



Junior School Classroom Teacher

We are seeking a passionate and highly motivated Junior School Classroom Teacher to join our flourishing Junior School community.

This is a full time, fixed term Parental Leave tenure with commencement Term 3, 2026 through to 31 December 2026.

Applications should consist of the following:

A cover letter and resume addressing your experience relative to the Duty Statement responsibilities (attached).

Our School Employment Application Form (as found on our website).

Copies of relevant qualifications and academic transcripts.

Proof of current Working With Children WA.

Proof of an Australian National Character Check.

The names and details of three referees.

(Referees will only be contacted should you be shortlisted for an interview.)

Current proof of TRBWA registration.

Applicants must be supportive of the objectives and ethos of an Anglican education.

PCACS is a child-safe School and an Equal Opportunity Employer.

**Submission of application
by 3.00 pm
Monday 29 May 2026**

We reserve the right to close this role earlier.

Applications are to be addressed to the Principal,
Ms Felicity House and submitted via Seek.



JUNIOR SCHOOL CLASSROOM TEACHER

Peter Carnley Anglican Community School (PCACS) is a young and dynamic school, offering excellence in education for students from Pre Kindergarten to Year 12. We are committed to challenging and inspiring our students to be the best they can be, both for their journey through school and for life beyond our gates. Our specialised Early Learning Campus at Calista caters for Pre Kindergarten to Year 1 students, whilst our Wellard Campus caters for Year 2 to Year 12 students. PCACS is part of AngliSchools.

Our Mission

To challenge and inspire a community of purposeful learners who are engaged, caring, connected and aspirational.

Our Vision

Peter Carnley Anglican Community School is an aspirational and purposeful community of learners, growing and striving together. Through pursuit of personal best, we engage in meaningful learning experiences, think critically and creatively and actively seek knowledge and new skills. Proudly part of AngliSchools, we are a School where everyone is included, valued, respected and supported.

Our Values

Spirituality	Exploring meaning and purpose in life through scripture, reason and tradition.
Excellence	Learning and growing with purpose, striving for personal best and encouraging others to do the same.
Respect	Acting with kindness, honesty and integrity.
Belonging	Nurturing positive relationships, welcoming everyone and celebrating difference.

It is expected that all staff of PCACS are familiar with, and act in accordance with the *Staff Code of Conduct* and the requirements outlined in the *Staff Handbook*.

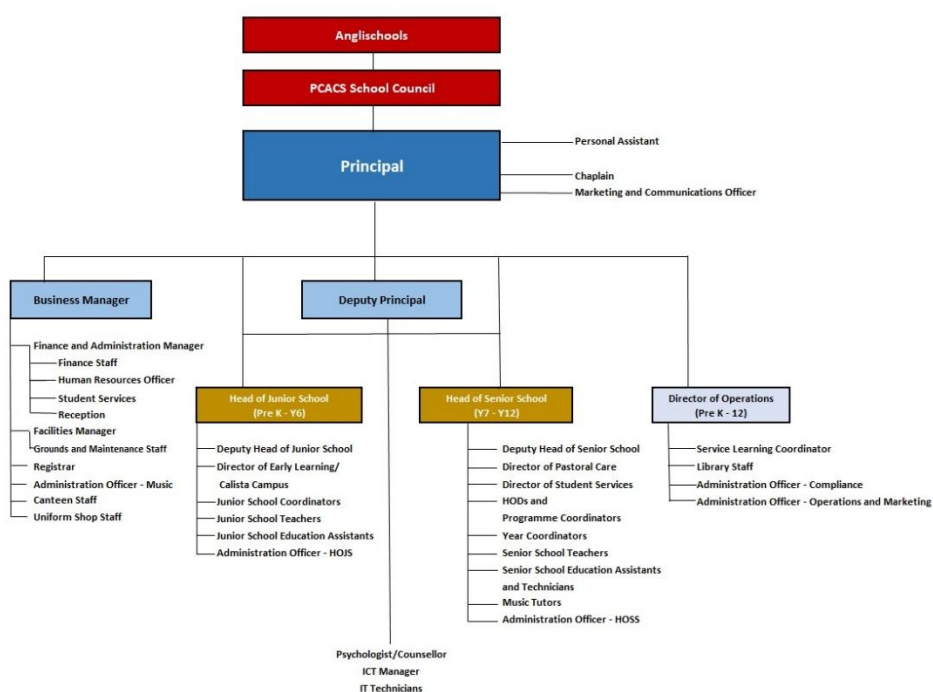
Reporting Structure

Junior School teachers report to the Principal through the Head of Junior School.

Junior School Teachers form part of the Junior School pastoral care and teaching and learning programme and report to the relevant Junior School Director(s) for pastoral care, teaching and learning, and operational matters.

Junior School Teachers report to and are supported by the Learning Enrichment Coordinator and Curriculum Coordinator for learning support, inclusive education matters and for strategic curriculum initiatives.

Peter Carnley Anglican Community School Organisational Chart



Key Relationships: Principal, Head of Junior School, Deputy Head of Junior School, Junior School Directors and Coordinators, Staff, Parents, Students

Level / Award: In accordance with the prevailing Anglican Schools Commission Enterprise Bargaining Agreement

FTE: As per contractual agreements

**PCACS recognises that Duty Statements are dynamic documents.
They may be reviewed annually or as required.**



Vision for Junior School Teachers

Junior School teachers at PCACS are engaging and dynamic educators committed to ensuring each student can achieve their personal best. Pedagogical innovation and effective digital technology application to enhance learning are vital aspects of a teacher's role at PCACS.

Professional Attributes:

Demonstrates a commitment to excellence in their role as an educator and teacher.

Implements innovative teaching and learning strategies to stimulate and challenge a diverse range of students.

Models optimism and a growth mindset and has a passion for teaching Junior School aged students.

Authentic with a capacity to inspire students and staff.

Has a love for learning and a commitment to every student achieving their personal best.

Effective organisational skills and demonstrates initiative and practices accountability.

Confident and articulate communication skills with staff, students, parents, stakeholders and external organisations.

Collegial and collaborative within and across the Junior School year levels.

Willingness to be part of the total life of the School, including participation in the Co Curricular programme and supportive of the ethos, values and liturgical life of an Anglican School within the Anglican Schools Commission.

General Expectations:

Attend, assist with the preparation of, and actively participate in Chapel Services conducted in the Anglican tradition.

Empathise with the School's commitment to offering a holistic education, and be willing to make a valuable ongoing and flexible contribution to the delivery of this.

Serve as a good ambassador of the School. Take an active part in the general life of the School - supporting policies, procedures, aims and objectives in order to facilitate the day-to-day operation and promote a high quality of education within the School.

Ensure all students and parents are provided with a quality service in a timely, efficient and friendly manner.

To be actively involved in the School's Staff Appraisal Programme, show responsibility in their own professional growth and support the growth of others.

Undertake and apply Workplace Health and Safety requirements in the workplace.

Undertake other duties as required.



PETER CARNLEY
ANGLICAN COMMUNITY SCHOOL

A Junior School teacher at PCACS is expected to meet the AITSL Teacher Standards at a proficient level or higher. Graduate teachers appointed to a Junior School teacher role at PCACS are expected to transition from graduate to proficient level within an agreed timeframe. Junior School teachers are expected to self-reflect and aspire to progressing through the AITSL career stages: Graduate, Proficient, Highly Accomplished and Lead.

Duties related to the position include, but are not limited to the following:

Professional Knowledge

Standard 1: Know students and how they learn

Use teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning.

Key Performance Indicators

Implements learning and teaching strategies to allow all students to achieve to the best of their abilities.

Implementation of extension and enrichment, academic support, and differentiation programmes within their classes.

Participates in reflection and evaluation of the effectiveness of learning and teaching programmes in meeting the needs of students.

Works collaboratively with specialist staff i.e. Counsellor, Directors, Learning Enrichment Coordinator, Curriculum Coordinator and year level team to ensure student learning and pastoral care needs are met.

Standard 2: Know the content and how to teach it

Actively participates in the development and evaluation of curriculum content and teaching strategy initiatives.

Key Performance Indicator

Develops engaging and high quality learning experiences that relate to curriculum content in their subject area.

Works collaboratively to select, sequence and organise curriculum content in learning and teaching programs.

Implements effective and valid assessments in line with reporting requirements within Learning Area programmes.

Provides opportunities for students to develop an understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages through learning and teaching programmes.

Implements relevant literacy, numeracy and ICT strategies within Learning Area programmes.

Professional Practice

Standard 3: Plan for and implement effective teaching and learning

Plans, implements and reviews a range of teaching and communication strategies, resources (including ICT) in learning and teaching programmes.

Key Performance Indicators

Willingly reflects and acts on feedback (including student feedback, peer feedback and assessment data) regarding the use of teaching and learning strategies and classroom practice.

Implements effective ICT strategies to support learning and teaching.

Works collaboratively to actively modify and expand the repertoire of strategies used in the classroom to promote collaboration, problem-solving and critical and creative thinking.

Communicates effectively to engage students, parents and carers in the learning process.

Standard 4: Create and maintain supportive and safe learning environments

Utilises inclusive, engaging and effective classroom management and pastoral strategies that promote student responsibility for learning and positive character development.

Key Performance Indicators

Establishes clear expectations and effectively manages student behaviour standards in line with restorative justice practices.

Uses strategies that promote student responsibility for learning.

Implements student wellbeing and positive education strategies that ensure the safety, inclusion and holistic development of all students.

Promotes safe, responsible and ethical use of ICT in learning and teaching.

Actively engage with the requirements of the pastoral care programme.

Standard 5: Assess, provide feedback and report on student learning

Develops, implements and reflects on assessment procedures and feedback and works collaboratively to moderate and report student achievement.

Key Performance Indicators

Develops effective formative and summative assessment opportunities to assess student learning.

Engages in frequent and timely moderation processes with colleagues.

Communicates effectively with students as well as parents and carers using a range of formative assessments and feedback strategies.

Reports accurately within SEQTA and maintains accurate and reliable records.

Uses reporting and assessment data to inform learning and teaching, identify interventions and make appropriate modifications to the learning and teaching program.

Professional Engagement

Standard 6: Engage in professional learning

Participates in and contributes to collegial relationships, networks and professional learning opportunities to develop professionally and improve student learning outcomes.



Key Performance Indicators

Actively participates in Junior School and Year Level meetings, and Professional Learning to ensure up to date strategies and knowledge of the curriculum.

Engages in professional learning opportunities offered through Peter Carnley Anglican Community School that align with the Strategic Plan of the School.

Seeks professional growth and development and applies this learning to their teaching, leadership and to practices at Peter Carnley Anglican Community School.

Regularly engages in self-reflection and goal setting with reference to the AITSL teaching standards and the Teacher Self-assessment Tool.

Actively engages with colleagues to improve practice throughout the school.

Standard 7: Engage professionally with colleagues, parents/carers in the community

Establishes and maintains respectful and meaningful relationship with parents/carers and behaves in a professional and ethical manner.

Key Performance Indicators

Actively participates in professional and community networks and forums and utilises these networks to improve learning and teaching outcomes for students.

Collaborates with, and maintains contact with, parents regarding student learning and wellbeing using a variety of mechanisms and forums.

Actively maintains current knowledge of, and complies with relevant legislative, administrative, organisational, and professional requirements, policies and processes.