



PEMBROKE SCHOOL

INFORMATION TO APPLICANTS FOR TEACHING APPOINTMENTS AT PEMBROKE SCHOOL

INTRODUCTION

Pembroke School is a leading Australian co-educational, non-denominational day and boarding School, from Early Learning Centre to Year 12. The School is an International Baccalaureate (IB) World School offering the IB Diploma and Primary Years Programme (PYP).

Pembroke was founded in 1974 through the amalgamation of Girton Girl's School, founded in 1915, and King's College, a boy's school founded in 1924.

The School has flourished, establishing itself at the forefront of independent schooling in Australia with a full enrolment, a strong financial base, stable administration, good facilities and high levels of student performance in academic, sporting and cultural activities.

Pembroke is situated just a few kilometres east of the Adelaide city centre and has two main campuses. The King's Campus located at 342 The Parade, Kensington Park accommodates the Middle School from Years 7 to 10 and the majority of the School's administration. The Girton Campus, situated 500 metres to the east on Holden Street includes both the Junior School, Early Learning Centre to Year 6 and Senior School, Years 11 and 12. The enrolment is approximately 1,550 including up to 120 boarding students.

The School employs roughly 300 staff, with around 160 FTE teachers. The School has in place an Enterprise Agreement and a Staff Benefits document providing conditions that compare more than favourably with other schools. Pembroke is committed to recruiting and retaining the highest calibre of staff in order that we effectively strive for the School Aims.

AIMS OF PEMBROKE SCHOOL

- (1) To offer our students the means to develop a broad and deep knowledge base thus enabling them to act effectively as well-informed citizens.
- (2) To create a dynamic learning community which encourages self-management, curiosity, intellectual rigour, enjoyment, innovation and the exploration of each individual's potential.
- (3) To facilitate the social, physical and emotional development of each student emphasising student safety, personal growth, integrity, respect for differences in people, resilience, an appreciation of the environment, a sense of social responsibility and care for others.
- (4) To encourage the exploration of students' spiritual values and their power to make ethical decisions.
- (5) To promote thoughtful, respectful and informed participation in the community locally, nationally and internationally with an emphasis on seeking justice for all.



TEACHING AT PEMBROKE

These are the principal expectations of a teacher at Pembroke School as outlined in the School's Staff Benefits document:

- (a) Teaching staff will be prepared to support actively the Aims of the School and its related Objectives.
- (b) Curricular activity involving timetabled, face-to-face teaching. This is the core professional activity of teachers. Those based in the Middle and Senior Schools who do not hold a promotion position will generally teach a maximum 23 lessons out of 30 per week. Junior School teachers also have generous non-contact time.
- (c) In allocating teaching tasks, the Principal will endeavour to respect the wishes of staff through appropriate consultation. However, the Principal also reserves the right to allocate suitable subjects and year levels, where necessary, to staff members who are qualified to teach them.
- (d) All teaching staff based in the Middle and Senior Schools will be prepared to "cross campus", so have at least one class on each campus.
- (e) Teachers will engage in other activities directly linked to their core professional responsibilities. These include, but are not limited to: attendance at staff meetings, yard duty, tutorial responsibilities (pastoral care groups), parent-teacher interviews, assemblies, Chapel and other normal programmed School activities.

- (f) Teachers will engage in School-approved co-curricular activities, which involve working with students on a regular basis according as far as possible to their skills, interests and experience. The conditions for these activities are outlined in the Staff Benefits Document.
- (g) There is an established policy framework, covering all relevant matters including child protection, codes of conduct, grievances procedures and staff protective practices.

PEMBROKE TEACHING STAFF ETHOS

Our ethos is based on the premise that Pembroke teachers are valued greatly and perform as outstanding professionals who aim to be at the forefront of the teaching profession.

The teaching staff at Pembroke proudly recognise that they work in an aesthetically pleasing environment with excellent facilities, well-qualified support staff and many professional development opportunities. This, in turn, allows for creativity, inspiration and relevance in their teaching and mentoring of young people.

In this context, the Pembroke Ethos within the Staff Benefits Document, reinforces the staff's commitment to fundamental principles that can be organised into four inter-relating domains.

Teachers at Pembroke:

- Actively and willingly uphold the Aims of the School as an integral part of their teaching and example in the community.

In relation to students, Pembroke teachers:

- Ensure the highest quality education and care of students is their prime concern.
- Utilise the resources and support of the School to provide for the optimal learning and personal development of students.
- Model the highest standards of conduct in their professional behaviour, speech and demeanour among themselves and in the School community.

In relation to colleagues, Pembroke teachers:

- Operate within the structure of the School in a manner that promotes trust, open communication, mutual respect and loyalty.
- Are flexible, accommodating and generous in their approach to the day to day life of the School.
- Strive for the harmonious and efficient functioning of the School through continually improving our curricular, co-curricular and administrative requirements.

In relation to themselves as professionals, Pembroke teachers:

- Appraise, develop and improve their own performance.
- Develop professional expertise through interaction with colleagues and external avenues of professional development.
- Take a pride in the developing quality of their pedagogy.
- Embrace new technologies and curriculum change.

In relation to the wider School community and society, Pembroke teachers:

- Communicate sensitively, effectively and positively with parents, guardians and others.
- Engage in the wider life of the School through respectful interaction with all members of the School community and support for their aspirations and endeavours.
- Are welcome to play an active part in the community life of the School.
- Actively seek ways to broaden connectivity with national and international issues.

