COURAGEOUSLY REIMAGINING
OUR CHRIST-LED COMMUNITY

CHRISTIAN STUDIES TEACHER ROLE DESCRIPTION

BETHANY LUTHERAN PRIMARY SCHOOL

OUR STRATEGIC DIRECTION

WHY?

Our purpose

Courageously reimagining a Christ-led community where our legacy of love and learning transform lives.

Our PURPOSE communicates why we exist

HOW?

Our approach

We adopt these four distinct and mutually reinforcing approaches joined together by FAITH.

Our APPROACH communicates how we will achieve our purpose

WHAT?

Our intentions (2024 – 2029)

As we express our four strategic approaches we will be renowned for:

Our INTENTION communicates what we want to be renowned for

ROLE DESCRIPTION

ATTRIBUTES AND COMPETENCIES

- A lively and practical support of the Lutheran Christian ethos of our school.
- A firm belief in, and commitment to the vision, mission, values, strategic horizon and school improvement plan, and an ability to articulate and promote these authentically.
- A loyalty to the leadership of our school and a practical understanding of the nature of confidentiality, as required.
- Initiative, creativity, and adaptability and be able to work autonomously and as part of a team.
- An outstanding knowledge of and skills in learning design using the Australian Curriculum.
- Have a clear focus on student learning and well-being in and beyond the classroom.
- Excellent communication skills and the ability to form strong partnerships with families, young people and colleagues.
- Exhibit ongoing professional growth on a personal level and for the benefit of the school community.
- Excellent organisational and time management skills.
- Advanced skills in the use of technology.

INTERNAL PROFESSIONAL RELATIONSHIPS

Teacher:

- works in close collaboration with their year level or specialist team.
- is line-managed by Director of Learning and Principal.

QUALIFICATIONS

Teacher:

- is registered or has the capacity to be registered with the Queensland College of Teachers.
- is an accredited Lutheran school teacher or has the capacity to attain accreditation through Lutheran Education Australia; and
- has tertiary qualifications and/or a broad professional learning history conducive to the key tasks and responsibilities of the role.

KEY ACCOUNTABILITIES AND SPECIFIC DUTIES

1. Team and Culture

1.1.1 Demonstrates an appreciation for the culture of the school community and seeks to contribute positively to it and enhance it in their daily interactions;
1.1.2 Demonstrates loyalty to the Bethany brand;
1.1.3 Supports the Christian underpinning of the school and its community in words and action;
1.1.4 Actively adopts and upholds the school's mission, vision, values and strategic horizon;
1.1.5 Speaks the truth in love, communicates effectively and is actively invested in appropriate conflict resolution strategies;
1.1.6 Demonstrates professionalism;
1.1.7 Upholds the strictest of confidentiality regarding information and personnel, including students, parents of students, staff, the school, and the school's operations;
1.1.8 Is familiar with and supports school policy and procedures in all activities;
1.1.9 Demonstrates patience;
1.2.0 Demonstrates mature and excellent interpersonal skills;
1.2.1 Contribute positively and effectively as a member of the Teaching Team;
1.2.2 Assists in the positive promotion of the school's ethos and reputation;
1.2.3 Embrace's continuous and innovative improvement and best practice;
1.2.4 Plans and collaborates effectively with their teaching team;
1.2.5 Demonstrates grace, integrity, generosity and bravery;
1.2.6 Ensures all written communication is clear, appropriate and accurate using the Style Guide;

2. Professional Practice

2.1.1 Leads, serves, and manages young people using restorative and trauma-informed practices and the Bethany Pastoral Care Guidebook;
2.1.2 Demonstrates a high level of professional behaviour including quality teaching, positive approaches, appropriate professional conduct, and high level of administration duties;
2.1.3 Manages Christian Studies budget;
2.1.4 Completes high quality year, semester, and weekly planning documents in line with Bethany's vision for learning expressed in frameworks and guidebooks;
2.1.5 Ensures planning meets syllabus and school requirements, including Curriculum and Assessment Guidebooks, Subject Frameworks, School Improvement Plans, Christian Studies Framework, and Scope and Sequences;
2.1.6 Uploads all planning to the relevant folder using school templates by due dates;
2.1.7 Follows all guidebooks related to teaching and learning and uses all school directed programs, approaches and pedagogical approaches with their students;
2.1.8 Participates in moderation to inform teacher judgement with other schools;
2.1.9 Ensures planning documents and curriculum delivery align with assessment and reporting procedures and schedules;
2.2.0 Meets school requirements for assessment and reporting;

2.2.1 Meets school and legal requirements for students with additional needs, including making adjustments, collection of evidence and implementing ISPs, and supporting intervention strategies from Director of Personalisation in line with the Learning Enhancement Guidebook;

2.2.2 Uses all school required technology platforms and devices with confidence and high levels of skill;

2.2.3 Uses a high level of pedagogical skill for engaging and effective learning experiences for students that focus on student empowerment and mastery, choice, and authenticity. Aligns with school's pedagogical focuses. Develops challenging educational programs and practices;

2.2.4 Provides feedforward before final task assessment and monitor student progress;

2.2.5 Clearly communicates learning intentions and success criteria with exemplars;

2.2.6 Prepares teaching and assessment resources using school templates and upload to year level folders;

2.2.7 Prepares classroom for learning activities and has all resources organised and available and when needed;

2.2.8 Maintains accurate and complete records of student progress and development using TASS PC Entries and Notes, in line with the Pastoral Care Guidebook;

2.2.9 Contributes to and participates in ISP and ICP meetings and prepares any reports as required;

2.3.0 Communicates effectively with young people;

2.3.1 Follows all student safeguarding and child protection measures;

2.3.2 Demonstrates forgiveness and grace towards the young people in their care;

2.3.3 Ensures that the wellbeing of the young people in their care is their highest priority;

2.3.4 Maintains and constantly develop a sound understanding of the developmental needs of children;

2.3.5 Critically reflects on existing programs and practices pertaining to teaching and learning, and seeks constantly to improve such programs and practices, at a pace conducive with effective change management;

2.3.6 Maintains a highly organised and de-cluttered classroom that reflects the Learning Spaces Guidebook;

2.3.7 Exercises a high standard of duty of care whenever in the presence of students or volunteers, whether or not in a role of responsibility at the time;

2.3.8 Demonstrates respect and care for property and equipment;

2.3.9 Ensures students' use of information technology is properly supervised to ensure safe and acceptable use;

2.4.0 Accesses and follows School's procedures as communicated in Guidebooks and Policies;

2.4.1 Remains active across the day, working with students at their work spaces and

2.4.2 Is student focussed and aims to empower students to become independent learners, intrinsically motivated and drivers of their own learning.

3. Extending Professional Practice

3.1.1 Participates in teacher meetings, InspirED weeks, morning devotions;

3.1.2 Collaborates with colleagues and leaders in Professional Growth Conversations and Processes;

3.1.3 Identifies needs-based development of own professional capacity through professional learning opportunities;

3.1.4 Improves and enhances pedagogical practice by researching, observing, coaching, mentoring and professional learning;

3.1.5 Maintains teacher registration including requirement for 30 hours documented professional learning per year which may be a combination of school directed / provided and individually sourced / supported professional development;

3.1.6 Uses data informed practice for planning and assessment;

3.1.7 Undertakes theological study / accreditation processes as required by Lutheran Education Australia including Connect (all teaching staff) and Equip (for the teaching of Christian Studies). This is generally conducted during the teacher's own time;

3.1.8 Participates in teacher appraisals, observations, and goal setting; and

3.1.9 Participates in Professional Learning Process.

4. Community Contribution

4.1.1 Provides opportunities for students to collaborate with congregation members and/or social enterprises across the local area to serve the local community;

4.1.2 Designs authentic service-learning opportunities for students throughout the year;

4.1.3 Explicitly teach the skills of service and the school values;

4.1.4 Attends school events up to 31 hours outside of school operating hours each year;

4.1.5 Organises and attends student led Sunday Church services once a term;

4.1.6 Maintains current First Aid certificate;

4.1.7 Attends all duties and classroom supervisions punctually;

4.1.8 Organises and participates in year level excursions and involvement in camps is highly desirable and

4.1.9 Prepares for and participate in parent-teacher interviews if needed.

5. Strengthening Community Partnerships

5.1.1 Developing positive and trusting working relationships with students, staff, and families;

5.1.2 Developing positive and trusting relationships with some congregation members and Bethany Pastors;

5.1.3 Establishing and communicating clear, challenging, and achievable expectations for students;

5.1.4 Giving prompt and comprehensive feedback to students, staff and families that builds confidence and encourages continued effort;

5.1.5 Contributing to the wider life of the school through formal and informal involvement in a range of activities;

5.1.6 Collaborates with classroom teachers to link Christian Studies with PBL;

5.1.7 Grow Prayer Spaces across the school, including for Exhibition Evenings;

5.1.8 Creating an atmosphere of belonging for young people and their families and

5.1.9 Recognising and celebrating the diverse backgrounds of students and their families and our staff, ensuring that everyone feels acknowledged and valued.

6. Deepening Faith Identity

6.1.1 Supporting and contributing to the growth of a strong Christian faith community through personal example and professional leadership. This includes participation in worship, staff devotions and retreats;

6.1.2 Working in close collaboration with the Principal, Pastor, and other key staff to support the school's worship and devotion program and the theological development of students;
6.1.3 Supporting the Lutheran theology of the school and applying this in the undertaking of this role;
6.1.4 Ensuring that the selection and presentation of subject matter complements the school's values and is consistent with the Lutheran Christian Theology; and
6.1.5 Supporting whole of school programs and Service-Learning opportunities.

7. School Administration

7.1.1 Completes administrative duties in an effective and timely manner;
7.1.2 Creates documents with high quality formatting and presentation using the Style Guide;
7.1.3 Uses digital formats and systems for most documentation and administration;
7.1.4 Maintains SharePoint Sites in line with school guidelines;
7.1.5 Creates frictionless systems to optimise organisation and workflows;
7.1.6 Records and maintains up to date and accurate records of student progress, student files in TASS and on SharePoint; and
7.1.7 Ensures all written communication is accurate and clear.

8. Other

8.1.1 Complies with all Workplace Health and Safety policies and procedures;
8.1.2 Ensures that the school's programs are delivered in an efficient and safe environment as per relevant policies and procedures, and in consultation with relevant personnel;
8.1.3 Undertakes playground duties; and
8.1.4 Other duties as deemed appropriate by the Principal.

9. Classification/Salaries

9.1.1 The classification of teachers and teaching salaries are as outlined in Schedule 3 of the Queensland Lutheran Schools Single Enterprise Agreement 2024.

10. Conditions of Employment

10.1.1 The terms and conditions of employment shall be as detailed in the Queensland Lutheran Schools Enterprise Agreement.
10.1.2 The wage is based on the relevant experience level as outlined in the Queensland Lutheran Schools Enterprise Agreement.
10.1.3 Employment maintenance is subject to all relevant laws and policies, both current and future, being adhered to, as well as the satisfactory execution of the duties and tasks outlined in this Role Description.
10.1.4 You hold information regarding the school's affairs and those of staff, students, and their families as both a privilege and a responsibility. You will treat this information as absolute confidentiality.

Bethany Lutheran Primary School may vary the duties and responsibilities outlined in this Role Description as necessary and may require the incumbent to carry out other duties within their competence, skill, and training, to enable them to serve the needs of the School most effectively. Other conditions of employment will be closely aligned to The Queensland Lutheran Schools Single Enterprise Agreement.

Name: _____

Signed: _____

Date: _____