POSITION DESCRIPTION
Teacher (Secondary)

POSITION TITLE:	Teacher
DEPARTMENT:	Teaching and Learning
POSITION CLASSIFICATION:	Teacher
TIME ALLOCATION/TERM:	As Advertised
REPORTS TO:	Head of Secondary and Principal

OUR MISSION

To serve our community through high-quality education in a caring Christ-centred environment, empowering our students to shape a better world.

At St James Lutheran College, we seek to nurture and develop a Christ-centred community where students, staff and families are encouraged to grow spiritually, emotionally and academically. Secondary Teachers play a vital role in this mission by fostering positive relationships, creating engaging and inclusive learning environments, and guiding students in their growth and learning. Through innovative teaching, relational care, and collaborative partnerships with families, teachers contribute to a culture where every student is known, valued, and inspired to live with purpose and hope.

POSITION PURPOSE AND SCOPE

Secondary teachers at St James Lutheran College support the mission and ministry of the College by providing high-quality teaching and genuine pastoral care to students. They are responsible to the Head of Secondary and ultimately the Principal for their professional practice, classroom management, and contribution to the life of the College.

Teachers are key members of the Teaching and Learning Team, ensuring that pedagogy, assessment, and classroom culture reflect the values of the Lutheran Church of Australia and the educational direction of the College. They work collaboratively with colleagues, families, and the wider community to nurture a Christ-centred environment where students are supported to grow academically, socially, emotionally, and spiritually.

Teachers are expected to integrate the 6 Key Learning and Teaching Principles.

KEY RESPONSIBILITIES

Learning and Teaching

Inquiry

- Embed inquiry as a pedagogical approach that encourages curiosity, critical thinking, and deeper learning.
- Provide authentic and meaningful learning experiences that connect to real-world contexts.
- Be prepared to create and teach in integrated or transdisciplinary ways across year levels.
- Create cross-curricular and whole-college learning opportunities that enable transfer and application of knowledge.

Relationships

- Provide timely feedback on assessment and learning to students and parents through school mechanisms, events and processes.
- Foster safe, respectful, and Christ-centred learning environments.
- Value student voice, listen and respond to concerns, and encourage collaboration between students.
- Build positive partnerships with families through open and professional communication.

Community

- Design learning experiences that allow students to engage with local, global, and Indigenous communities.
- Provide opportunities for students to contribute meaningfully to their community and incorporate service-learning opportunities where appropriate.
- Participate in excursions, events, and College activities that strengthen student connection to community.
- Use digital technologies to connect authentically and responsibly with the wider world.

Inclusive Learning

- Use teaching strategies that promote equity, engagement, and access for all and in doing so, establish a classroom that is respectful and inclusive of all learners.
- Work in partnership with Inclusive Learning staff to meet diverse needs, including extension and support.
- Encourage student voice and empowerment through decision-making and problem-solving.
- Differentiate teaching and learning to support the diverse needs of students, including those requiring extension or additional support.
- Ensure compliance with College and legal requirements relating to students with identified needs.

Innovation

- Use current and emerging technologies to enhance learning and engagement.
- Embrace innovative approaches to pedagogy, assessment, and reporting.
- Engage in collaborative planning and reflective practice within Professional Learning Communities.

Student Agency

- Empower students to take ownership of their learning through voice, choice, and leadership opportunities.
- Provide multiple pathways for students to demonstrate their understanding.
- Celebrate student achievement and provide constructive feedback that supports growth.

Curriculum and Assessment

- Prepare unit and lesson plans, work programs, and scope and sequence documentation in line with College expectations.
- Meet College requirements for assessment, reporting, and evaluation of student learning.
- Maintain up-to-date knowledge of curriculum requirements, including the Queensland Curriculum and Assessment Authority (QCAA) and Queensland Certificate of Education (QCE) system.
- Keep accurate records of student learning, progress, and pastoral care.

Pastoral Care

- Provide daily care and support for student wellbeing within the classroom and the wider College.
- Foster a sense of belonging, resilience, and respect among students.

- Apply the College's Behaviour Development procedures and Restorative Practices guidelines.
- Model restorative practices in addressing behaviour and conflict.
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- Collaborate with the Head of Secondary, Chaplain, and Wellbeing staff to ensure holistic support for students.
- Encourage student participation in the worship and faith life of the College, nurturing spiritual growth in age-appropriate ways.

Professional Growth

- Be guided by the Australian Professional Standards for Teachers (AITSL).
- Engage in professional learning and the Teacher Performance and Development Program.
- Participate actively in staff meetings, compliance training, and College professional learning communities.
- Pursue theological study and accreditation (Connect, Equip) as required by Lutheran Education Australia.

Contribution to College Life

- Represent and promote the College positively in the wider community.
- Participate in co-curricular, pastoral, and community activities including parent-teacher interviews, information nights, and College events.
- Undertake supervisory responsibilities (yard duty, sport, excursions) punctually and diligently.
- Support and contribute to the strategic and cultural goals of the College.

Communication and Duty of Care

- Maintain accurate records of student learning, assessment, behaviour, and pastoral concerns.
- Ensure all written and verbal communication is professional, clear, and aligned with College expectations.
- Exercise a high standard of duty of care whenever in the presence of students or volunteers.
- Diligently maintain rolls, registers, and compliance documentation.
- Supervise student use of technology to ensure safe and responsible practice.

Workplace Culture, Health and Safety

- Uphold the values of love, justice, compassion, and humility, as outlined in the Growing Deep Framework.
- Ensure teaching practices follow legal and ethical guidelines related to confidentiality, privacy, and child safety.
- Abide by the College's Workplace Health and Safety guidelines and risk management procedures when planning or conducting activities.
- Respect College property and resources and promote their responsible use among students.
- Adhere to the College dress code and model professionalism in all contexts.

QUALIFICATIONS & EXPERIENCE

Essential:

- Teacher Registration in Queensland.
- Preparedness to undertake theological study/accreditation as required by Lutheran Education Australia (Connect and Equip).

Desirable:

- Graduate and/or Post-Graduate qualifications relevant to the position.

WORKPLACE CULTURE, HEALTH AND SAFETY

The Secondary Teacher will play a key role in fostering a school culture that reflects the values of love, justice, compassion and humility, as outlined in the Growing Deep Framework. They will help create a Christ-centred community where students, staff and families feel valued, supported and empowered to grow spiritually, emotionally and academically.

Teachers must ensure that their teaching practices follow legal and ethical guidelines related to confidentiality, privacy, and child safety, while promoting dignity, respect and equity for all learners.

St James Lutheran College is committed to child safety and wellbeing. We have zero tolerance for child abuse. Our recruitment, selection, and human resource practices reflect this commitment and are strictly adhered to during the application and interviewing process. Applicants should be aware that Working with Children, police records, and reference checks (as required) will be undertaken to ensure the suitability of staff for child-connected work.

All staff are required to comply with the College's Workplace Health and Safety Policy and contribute to a safe working environment for staff, students, and the wider community.

EMPLOYMENT COLLECTION NOTICE

In applying for this position, applicants will be providing St James Lutheran College with personal information.

- Information provided will be used with the express purpose to assess and respond to an application for employment.
- Applicants agree that St James Lutheran College may store this information for eight (8) weeks.
- Applicants may seek access to the personal information that is held about them if they are unsuccessful in securing the position. However, there will be occasions when access is denied. Such occasions would include where access would have an unreasonable impact on the privacy of others.
- St James Lutheran College will not disclose personal information to a third party without the applicant's consent.
- Applicants who provide St James Lutheran College with personal information of others are encouraged to inform such persons of the above data collection terms.