

Status:	Permanent 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 • Current Driver's Licence

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 Primary Educator plays a vital role in delivering high-quality, evidence-informed teaching that inspires curiosity, nurtures a love of learning and enables every student to flourish academically, socially, emotionally, physically and spiritually. Through engaging learning experiences that reflect the distinctive educational philosophy of HILLS—**Planted in Christ, Growing with Nature and Nurtured to Thrive**—the Primary Educator empowers students to become grounded and capable learners who are equipped to make a positive difference in the world.

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.