



Information to Applicants

For Teaching Appointments at Pembroke School

Pembroke

Introduction

Pembroke School is a co-educational, non-denominational, day and boarding School from Early Learning Centre to Year 12. Renowned for academic excellence and a broad, inclusive program, Pembroke offers the South Australian Certificate of Education (SACE) and is also an International Baccalaureate World School, offering the IB Diploma Programme (IBDP) 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 and engagement in academic, sporting and cultural activities.

Pembroke is situated just a few kilometres east of the Adelaide city centre and has two main campuses separated by a few hundred metres, easily walkable in a few minutes across Kensington Oval. The King's Campus accommodates the Middle School from Years 7 to 10 and the majority of the School's administration. The Girton Campus includes the Early Learning Centre, Junior School and Senior School. The enrolment is approximately 1,650 including up to 60 boarding students.

The School employs roughly 300 staff, with around 175 FTE teachers, with the balance being professional services staff. The School has in place an Enterprise Agreement and a Staff Benefits document providing conditions that compare very favourably with other schools. Pembroke is committed to recruiting and retaining the highest calibre staff who see the active delivery of the School Aims as central to their work.

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.



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Pembroke Staff Ethos

The Pembroke Ethos statement sets out staff commitment to four inter-relating domains.

In relation to students, Pembroke staff:

- Provide or support the provision of the highest quality education and care of students.
- Utilise the resources and support of the School to provide for the optimal learning and personal development of students.
- Model the highest standards of professional and personal conduct.

In relation to colleagues, Pembroke staff:

- Operate 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 supporting and improving our curricular, co-curricular, administrative and other functions.





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In relation to themselves as professionals, Pembroke staff:

- Appraise, develop and improve their own performance.
- Seek to maintain and broaden their professional knowledge through interaction with colleagues and external avenues of professional development.
- Consistently develop and review the quality of their pedagogy, or support thereof.
- Consistently deliver high quality work.
- Embrace change and new technologies.

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

- Communicate professionally, sensitively, effectively and positively with parents, guardians and others.
- Engage in the wider life of the School through respectful and supportive interaction with members of the School community.
- Are encouraged to play an active part in the community life of the School.
- Actively seek ways to broaden connectivity with national and international issues relevant to their area of expertise.



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Teaching at Pembroke

These are the principal expectations of teachers at Pembroke School as outlined in the School's Staff Benefits document and Staff Code of Conduct:

- (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 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 generally teach 32 lesson out of 40 per week.
- (c) All teaching staff based in the Middle and Senior Schools will be prepared to "cross campus", so will generally have at least one class on each campus.
- (d) Teachers will engage in other activities directly linked to their 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 programmed School activities.
- (e) 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.
- (f) All staff at Pembroke are required to follow the established policy framework, including matters related to Child Protection, Protective Practices and Staff Code of Conduct.