



Position Description

Psychology Teacher – Senior School



Welcome to our School

Welcome to Haileybury Rendall School where every student matters every day and where our vision is to be the best school in Northern Australia. Our School is closely affiliated with Haileybury Melbourne which delivers high quality education programs across its four campuses in Melbourne and one in Tianjin, China. Haileybury Rendall School also stands proudly as a leading independent co-educational Tier One School in Darwin, Northern Territory.

Developing and maintaining a strong academic culture is a top priority and this goes hand in hand with an holistic education that supports the wellbeing of all students. Our teaching framework includes the highly successful Explicit Teaching Model in the primary years and the Victorian Certificate of Education (VCE) in the senior years, both of which help drive outstanding results. The strong ties between Haileybury Melbourne and Haileybury Rendall School also provide numerous opportunities for our community to take part in a broad and exciting range of activities.

We also live the mantra that every team member matters every day and firmly believe that our staff are our greatest asset. High expectations are maintained in all that we do.

Discover more about Haileybury Rendall School at www.haileyburyrendall.com.au

Working with us

Haileybury Rendall School is proudly non-selective when it comes to the students who look to join our outstanding school. We believe in the potential of every child to achieve and contribute.

However, we are by contrast, very selective of staff who wish to work with us, whether they will be guiding our young learners or helping to keep the School operating efficiently as a member of our non-academic Professional staff team.

Those who join us are passionate about the delivery of innovative academic, co-curricular and pastoral programs that challenge and inspire our students and make a difference in their lives.

As a school we value the cultural diversity of all our staff and students. Staff are encouraged to contribute experience they may have of working with children from a culturally and/or linguistically diverse background. We are also proudly recognised as a Centre for Excellence in Indigenous Education.

Vision, mission and values

Our vision

To be recognised as a great world school.

Our mission

To deliver an exceptional educational experience that fosters the growth of each student through leading teaching and learning programs, a wide array of opportunities, within a culture of high expectations, empowering students to excel.



Our Magenta principles

Everything that we do is centred around our Magenta principles, striving for and achieving more than expected. Our principles support and shape this in our daily work:

- Every student matters every day
- Every staff member matters every day
- Effective practices support sustainability
- One inclusive community

Position details

Position title	Psychology Teacher – Senior School
Reports to	Head of Science
Employment status	Full-time, fixed term
Commencement date	Term 1, 2027

Responsibilities

The primary responsibility of the Psychology Teacher is to deliver and promote learning within the School community on a fulltime basis.

General

Teachers should ensure:

- Their delivery of the curriculum follows evidence-based best practice in pedagogy
- They keep up-to-date with modern teaching practices within their subject area

Extra-curricular Responsibilities

- Teachers are expected to participate in extra-curricular activities including sport, the arts and/or outdoor activities.

Administrative Responsibilities

- Maintain accurate records of classroom attendance
- Report writing in accordance with School policy
- Attend staff and other administrative meetings as required
- Perform yard duty as required
- Attend parent/teacher interviews as required

Key selection criteria

- Demonstrated knowledge and experience teaching students Psychology in the Senior School with the ability to teach a second teaching method in the Middle Schools.
- Experience of working with children from a culturally and/or linguistically diverse background is preferable



- An ability to respond to the differing needs and talents of all students especially in relation to gender differences
- Ability to form a rapport with staff and students and build collaborative working relationships
- Strong verbal, written and inter-personal communication skills
- Ability to gain Teacher registration within the NT (TRB) and obtain a Working With Children Clearance (Ochre Card)
- Excellent time-management skills.

Personal qualities

- Well organised
- Patient and relationship orientated
- Enthusiastic and conscientious
- Demonstrates high levels of confidentiality. Cultivates trust, credibility and honesty
- Displays empathy, enthusiasm and commitment and is highly motivated to work collaboratively
- Possesses a strong work ethic
- Exercises ownership and concern for quality of own work reflected in accuracy and attention to detail
- Confidence in public speaking

Specific qualifications

- Recognised teaching qualifications with focus on Science
- Ability to gain Teacher registration within the NT (TRB) and obtain a Working With Children Card (Ochre Card)

Inherent qualities

Cognitive Demands:

- Ability to work with groups of young students and to handle multiple (sometimes competing) demands from them and from colleagues in a semi-structured environment
- Ability to carry out high-level responsibilities, and effectively interact and communicate with students
- Ability to make high level decisions as appropriate
- Ability to perform role whilst managing students' behavioral demands.

Physical Demands:

- Ability to stand for long periods of time, to write on a blackboard/screen, move freely amongst a class of students for up to seven hours per day and to work at a computer
- Ability to adapt a variety of body postures including prolonged standing, reaching overhead/forward, bending of back, squatting and rotation of neck
- Ability to lift/carry parcels of up to 5 kgs for short distances.

Environmental Demands:

- Ability to work in environments of variable noise levels, temperatures and weather conditions.
- The successful candidate will be expected to support the vision and ethos of the School



- Staff must ensure that all decisions pertaining to their role are made in line with current legislations and Haileybury Rendall School Policies and Procedures

Commitment to Child Safety

Haileybury Rendall School is committed to the safety and wellbeing of all children, including those under the care and supervision of the School. The School recognises the importance of, and its responsibility for, ensuring a safe and supportive environment which respects the rights of children and fosters their enrichment and wellbeing.

Haileybury Rendall School's approach to creating and maintaining a child safe environment is guided by the core belief that every student matters every day. The School's mission 'to develop high-achieving students who are connected globally, to each other and to the communities in which they live and serve', can only be achieved if its students are safe, feel safe and are empowered to participate in decisions which affect their lives.

Haileybury Rendall School's robust human resources, recruitment and vetting practices are strictly adhered to during the application and interviewing process. Applicants should be aware that we carry out reference checks to ensure that we are recruiting the right people. Applicants are required to have a Working With Children Clearance valid at all times and supply a cleared Police Check prior to employment. Applicants must familiarise themselves with Haileybury's Code of Conduct and Policy on Relationships between Staff and Students available on our website.

Haileybury Rendall School has zero tolerance for child abuse in any form.

Further information

Further information about this position is available from Mr. Ben Bishop, Director of People and Culture.

Phone: (08) 8922 1611