



Nawarddeken Academy Limited Job Description

Position:	Classroom Teacher
Reporting to:	Assistant Principal and Senior Teacher(s)

Context Statement

The primary focus of the Classroom Teacher is on the planning, preparation and teaching of bicultural, community-driven education. Classroom Teachers teach students across multiple year levels and learning needs, and are accountable for the effective delivery of their programs. Classroom Teachers are skilled practitioners and are expected to be proactive in their approach to all aspects of this position, demonstrating significant initiative in delivering high-quality education in a complex remote context. The teaching and learning environment often necessitate the development and implementation of unique, creative and flexible strategies to ensure effective program delivery, student wellbeing, and behaviour support.

Given our remote context, all Classroom Teachers may be required to undertake other duties in addition to their key teaching responsibilities. These duties will be appropriate to the salary range, qualifications, training, and experience of the teacher.

Nawarddeken Academy is committed to providing every child with a safe learning place that is free from harm. Every child is valued and respected for who they are, and they have the right to feel safe and be safe at school. We value and take seriously the voice of every child.

Key Duties and Responsibilities

Provide a child safe environment in accordance with child safe standards:

- Maintain clear supervision procedures during classes, excursions, camps and online learning activities.
- Follow mandatory reporting requirements and document any wellbeing or safety concerns.
- Ensure all visitors, volunteers and online presenters comply with child safety expectations.

- Establish culturally safe and respectful classroom practices that support student wellbeing.

Maintain proficient professional knowledge and pedagogical practice to meet the diverse needs of all students and to improve your practice:

- Participate in professional learning focused on instruction, trauma-informed practice and the Science of Learning.
- Use student assessment data to adjust teaching strategies and improve learning outcomes.
- Engage in reflective practice discussions.
- Implement school-wide evidence-based literacy and numeracy approaches appropriate for multi-age learners.

Ensure the continuity of established class routines and pedagogies:

- Maintain consistent daily schedules, classroom expectations and learning routines.
- Prepare detailed planning and handover notes for relief teachers.
- Use agreed whole-school teaching frameworks and behaviour management approaches.

Plan and deliver programs for the daily education of a multi-age group of EAL/D students:

- Develop differentiated lesson plans that cater for students across multiple year levels.
- Explicitly teach English language skills alongside curriculum content.
- Use visual supports, modelling and oral language activities to support understanding.
- Group students flexibly according to learning needs and language proficiency.

Collaborate with Bininj staff, the Indigenous Language and Culture (ILC) committee, Warddeken Land Management Ltd (WLML) staff, and community stakeholders to plan and implement the Kuwarddewardde Malkno (KWWM) seasonal calendar curriculum:

- Meet regularly with Bininj educators and Elders to plan culturally relevant learning experiences.
- Incorporate seasonal knowledge, language and cultural practices into classroom programs.
- Plan on-Country learning activities linked to the KWWM curriculum.
- Work with Bininj/WLML staff to integrate environmental and land management projects into teaching.

Teach Literacy and Numeracy lessons with a strong focus on foundation skills, using a Science of Learning approach:

- Deliver phonics, phonemic awareness, vocabulary, writing and reading comprehension lessons through explicit instruction.
- Teach number sense, place value and mathematical reasoning through structured, explicit lessons.
- Use retrieval practice, spaced review and worked examples to strengthen learning.
- Monitor student progress regularly and adjust instruction accordingly.

Submit weekly teaching registrations in a timely manner:

- Complete and submit weekly teaching plans by required deadlines.
- Ensure curriculum coverage and learning intentions are clearly documented.
- Update planning documents to reflect changes in attendance or community activities.
- Maintain accurate records of teaching and assessment activities.

Create Education Adjustment Plans (EAP) for core students working 2 years below year level:

- Develop individual EAPs with measurable literacy and numeracy goals.
- Implement strategies to achieve student learning goals
- Implement targeted intervention programs for identified students.
- Differentiate tasks, resources and assessment methods to meet individual needs.
- Review progress regularly and update plans in consultation with families and support staff.

Conduct twice-yearly Learning Yarns with families to discuss student learning goals:

- Meet with families to share student progress and discuss future learning priorities.
- Use culturally appropriate communication strategies during Learning Yarns.
- Record agreed goals, follow-up actions, and meetings with families.
- Involve Bininj staff where appropriate to support communication and engagement.

Record and report on student learning outcomes as per our assessment schedule:

- Complete required assessments within school timelines.
- Maintain accurate records of student achievement and progress.
- Prepare semester reports and contribute to moderation processes.
- Use assessment data to inform teaching and intervention planning.

Implement effective student management consistent with the school's policies, strategic plan, and trauma-informed practice:

- Establish positive classroom expectations and routines.
- Use restorative and trauma-informed approaches to address behaviour concerns.
- Document significant incidents according to school procedures.
- Work collaboratively with families and support staff to support student wellbeing.

Actively promote and support a range of student activities including wellbeing and welfare programs:

- Facilitate wellbeing lessons and social-emotional learning activities.
- Support attendance initiatives and student engagement programs.
- Encourage participation in cultural, sporting and leadership opportunities.
- Assist with student welfare referrals and follow-up support.

Maintain updated and accurate records of student attendance:

- Ensure student enrolment forms are complete and student details are entered into the student management system.
- Record attendance daily and follow up unexplained absences.
- Communicate attendance concerns with families and leadership.

- Monitor attendance trends and contribute to attendance improvement strategies.

Contribute to and attend a range of co-curricular programs including camps, workshops, online sessions, and some weekend activities:

- Contribute to planning, and attend camps and excursions.
- Coordinate workshops and special events.
- Participate in online learning opportunities and community activities.
- Support weekend programs when required.

General Duties

Participate in policy development and project teams:

- Contribute to strategic planning processes and policy reviews.
- Participate in working groups focused on curriculum, wellbeing or community engagement.
- Assist with implementation of new school initiatives.

Contribute to the maintenance of classrooms, classroom equipment, and school infrastructure:

- Maintain organised and safe learning environments.
- Report maintenance issues promptly.
- Monitor and care for teaching resources and equipment.
- Complete termly walk-throughs and resolve simple maintenance tasks independently.

Maintain the safety and operational readiness of site-specific NAL vehicles:

- Conduct routine vehicle safety checks.
- Maintain vehicle logbooks and report faults.
- Ensure vehicles are clean, fuelled and ready for school activities.
- Follow school policy and procedures for vehicle use and maintenance.

Manage a learning area and/or specialist function (e.g., HASS, excursions and camps, sport or student wellbeing):

- Lead a curriculum area such as HASS, Art, Sport or Science.
- Coordinate school camps and excursion planning documentation.
- Organise sporting activities and inter-school events.
- Oversee student wellbeing initiatives and support programs.

Contribute to Nawarddeken reporting (e.g., social media posts, newsletters, Board meetings):

- Share examples of successful classroom learning aligned to the KWWM in staff meetings.
- Provide photographs and updates for social media platforms.
- Prepare reports or presentations for Board meetings.
- Write articles highlighting student learning and achievements for use across newsletters, Karrkad Kanjdji Trust (KKT) reports etc.

Support key relations (e.g., KKT and host donor visits):

- Assist with logistics and planning for donor visits.
- Host school visitors and explain school programs and outcomes.
- Prepare information and reports for funding partners.
- Showcase student learning and community partnerships.

Engage and support community (e.g., assemblies, WLML camp):

- Plan and lead school assemblies and celebrations.
- Support on-Country camps and community learning activities.
- Build positive relationships with families, Elders and community organisations.
- Attend community events and contribute to school-community partnerships.

Professional Duties

In addition to face-to-face teaching and non-contact time, teachers are paid for **a further 10 hours** per week to undertake some of their professional duties outside of the normal school day, including but not limited to:

- Weekly registrations and curriculum planning documentation.
- Behaviour management, including documentation, follow up and implementation of relevant policies.
- Learning Yarns, wellbeing documentation, conferencing, and providing additional support to students outside of class time.
- Community consultations and School Council Meetings.
- Administrative work including roll marking, food orders, enrolment forms, timesheets, budgets, assessment data entry, online learning management systems and Bininj employment forms.
- Excursion planning, risk assessments and associated forms and documents.
- Professional learning activities and PDP implementation.
- Probation meetings, performance planning and any professional management as may be required for individuals.
- Professional reading and research for professional learning activities.
- Mentoring, lesson observations and feedback cycles.
- Playground duties (generally no more than 60 minutes per week).
- Development, review and evaluation of curriculum and assessment materials.
- Resource creation for class or school use.