



Position Description – PDHPE Teacher

COLLEGE OVERVIEW

The aim of Arndell Anglican College is to be the school of choice in the Hawkesbury. The College is an Anglican Schools Corporation school catering for students Prep to Year 12.

Our mission is to offer innovative, high-quality education and to communicate the Gospel of Jesus Christ to students, staff, parents, and the wider community. The inclusive learning environment promotes optimism, respect, and ownership within and for our culture.

The core values of the College revolve around a vision that we need to provide a place where every child matters and that we challenge our future leaders of tomorrow. We accomplish this through high quality teaching, encouragement of spiritual awareness placing Jesus as central to all we do, positive expectations in respect to academic excellence and behaviour, a safe and caring environment and a strong welfare system that communicates with parents and students.

POSITION INTENT

The PDHPE Teacher is responsible for fostering student learning and development, nurturing student creativity, academic achievement, and inspiring a lifelong appreciation for physical education and health.

This is a teaching position and therefore the incumbent is expected to model 'best practice' curriculum delivery, foster the appropriate use and implementation of new technologies to enhance learning, and maximise the learning outcomes of each student by holistically addressing their individual intellectual, emotional, and physical abilities.

The PDHPE Teacher will be required to participate in the wider life of the College, including co-curricular, homeroom, house, sporting events, excursions and will also be required to take part in at least one of the year level camps.

KEY RELATIONSHIPS

The PDHPE Teacher reports to the Head of PDHPE and Sport P-12.

To support the strategic and operational objectives of the College and the parameters within this position description it is expected that the PDHPE Teacher will develop and nurture positive and collaborative relationships with all staff, students, parents, and the local community.

To deliver on their responsibilities the PDHPE Teacher will work in partnership with the:

- PDHPE Department;
- Junior and Secondary School Teachers; and
- Junior and Secondary School Aides.

STRATEGIC PLAN RESPONSIBILITIES

- As required, assist in the development, implementation, measurement, and feedback on strategic plan objectives as they relate to the assigned area/s of responsibility.
- Ensure the College vision is shared and incorporated into day-to-day activities and initiatives.
- Provide input and feedback to the Head of PDHPE and Sport P-12 on future College Strategic Plans.

POSITION RESPONSIBILITIES

- Encourage students to explore and express their physical capabilities, creativity, and intellect through the study of the different subject areas within the PDHPE curriculum.
- Incorporate learner centered assessment and practical into lessons.
- Lead sporting teams and, as required, College carnivals.
- Maintain a clean, organised, and equipped classroom to facilitate the learning experience.
- Collaborate with other teachers to develop cross-curricular projects and interdisciplinary learning opportunities.
- Represent the College through participation in relevant professional associations.

TEACHING RESPONSIBILITIES

- Teach assigned classes.
- Design interesting and engaging lessons for students with a wide range of learning abilities and styles.
- Deliver high quality content to students that is engaging and accessible.
- Hold student attention and interest, employing a variety of pedagogies and differentiating / scaffolding work as required.
- Prepare students for national testing, competitions, and NSW Higher School Certificate examinations.
- Provide students with clear and fair assessment, including regular, constructive feedback.
- Set and articulate to students' clear expectations of classroom behaviour that conform to the expectations of the College.
- Contribute to quality assessment tasks, programming and reports including outcomes and course outlines.
- Meet regularly with the Head of Department to discuss class and student progress and achievement.
- Organise incursions and excursions, as required.
- Foster the appropriate use and implementation of technology to enhance learning.

CHILD SAFE RESPONSIBILITIES

- Act in accordance with the College's Child Safe Program.
- *More specifically:*
 - Demonstrate a strong commitment to the safety and welfare of children and young people in line with the College's Child Safe Policy.
 - Report child safety incidents or concerns to one of the College's nominated Child Safety Officers.
 - Ensure personal professional boundaries are maintained, encouraging others to do the same.
 - Adhere to the expectations of the Child Safe Code of Conduct, encouraging others to do the same.

WORK HEALTH AND SAFETY RESPONSIBILITIES

- Act in accordance with the College's Work Health and Safety Program.
- *More specifically:*
 - Take reasonable care for own health and safety, ensuring personal actions do not place self or others at risk of harm.
 - Understand the nature of College operations and associated hazards / risks and risk mitigation strategies.
 - Report WHS issues via the incident / hazard notification processes, drawing attention to urgent matters to reduce risk of harm to others.
 - Address WHS issues in consultation with those involved or affected and the Assistant Business Manager.
 - Undertake risk assessments for any variations to routine for activities you lead / responsible for.
 - Participate in incident investigations and WHS inspections, as required.

COLLEGE FRAMEWORKS & MODELS – THE EXPECTATIONS

Christian Framework

- Advocate and act in accordance with the College's Christian Framework.
- *More specifically:*
 - The tenets of the College's Christian Belief Statement are embedded in all works, words, and actions so that the Christian narrative is central.
 - Actions are other-person centred, seeking the good of both the individual and the entire College Community.
 - Lessons and programs have elements included to show the glimpses of the impact of the Christian narrative in our world.

Pastoral Care Framework

- Act in accordance with the College's Pastoral Care Framework.
- *More specifically:*
 - Create an *Environment* that allows students to feel safe, supported, engaged and where purpose is known in order to encourage growth and ability to flourish in their position and/or studies.
 - Support others to look after their own *Wellbeing* through growing themselves and others to live life with purpose, developing healthy habits, maintaining a balance on one's perspective and priorities, and building resilience to press on despite adversity.
 - Look after your *Wellbeing* through growing yourself to live life with purpose, developing healthy habits, maintaining a balanced perspective and priorities, and building resilience to press on despite adversity.
 - Provide opportunity for students to develop their *Character* through guiding their exploration of who they are, pathways to contribute to community and understanding their impact on the growth of others, and to positively encouraging others.
 - Develop your *Character* through exploration of who you are and pathways to contribute to community.

Teaching and Learning Framework

- Act in accordance with the College's Teaching and Learning Framework.
- *More specifically:*
 - Employ the instructional model and common language conventions in designing and delivering curriculum and learning experiences.
 - Design and practice of learning empowers the *Individual* with *Creativity, Growth, Courage, and Integrity*.
 - Assist students to develop their *Interpersonal* skills through *Collaborative* learning experiences, promotion, and demonstration of *Respectful Relationships*, and where *Communication* is central.
 - Develop the *Intellectual* capacity of students through learning targeted at their abilities to think *Critically, Comprehensively, Meaningfully, and Rigorously*.

Leadership Model

- Act in accordance with the College's Leadership Model.
- *More specifically:*
 - Embody *Servant Leadership* through humility in approach, being sacrificial in putting others interests first, empathetic in seeking to understand those you lead, and empowering others to grow in capability and capacity.
 - Embody *Credible Leadership* through being transparent in approach, competent in the position, trustworthy to those around you, and having integrity at all times.
 - Embody *Relational Leadership* through being an effective communicator, emotionally intelligent in engaging with others, equitable in approach, and an effective listener to better understand the perspectives of others.
 - Embody *Purposeful Leadership* through being goal-focused, strategic in approaching change, future-focused, and aligned to moving forward together.
 - Embody *Reflective Leadership* through being evidence-focused in approach, utilising feedback in own growth process, continuously improving on all aspects of position and self.

ATTRIBUTES

The incumbent will...

- Possess broad and deep experiences in the various offerings of PDHPE education.
- Demonstrate a genuine interest in supporting students' growth and development.
- Be an active member of a reformed, evangelical Christian church.
- Actively support the Christian teaching of the College and integrating their faith in all that they do.
- Positively contribute to and work as an effective team member collaborating with staff and parents, having the ability to encourage positive team commitment and contributions by the application of personal commitment, enthusiasm, and energy
- Demonstrate outstanding interpersonal and communication skills with the ability to communicate and work relationally with staff, students, parents, and other external parties.
- Possess intellectual strength, professional integrity, and a passion for Christian education.
- Possess a broad and deep understanding of current educational issues, curriculum development, pedagogical theory, and behaviour management.
- Keep up to date with educational research and 'best-in-class' practice.
- Be committed to pastoral care of both staff, students, and parents / carers and have a knowledge of the social and emotional issues which affect young people.
- Demonstrate the ability to empower others to flourish.
- Demonstrate the ability to think and act strategically.
- Act in a manner that enhances the College's reputation and standing in the community.
- Work within an openly Christian environment.
- Work as part of the ASC team of colleges and schools.

QUALIFICATIONS & EXPERIENCE

The incumbent will hold the following qualifications and experience:

- Tertiary qualifications in Education (Teaching) in the applicable learning area and hold the appropriate NESA accreditation.

OTHER INFORMATION

- All staff are supplied with laptops and are expected to be competent in computer skills.
- The College operates a 10-day 60 period timetable, with the full teaching load of 48 periods plus homeroom and duties.
- The PDHPE Teacher will have other duties such as meetings, co- and extra-curricular activities, camps, taking part in College Community activities, and the College's program for spiritual and pastoral care. Some of these duties may need to be performed at times outside normal hours.
- The Position Description is to be read in conjunction with the Arndell Anglican College Strategic Plan and is reviewed every 12-24 months. Next review is due January 2027.

AGREEMENT

By signing below, I confirm my acceptance and commitment to execute to the best of my ability the position responsibilities as outlined in this document, understanding that it may be varied from time to time and that any variation will be in consultation with myself and changes subject to applicable legislation as it may apply.

Signed

Date

Print Name

APPLICATIONS – Internal Candidates Only

Application Parameters:

Carefully consider the position description and provide a letter of application outlining your experience in the area/s of the position and what you would bring to the role (no more than two pages), include with this your current CV.

Closing Date for Applications:

Wednesday 12 November, 2025

Applications to be sent to:

Headmaster

E: employment@arndell.nsw.edu.au

APPLICATIONS – External Candidates Only

Please provide a letter of application outlining your experience in the area/s of the position and what you would bring to the role (no more than two pages), along with your CV ensuring the following is included:

- Copies of qualifications and teaching certificate/s including a copy of your NESA Teacher Summary Report and PD Progress Report.
- Summary of academic record.
- Work experience, including current and previous teaching experience.
- The names, positions, telephone numbers and addresses (including email if applicable) of three referees, one of whom will be your current Church minister.
- Working With Children Check clearance number and date of birth (for validation purposes only).
- Involvement and abilities in sport, the arts, or other fields of interest.
- Any other information in response to the position's professional criteria as provided or any other information that may assist us in assessing your suitability for an interview and appointment.

Closing Date for Applications:

Wednesday 12 November, 2025

Applications to be sent to:

Headmaster, Arndell Anglican College
PO Box 4063
PITT TOWN NSW 2756

T: (02) 4572 3633

F: (02) 4572 3294

E: employment@arndell.nsw.edu.au

Employment screening of successful applicants will apply including verification of the Working With Children Check and NESA accreditation, which may occur prior to interview. Arndell Anglican College is a child safe organisation, all members of staff are required to comply with applicable child protection legislation and are responsible for ensuring that the College's Child Safe Program is at the forefront of all they do. Arndell Anglican College is an equal opportunity employer and an Anglican Schools Corporation school.