



HALE SCHOOL

JOB DESCRIPTION

Date	July 2025
Position Title	Postgraduate Trainee Teacher: Hale School/University of Sunderland
Reports to	Head of Department, Sunderland Program Mentor

Summary

The Hale School/Sunderland University Postgraduate Trainee Teacher program provides a unique, immersive opportunity to observe, study and develop skills in a variety of teaching and learning programs at Hale School. Responsibilities in both classroom and co-curricular settings are the cornerstones of the experiences that will support a readiness for a career in schools.

Through Hale's partnership with the University of Sunderland, program graduates can become fully qualified to teach in Western Australia after one successful year of study. This means that candidates may apply who are yet to start their study towards becoming a teacher.

It's possible that paid employment at Hale during the Trainee Teacher program can be offered. This could include opportunity to work within the school's extensive co-curricular program.

Information about the Sunderland PGCE one-year courses can be found here: [PGCE iQTS \(DL\) | The University of Sunderland](#)

Pre-requisite requirements for the Sunderland course are shown below.

Hale School may offer financial assistance to help cover a portion of the fees associated with the international online course.

Below are some of the key competencies required of a teacher at Hale School. Trainee teacher program candidates will be expected to demonstrate these competencies at a level appropriate to their qualifications and experience.

PROFESSIONAL KNOWLEDGE

KNOW STUDENTS AND HOW THEY LEARN

It is important that you know the students and how they learn by;

- Demonstrating knowledge and understanding of the physical, social, emotional and intellectual development of boys and how these impacts on their learning.
- Understanding the various resources available at Hale School to help students with different learning needs.
- Showing care and concern for boys as individuals and demonstrating positive professional relationships.
- Providing a range of activities to meet the different learning styles and cultural backgrounds of students.
- Demonstrating knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural and religious backgrounds.

KNOW THE CONTENT AND HOW TO TEACH IT

Knowing the content material and how to engage students with that material is an important part of effective teaching which can be achieved by;

- Demonstrating knowledge and understanding of the concepts, elements and structure of curriculum content.
- Effectively applying the scope and sequence of the curriculum.
- Planning instructions to achieve the intended learning outcomes.
- Knowing and understanding relevant literacy and numeracy teaching strategies and their application in your learning area.
- Where possible, implementing strategies that incorporate ICT to expand the learning opportunities for students.

PROFESSIONAL PRACTICE

PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING

Once you are familiar with the content it is important to bring this alive for the students. This can be achieved by;

- Using your developing knowledge of student learning, curriculum content and teaching strategies to plan effective learning experiences for students.
- Engaging students in a range of effective teaching and learning strategies in your lesson.
- Setting learning goals that provide achievable challenges for students with varying abilities and characteristics.
- Selecting and using a diverse range of resources in your planning that will engage students in their learning.
- Demonstrating a broad knowledge of strategies that can be used to evaluate your own programs and improve students' learning.

INSTRUCTIONAL DELIVERY AND ENGAGEMENT

Good instruction, most fundamentally, entails moving students from one place to another in their understanding or ability to do certain things. When all other factors are held constant, the most successful teachers move their students the greatest distance. This can be achieved by;

- Establishing effective class routines.
- Demonstrating enthusiasm for and developing expertise of the curriculum.
- Engaging students in individual, cooperative and whole group activities.
- Staying involved with the lesson at all stages.
- Pacing instructions effectively.
- Linking homework to learning outcomes.
- Using a diverse range of technologies to assist in the delivery of the curriculum.
- Creating an environment that is appropriately stimulating and academically challenging.

CREATE AND MAINTAIN SUPPORTIVE AND SAFE LEARNING ENVIRONMENT

It is important to establish and maintain supportive and safe learning environments for students. This can be achieved by;

- Establishing and maintaining effective behaviour management, classroom expectations and procedures.
- Maintaining a safe and well-organised physical setting.
- Modelling care, fairness, courtesy, respect and enthusiasm for learning.
- Respecting and promoting the appreciation of diversity.
- Encouraging student participation, inquiry and intellectual risk-taking.
- Insisting on correct dress.

ASSESS, PROVIDE FEEDBACK AND REPORT ON STUDENT LEARNING

Adjusting the way you assess student learning can dramatically improve your teaching effectiveness, as it provides immediate feedback on what works and what doesn't. Having a diversity of techniques can be achieved by;

- Using effective assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.
- Providing timely and appropriate feedback to students about their learning.
- Interpreting student assessment data to evaluate student learning and to modify teaching practice.
- Using a range of strategies for reporting to students and parents/carers and keeping accurate and reliable records of student achievement.

PROFESSIONAL ENGAGEMENT

ENGAGE IN PROFESSIONAL LEARNING

It is important that we continue to learn and develop as teachers. Your engagement in professional learning can be demonstrated by;

- Participating actively in the mentoring program provided through the Hale Graduate program.
- Meeting regularly with your mentor/coach to reflect and work on your professional practice.
- Seeking and applying constructive feedback from mentors/supervisors and teachers to improve teaching practices.
- Undertaking professional learning activities to develop knowledge and practices.

ENGAGE PROFESSIONALLY WITH COLLEAGUES, PARENTS/CARERS AND THE COMMUNITY

Engaging professionally within the Hale School Community is important for establishing and developing healthy relationships. Professional engagement is demonstrated by;

- Working collaboratively and cooperatively with colleagues and other professionals.
- Contributing professionally to the School community.
- Maintaining professional objectivity.
- Maintaining a safe, tidy, well-organised classroom and work area.
- Maintaining appropriate professional attire.
- Being punctual and well-prepared for all professional responsibilities.
- Attending staff meetings, briefings and assemblies.
- Always acting in a manner that supports the School's values, ethos, and Anglican heritage.
- Working in accordance with School Policies and Procedures; particularly the School's Duty of Care for Students, Mandatory Reporting and Child Protection, Staff Conduct and Discipline and Student Behavior Management Policies and Procedures.

CO-CURRICULAR INVOLVEMENT

Take an active role in the Co-curricular program at Hale School by;

- Fulfilling co-curricular responsibilities as agreed with the Director of Co-Curricular.
- Ensuring all activities are pursued in a manner consistent with the School Values, Statement of Purpose, and safety guidelines.
- Encouraging students to be active participants in the co-curricular program offered.
- Where necessary, keeping accurate records of students' attendance and performance in co-curricular activities.
- Ensuring adequate levels of supervision and standards of behaviour during activities.
- Ensuring the necessary equipment is available and maintained.
- Establishing and maintaining positive and appropriate relationships with students in each activity.
- Contributing to the spirit and culture within the team or group.
- Maintaining a positive working relationship with staff/coaches in the relevant activity.
- Communicating effectively with the co-ordinator of the relevant activity.
- Effectively organising and managing the activity, including following instructions and guidelines as appropriate.

Taking an active role in the co-curricular program may also offer the opportunity to participate in trips, tours and outdoor educational camps. These will be discussed with you when you begin. It is hoped at the least that you will be involved with at least one outdoor camp each year.

REPORTING LINES

Trainee teacher program candidates will have a number of reporting lines who will assist and support you in your work at Hale School.

Your first point of contact will be your Sunderland mentor. They will need to know your work schedule and how your weekly work plan is changing throughout each term. They will be an important resource for you that will ensure you are planning your workflow and anticipating what is ahead each term so that both Hale's internal requirements and the external requirements of the Sunderland program can be met .

Depending on what academic department(s) you teach in, your Head of Department will be another resource, allocating you to appropriate classes for observation and teaching purposes, and directing and supporting your work in the department more generally. It might be that your Head of Department allocates you a 'buddy' to provide further support on a day-to-day basis.

It is likely that sport will be a part of your co-curricular involvement, and if this is the case then the Director of Co-curricular and Head of Sport will be important contacts and sources of guidance and support.

SUNDERLAND UNIVERSITY PROGRAM REQUIREMENTS

- A bachelor's degree or equivalent from a UK or non-UK university. This doesn't have to be in a curriculum subject. You must check the individual teacher registration requirements for the country where you wish to teach. The University uses ENIC to assess the level of your qualifications if from a non-UK university.
- To have achieved a standard equivalent to grade 4 in GCSE mathematics.
- To have achieved a standard equivalent to grade 4 in a GCSE science subject (biology, chemistry, or physics) if teaching children aged 5 to 11 (equivalent to an English primary school).
- Any previous school experience isn't a requirement for successful admission to the PGCE iQTS course. Successful admission will be determined by your potential to teach assessed using both your application and, if successful at application stage, an interview process. Please note, for those not currently working as an employed teacher, you'll be responsible for arranging your own placement, both the main teaching experience blocks, and the second school experience.
- For those without a first degree studied in the medium of English, Academic in person IELTS is required, achieved within the last two years. (A minimum Academic IELTS band score of 6.5, with 6.5 in writing, and no less than 6 in Reading and Speaking and Listening).
- You'll also need to submit a strong personal statement as part of your application which will be crucial in how your application is assessed.
- National Police Check or Nationally Coordinated Criminal History Check.
- Working with Children Check.

OTHER REQUIREMENTS

- Medical pro forma.
- Demonstrate an awareness of all emergency management procedures and safe work practices in the respective areas of work.
- Maintain the ethos of Hale School by acting in a manner that supports the School's Values, Statement of Purpose, Ethos and Anglican framework.
- Be aware of and understand the obligations of working in accordance with the School's Child Safety, Mandatory Reporting and Child Protection, Staff Code of Conduct, Staff Code of Ethics, Critical Incident Management Guidelines, Policies and Procedures.
- Working with Children Check and National Police Clearance or Nationally Coordinated Criminal History Check as outlined in the pre-requisites for Sunderland University.

The Headmaster, at his sole discretion, reserves the right to vary your duties at any time. Such a variation of your duties does not constitute a breach of contract or termination of your employment. As part of the School's routine pre-employment practices, the School will contact your referees and/or previous employers to ask specific mandatory questions relating to Child Safety. We also reserve the right to conduct social media checks, as part of this process.

Child Protection

Hale School takes child protection seriously and is committed to supporting the wellbeing of all children and young people, respecting their dignity, ensuring their safety, and protecting them from abuse and other harm.

All candidates for roles at Hale School are subject to rigorous screening procedures and assessment as a condition of employment.

All staff are required to uphold the standards and adhere to the procedures outlined in our Code of Conduct for all Staff, Code of Ethics, Child Safety and Child Protection and Mandatory Reporting Policies.

As part of your duties and responsibility as an employee you will be required to:

- Promote the safety and wellbeing of children and young people.
- Ensure your interactions with children and young people are positive and safe.
- Provide appropriate support and supervision of children and young people in your care.
- Act as a positive role model for children and young people.
- Participate in regular performance management and professional learning linked to our Codes of Ethics and Code of Staff Conduct, Child Safety and Child Protection and Mandatory Reporting Policies.
- Maintain an up to date and valid Working with Children Check.
- If appropriate meet professional standards for teachers and maintain teacher registration and,
- Report to the Headmaster any criminal charges or convictions you receive during your employment that may indicate a possible risk to children and young people.

The Hale School community has zero-tolerance for child abuse, and all allegations and safety concerns are treated very seriously and consistently with our robust safeguards and procedures.