

Status:	Permanent Junior Primary Educator Full Time (1.0 FTE)
Commencement date:	Term 1, 2027
Area of appointment:	Primary School
Position Reporting to:	Principal through the Head of School
Pre-requisites:	These qualifications/certificates are required prior to commencing employment at HILLS and must be updated for the duration of employments at HILLS: • Registered, or eligible for registration, with the Teachers Registration Board of South Australia • Current Working with Children Check • Current Responding to Risks of Harm, Abuse & Neglect Certificate (RRHAN-EC) • Current First Aid Certificate • Valid Photo Identification (e.g. Drivers License, Proof of Identity, Passport)

Introduction

All members of staff at The Hills Christian Community School Inc. (HILLS) are expected to model professional behaviours that reflect the School's mission, vision and [Statement of Belief](#). Through their relationships, service and commitment to excellence, staff contribute to a Christ-centred learning community where students are Growing with Nature, and Nurtured to Thrive. This includes:

- Demonstrate a personal Christian faith that is evident in daily life and professional practice.
- Build positive, authentic and respectful relationships with students, families, colleagues and the wider community, consistently modelling the HILLS values of Respect, Integrity, Courage, Empathy and Pursuit of Excellence.
- Promote the wellbeing, learning and holistic development of every student through high expectations, compassionate care and inclusive practice.
- Contribute positively to a collaborative culture of trust, service and continuous improvement through professional communication, teamwork and a shared commitment to the mission and aims of the School.
- Engage in ongoing personal, spiritual and professional growth through reflective practice and a commitment to continual learning.

Role Purpose

At HILLS Christian Community School, our mission is to help students learn and grow to achieve their God-given potential.

The Junior Primary Educator plays a vital role in laying the foundations for lifelong learning through high-quality, evidence-informed teaching that nurtures curiosity, confidence and a love of learning. Through developmentally responsive, play-informed and explicit teaching approaches that reflect the distinctive educational philosophy of HILLS—**Planted in Christ, Growing with Nature and Nurtured to Thrive**—the Junior Primary Educator creates engaging learning experiences that support every child to flourish academically, socially, emotionally, physically and spiritually, while developing the knowledge, skills and dispositions to become grounded and capable learners.

Key Results Area (KRA) as related to the AITSL standards

1. Know students and how they learn

- Use evidence-informed teaching practices that recognise students' cognitive, social, emotional, physical and spiritual development to maximise engagement, wellbeing and achievement.
- Design inclusive and responsive learning experiences that provide appropriate challenge, support and reasonable adjustments so every student can access, participate in and succeed in learning.
- Develop positive learning relationships that build student confidence, agency and a genuine sense of belonging.

2. Know the content and how to teach it

- Apply expert knowledge of the Australian Curriculum and contemporary Primary pedagogy to develop engaging, authentic and challenging learning experiences.
- Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements.
- Work collaboratively with colleagues to develop curriculum coherence through shared planning, moderation and continuous refinement of teaching programs.
- Purposefully integrate digital technologies, hands-on experiences and Nature Education to enrich learning, foster curiosity, creativity, critical thinking and develop students as thoughtful stewards of God's creation.

3. Plan for and implement effective teaching and learning

- Plan and implement engaging, well-structured learning programs that promote deep understanding, literacy, numeracy, inquiry, creativity and the application of knowledge and skills.
- Implement evidence-informed teaching strategies that develop deep understanding, explicit knowledge, critical and creative thinking, collaboration and increasing student agency.
- Create learning experiences that intentionally develop students as capable, curious and confident learners who can apply their learning in authentic contexts.

4. Create and maintain a supportive and safe learning environment

- Establish and maintain a safe, inclusive and engaging learning environment where every student feels known, valued, connected and supported to embrace challenges in their learning.
- Build positive relationships with students and families and manage behaviour through high expectations, restorative practices and proactive wellbeing strategies consistent with the school's Behaviour Management Policy.
- Foster a positive classroom culture through clear and consistent expectations, restorative practices, positive behaviour support and proactive wellbeing strategies that promote belonging, self-regulation and readiness for learning.
- Utilise a range of learning environments, including outdoor and natural spaces, to enhance student wellbeing, engagement and active participation in learning.

5. Assess, provide feedback and report on student learning

- Use a range of diagnostic, formative and summative assessment practices to monitor student learning, provide timely feedback and inform responsive teaching.
- Analyse assessment and student learning data to evaluate the impact of teaching, identify next learning steps and contribute to continuous improvement.

6. Engage in professional learning

- Engage in ongoing professional learning, professional inquiry and reflective practice to continually improve teaching effectiveness and student outcomes.
- Contribute actively to collaborative professional learning through curriculum planning, moderation, coaching, observation and evidence-informed discussion.

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

- Develop respectful, collaborative and trusting relationships with students, families, colleagues and external agencies that strengthen learning, wellbeing and community.
- Contribute positively to the broader life of HILLS through co-curricular programs, community events, Christian life and the ongoing development of the school.

Contribute to the Co-curricular Program

- Contribute to the planning, delivery and ongoing development of co-curricular and extra-curricular opportunities that enrich the educational experience of Primary students.
- Support student participation in excursions, camps, chapels, sporting events, performances, service opportunities, clubs and other activities appropriate to the Primary years.
- Work collaboratively with colleagues to create meaningful experiences that celebrate student achievement and foster a culture of curiosity, participation, service and excellence.
- Demonstrate a willingness to contribute to the broader life of the school through co-curricular and extra-curricular activities, recognising that these may occasionally occur before or after normal school hours.