

Status:	Permanent Middle School Educator (Mathematics Focus) Full Time (1.0 FTE)
Commencement date:	Term 1, 2026
Area of appointment:	Secondary School
Position Reporting to:	Principal through the Head of Secondary
Key Relationships	Director of Teaching & Learning, Director of Student Wellbeing, Middle School Coordinator, Middle School Teaching Team
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.

Our unique, open planned and innovative Middle School provides an environment that encourages excellence at a crucial stage in a student's educational journey. Students are introduced to the world of Secondary School carefully and intentionally.

Middle School Educators will confidently meet the academic, social, and emotional needs of students within the Middle Years at HILLS. While working in a collaborative planning and teaching team, Middle School Educators will guide and implement an engaging and integrated learning program which considers the unique requirements of the student's age and stage. Through engaging learning

experiences that reflect the distinctive educational philosophy of HILLS—***Planted in Christ, Growing with Nature and Nurtured to Thrive***— as well as our Middle School Philosophy, educators empower students to think critically, apply learning to authentic contexts and become capable learners who are equipped to make a positive difference in the world. Middle School educators use a restorative approach to behaviour management, through the development of intentional relationships with all students for the benefit of their learning and growth.

We are seeking a passionate Middle School educator with expertise in Mathematics, and the flexibility to teach across a range of Middle School subjects, including English, Science, Christian Living, Health and Physical Education, The Arts, and Global Perspectives. Experience in project-based learning and interdisciplinary curriculum design will be highly regarded.

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

1. Know students and how they learn

- Use evidence-informed teaching strategies that recognise students' prior knowledge, interests, physical, social and cognitive development to maximise engagement and achievement in a Middle School setting.
- Design differentiated learning experiences that cater for students with varying abilities, interests and aspirations, enabling every student to experience success.
- Design inclusive learning experiences that enable meaningful participation for all students, including those with disability or additional learning needs, in accordance with school policy and legislative requirements.

2. Know the content and how to teach it

- Apply expert knowledge of the Australian Curriculum learning areas and evidence-informed pedagogy to develop engaging, authentic and challenging learning experiences.
- Design, implement and continuously refine coherent curriculum, assessment and learning programs aligned to curriculum and reporting requirements.
- Integrate digital technologies, problem-solving strategies and real-world applications to enhance student understanding, reasoning and engagement.

3. Plan for and implement effective teaching and learning

- Plan and implement engaging, well-structured programs (including Mathematics) that develop students' conceptual understanding, reasoning, problem-solving skills and confidence.
- Prepare students for success through explicit teaching, authentic learning experiences and high-quality feedback.
- Foster a culture of high expectations that supports students to achieve personal excellence and confidently share their learning through performance.
- Collaborate with colleagues to strengthen curriculum coherence through shared planning, moderation and the ongoing refinement of curriculum, assessment and teaching practices.

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 challenge in their learning.
- Foster a positive learning culture through clear expectations, restorative practices, positive behaviour support and proactive wellbeing strategies that promote belonging, self-regulation and readiness for learning.
- Build positive partnerships with students and families that support student wellbeing, engagement and learning, consistent with the school's Behaviour Management Policy.

5. Assess, provide feedback and report on student learning

- Design and implement a range of diagnostic, formative and summative assessment strategies to monitor student progress and inform teaching.
- Use assessment evidence and student data to evaluate learning, provide timely and meaningful feedback, and refine teaching to maximise student growth.
- Maintain accurate records and communicate student achievement and progress through the school's assessment and reporting processes.

6. Engage in professional learning

- Engage in ongoing professional learning, professional inquiry and reflective practice to continually improve teaching effectiveness and student outcomes in Middle School education, curriculum development, assessment practices and emerging educational technologies.
- 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

- Build and maintain respectful, professional and collaborative relationships with students, families, colleagues and the wider community.
- Communicate effectively with parents/carers regarding student learning, wellbeing and participation in classroom and co-curricular programs.
- Contribute positively to the broader life of HILLS by supporting community events and opportunities that celebrate student learning.

Contribute to the Co-curricular Program

- Contribute to the planning, delivery and ongoing development of co-curricular opportunities that enrich the educational experience of Secondary students.
- Support activities that promote student learning, leadership, service, academic enrichment and community engagement as appropriate.
- Work collaboratively with colleagues to create meaningful opportunities that celebrate student achievement and promote a culture of curiosity, participation and excellence.
- Demonstrate a willingness to contribute enthusiastically to the broader life of the school through co-curricular and extra-curricular opportunities, recognising that these may occasionally occur before or after normal school hours.