and supporting the philosophy and ethos of the team.
- e. Attend and participate in assemblies where directed.

8. Other.

- a. Undertake other roles as determined by the Principal.
- b. Maintain a valid Working with Children check approval number.

- c. Ensure that all documents are prepared and presented in accordance with the School's Style Guide.
- d. Have appropriate qualification in education and be registered and comply with NESAs requirements.
- e. Engage with the Pittwater House Quality Teacher Performance and Development cycle.

Pastoral and Co-curricular Duties

A Pittwater House teacher will recognise the importance of pastoral care and be actively involved in the program. In particular, they may:

1. Be allocated a "Form Class" each year (pastoral class).
2. Be responsible for attendance and following up attendance issues.
3. Promote pastoral care and leadership of the students.
4. Be involved in the pastoral or leadership annual camp.
5. Maintain and run the pastoral program in the allocated Form time.
6. Attend and participate in assemblies where directed.
7. Be available for co-curricular activities after school and other times where required.
8. Provide appropriate administration and supervision during these activities, where required.

Any other matters as determined in consultation with the Head of Junior School, the Deputy Principal and or Principal.

This position requires the incumbent to work flexible hours. The incumbent will be required to attend meetings, functions, or promotional events as part of, or in addition to, normal working hours. Some duties will need to be performed at times other than during the School day or when students are in attendance.

Performance

There will be a review of the role at the end of the initial term of employment where the incumbent meets with members of the Executive team.