Teacher – Junior and/or Senior Campus

Position Description

Created by: Principal
Revised: July 2024
Review Date: Dec 2025

POSITION TITLE	Teacher – Junior and/or Senior Campus
DIRECT REPORT	Head of Campus
AWARD	Lutheran Education (Victoria Schools) Multi Schools Enterprise Agreement 2023
LOAD/TENURE	Full time and Part time positions are available. Contract positions and permanent positions are available, dependent on the college needs.
REQUIREMENTS	• Hold relevant teaching qualifications and be eligibility for registration as a teacher in Victoria. • Be willing to obtain and maintain First Aid Certification (HLTAID009 & HLTAID011). • Support and comply with Victorian Child Safe Standards. • Support the Christian Ethos of the college and meet all expectations outlined in the Staff Code of Conduct.
POSITION OBJECTIVE/PURPOSE	The primary objective of Teachers at Good Shepherd College is to inspire, care for and equip students and staff at Good Shepherd College with matters related to curriculum, pastoral care and community. In this role, the teacher is to: ● support the Principal and other college staff in fulfilling the aims and purpose of Good Shepherd College, and to support and maintain the philosophy and ethos of the college ● display the qualities of building positive relationships, good organisation, discernment in decision making and sound communication skills. ● abide by the Staff Code of Conduct ● be familiar with and follow the college's policies and procedures ● carry out the responsibilities to the best of their ability and in a safe manner as outlined the college's Workplace Health and Safety Policy and associated procedures

- reflect on their own work performance and seek further training or professional development opportunities to update knowledge and skills

The Teacher is responsible to the Principal, via the Head of Campus.

The Primary teacher is required to bear Christian witness to the college community by conducting themselves in accordance with the College's Lutheran doctrines, tenets and beliefs. The role also requires the employee to model and affirm as the ideal a life lived in accordance with those beliefs (whilst respecting each person's freedom to decide their faith.)

General

The role is predominantly a teaching position. The teacher is directly answerable to the Head of Campus and is expected to contribute to the strengthening of college culture in the following areas:

1. Strengthening Lutheran Identity

1.1. Bear Christian witness to staff, students, parents and members of the College community by conducting themselves in accordance with the College's Lutheran doctrines, tenets and beliefs.

1.2. Model and promote as the ideal life lived in accordance with the College's Lutheran doctrines, tenets and beliefs, whilst respecting each person's freedom to decide their faith.

1.3. Support and contribute to the growth of a strong Christian faith community through personal example and professional leadership. This includes participation in chapels and staff devotions.

1.4. Support the Lutheran ethos of the college (as outlined in the Framework for Lutheran Schools).

1.5. Accreditation as a Teacher (and) Christian Studies Teacher as required by the Lutheran Church of Australia (or be willing to obtain).

2. Enhancing Excellence in Teaching and Learning

2.1. Design and implement teaching and learning programs using contemporary knowledge and understanding of curriculum, assessment and reporting requirements.

2.2. Apply current and comprehensive knowledge of the content and teaching strategies of the Early Years program and other learning areas to develop engaging activities.

2.3. Knowledge of current educational practice and Victorian Curriculum as they pertain to the primary years.

2.4. Know and understand how young people of different ages learn and facilitate effective learning.

2.5. Use formal and informal data to monitor and plan for effective teaching and learning. This includes the use of internal and external data to track and enhance learning outcomes for individual students.

2.6. Model high levels of pedagogical expertise, collaboration and teamwork in the enhancement of student outcomes.
2.7. Plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning.
2.8. Implement effective strategies to improve students literacy and numeracy achievement.
2.9. Create and select from a wider range of resources, including ICT, to engage students in their learning.
2.10. Understand and participate in assessment moderation activities to support consistent and comparable judgements of student learning.
2.11. Provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals.
2.12. Develop learning activities that incorporate differentiated strategies to meet the specific learning needs of students across a full range of abilities.
2.13. Create a safe and supportive learning environment that provides a high standard of pastoral care in the role of classroom teacher.
2.14. Actively support and use the restorative and wellbeing practices and initiatives of the college.
2.15. Establish and implement inclusive and positive interactions to engage and support all students in classroom activities.
2.16. Establish and maintain orderly workable routines to create an environment where students time is spent on learning tasks.
2.17. Contribute to the growth of a culture of thinking that places high value on academic learning.
2.18. Any other duties allocated by the Principal.

3. Engage in Ongoing Improvement and Innovation

3.1. Engage in ongoing professional learning to update knowledge and practice, targeted to professional needs and college priorities.
3.2. Contribute to professional discussions with colleagues in a range of forums to evaluate practice directed at improving professional knowledge and practice, and the educational outcomes for students.
3.3. Engage in reflection, collaborative planning, monitoring and review.

4. Community Building

4.1. Foster effective learning partnerships with students, staff, parents and members of the wider community.
4.2. Demonstrative responsiveness in all communications with parents/carers about their child's learning needs.
4.3. Conduct conferences with parents and students.

4.4. Act professionally at all times in dealing with students, peers, members of the profession and members of the community.
4.5. Actively support the co-curricular program of the college.

5. Leading Effective Organisation and Management

5.1. Know and adhere to department and college policies and procedures.
5.2. Attend and contribute to department and college staff meetings.
5.3. Implement the college teaching and learning program that is consistent with Victorian Curriculum requirements and follow the pedagogical approach of the college.
5.4. Assess and report on student performance in line with the college's curriculum, assessment and reporting framework.
5.5. Collect evidence of student performance and keep updated student profiles and portfolios.
5.6. Have an awareness of personal health and well-being for themselves and their colleagues.
5.7. Adhere to the workplace health and safety requirements of the position.

PERSONAL SKILLS & ATRRIBUTES

- maintain confidentiality; demonstrate maturity
- have the ability to maintain a flexible attitude to daily work flow and work independently;
- have the capacity to make appropriate judgments to ensure student safety and welfare;
- have ICT competencies conducive to supporting administration and learning;
- excellent interpersonal and communication skills, with good oral and written abilities, including able to communicate with children, parents and the college community
- demonstrated capacity to participate in a range of school activities, e.g. college sports, co-curricular programs, college camps/excursions
- ability to manage complex tasks with minimal supervision
- proven capacity to work independently, to work to tight timelines, self-motivation
- sound organisational skills including strong attention to detail
- ability and willingness to accept policy directives

COMMITMENT TO LUTHERAN EDUCATION

- A demonstrated understanding of the ethos of a Lutheran school and its mission
- Required to undertake Accreditation training program as a member of a Lutheran School for a teacher and Christian Studies teacher
- Attend all relevant college meetings and after school activities, chapel/assemblies, sporting events, community and service days as well as professional learning opportunities

CHILD SAFETY

As Good Shepherd College has a commitment to child safety, teaching staff will be responsible for understanding, applying and promoting the college's child safety commitment, policies and procedures, including:

- complying with the college's Child Safe policies
- attending child protection training as required
- identifying and proactively addressing risks
- identifying indicators of possible child abuse
- comply with legal obligations such as reporting concerns, including Mandatory Reporting
- taking all practice steps to protect students where a risk to their safety has been identified.
- managing disclosures
- promoting resilience and reporting amongst students

WORKPLACE HEALTH & SAFETY

All staff are expected to comply with the WH&S Policy, legislative requirements and to adhere to safe work practices by:

- ensuring adherence to WH&S policies and procedures.
- consulting with staff on WH&S issues.
- ensuring that staff are equipped with the information, instruction, training and supervision that they need to work safely
- identifying and assessing, if necessary, and controlling hazards within their area of responsibility
- encouraging early reporting of incidents
- assisting with initiating early return to work on suitable duties after a workplace injury
- ensuring that all staff, including volunteers and contractors, are aware of, and abide with, all relevant health and safety procedures
- ensuring all plant and equipment is properly maintained
- acting as a role model by demonstrating safe work behaviours

Graduate teachers should not be discouraged from applying. Whilst a depth of experience may not exist, we are excited by the potential we see in many beginning teachers, and see it as a privilege to contribute to the shaping of an early years educator.

SELECTION CRITERIA

1. *Strengthening Lutheran Identity* — A demonstrated ability to support the Christian ethos of the college, its worship and devotional program.
2. *Excellence in Teaching and Learning* — Knowledge and demonstrated skills of contemporary educational practice including a high level of pedagogical expertise, and familiarity with current Victorian Curriculum syllabuses. A commitment to continual enhancement of individual student learning in line with the college's pedagogical framework will be expected.
3. *Ongoing Improvement and Innovation* — A demonstrated commitment to ongoing improvement and innovation in the areas of teaching and learning.

4.	*Building Community*	Demonstrated professional skills that foster effective learning partnerships with students, parents and members of the wider community. This would include the ability to maintain a positive focused environment with a high standard of pastoral care and a demonstrated ability to support the co-curricular program of the college.
5.	*Leading Effective Organisation and Management*	Demonstrated skills and knowledge in construction and implementation of college learning programs including the use of documented planning and monitoring processes to ensure high standards of learning occur.
6.	*Personal Qualities*	Do you have, or are you eligible to receive a Working with Children check and have you ever had any criminal convictions, cautions, other legal or pending cases, including formal disciplinary action, which may affect your suitability to work with children?

EMPLOYEE UNDERTAKING

As the incumbent of this position, I have read this Position Description, understand its contents and agree to work in accordance with the requirements of the position. I understand and accept that I must also comply with the policies and procedures of Good Shepherd College.
I also agree to strictly observe the College's policy on confidentiality of client information or such other sensitive or confidential information that I may come across in the course of my employment.

Name: _____

Signed: _____

Principal: _____ Signed: _____

PRIVACY COLLECTION NOTICE

Good Shepherd College takes your privacy seriously. Our full privacy policy is listed on the website. The following is a "short version" of our privacy practices in regard to employment applications and enquiries.

1. In applying for a position, or enquiring about future positions, you will be providing Good Shepherd College with personal information. We can be contacted at: 297 Mt Napier Road, Hamilton, Victoria / PO Box 390, Hamilton, Victoria, 3300.
2. The College's Privacy Policy contains details of how you may complain about a breach of the Australian Privacy Principles or how you may seek access to personal information collected about you. However, there may be occasions when access is denied. Such occasions would include where access would have an unreasonable impact on the privacy of others. We will not disclose your information to a third party without your consent.
3. Applicants agree that Good Shepherd College may store this information for eight (8) weeks.
4. If you provide us with personal information, for example, your name and address or information contained on your resume, we will collect the information in order to assess your application for employment. We may keep this information on file if your application is unsuccessful in case another position becomes available.
5. We are required to collect information under various Government, Non-Government, Education Acts, Public Health and Child Protection laws. We may also collect personal information about you in accordance with these and other laws.
6. The College may store personal information in the 'cloud', which may mean that it resides on servers which are situated outside Australia.
7. If you provide us with the personal information of others, we encourage you to inform them that you are disclosing that information to the College and why, that they can access that information if they wish, and that the College does not usually disclose the information to third parties.

Good Shepherd College is a child safe environment and takes a zero-tolerance approach to any behaviours that compromise the safety of children and young people (including child abuse and other types of reportable conduct.