



# Staines Memorial College

"Building a Community for Eternity"

PO Box 561, Redbank Plains 4301

info@staines.qld.edu.au

## STAINES MEMORIAL COLLEGE - Position Description

ITEM: TEACHER (Early Years, Primary, Secondary)

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REVIEW DATE 1 September 2019

- POSITION TITLE:** Teacher
- SECTION/SCHOOL:** Teaching Team
- MAIN PURPOSE OF THE JOB:** To educate for this life and the next

All staff at Staines Memorial College are to actively work towards the fulfilment of:

⇒ our Mission: *Transforming Lives*

Children who join us at Staines will:

- ✓ Discover more of God's love for them and for others.
- ✓ Be developed in Character.
- ✓ Be academically strengthened.

⇒ and Vision: "*Building a Community for Eternity*"

The essential and obvious characteristics of a community for eternity will be:

- ✓ Love for God
- ✓ Love for Others, as you love yourself. (Matthew 22:37-39)

No matter where a child starts on their understanding of Jesus' love for them and their responsible actions that flow from that understanding, our challenge is to prayerfully develop young women and men in their faith.

#### **4. POSITION IN THE COLLEGE**

- (A) **DIRECTLY RESPONSIBLE TO:** Director of Teaching & Learning
- (B) **DIRECTLY RESPONSIBLE FOR:** Nil

The Director - Teaching & Learning is responsible for leading the professional support and development of staff responsible for the effective teaching for learning of our students. The teaching team of the Director is assisted by a Head of Teaching and Learning who assists with the training and appraisal of staff on the teaching team. Further support is provided by an Administrative Assistant.

The Director for Teaching and Learning is responsible for the oversight of the following portfolios:

- Resource Management and Operations



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- Learning Area Coordinators
- Academic Coaches
- Senior Curriculum
- Early Years Curriculum
- Enhancement

Team Leaders of the Director's Teaching Team include: the Head of Teaching & Learning, the Head of Resources, Learning Area (Curriculum) Coordinators, Coaches of Literacy, Numeracy and ICT, a Timetable Administrator, a Senior Curriculum Coordinator, an Early Years Curriculum Coordinator, a Careers Facilitator, and Enhancement Coordinator.

Learning Area (Curriculum) Coordinators provide direction and facilitate teacher learning to ensure curriculum and assessment delivered at Staines is biblical, relevant and consistent with government requirements. These coordinators seek to develop best practices in teachers so that students' learning and achievement is maximised. They facilitate internal moderation tasks and lead the preparation of materials for any external moderation requirements.

Learning Coaches provide support and direction to other teachers and aides to enable improvements in students Literacy, Numeracy and Digital Technology skills.

The Enhancement Coordinator leads in the provision of specialised support and advice for students identified as requiring 'Special Provisions'. Our Enhancement staff endeavour to support children with particular needs, by assessing, interpreting, planning, facilitating and reviewing an education program to develop literacy, numeracy and the physical, emotional, intellectual and social growth of their students, within an inclusive setting. Regular assessment and reporting to parents and regulatory authorities is part of the role.

Our Enhancement policy is inclusive of the following groups of students with particular needs:

- Aboriginal & Torres Strait Islander students
- students with an EAL/D (English as an additional language / dialect) background
- students with verified disabilities (refer below for NCCD categorisation)
- students requiring Learning Support – literacy &/or numeracy
- students identified as Gifted and Talented
- students in care (includes students on an ESP – Educational Support Plan)
- Students with other identified (special) needs.

The Teacher Aide is to work collegially with Classroom Teachers following their direction and lead. The work may be in the classroom, and may include preparatory work outside the room. The Aides roles will include from time to time supervision of students.

A key teacher's role includes Character Development, which will require pastoral care skills. The Director of Character Development and their team provide support and advice to all staff in the development and care of the students entrusted to us. A component of character development is behaviour development, a term much broader and different to behaviour management.



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## 5. **KEY RESPONSIBILITIES:**

Responsibilities articulated in the College ["Enterprise Agreement"](#) and ["Code of Conduct"](#), apply to all staff.

All staff are to ensure conformance to CCM Ltd values and policies in relation to workplace health and safety, striving towards zero harm. (NB CCM Ltd is the parent company of Staines Memorial College). This will involve:

- Leading staff devotions
- Promoting within your sphere of influence the importance of health and safety in the workplace
- Being vigilant and alert to potential and actual safety risks and hazards in the workplace and taking appropriate actions
- Embracing an active reporting culture of hazards, incidents and near misses
- Fostering a positive safety culture through being vigilant for the safety of yourself and others and not hesitating to intervene to prevent an unsafe act or condition
- Wearing Personal Protective Equipment (PPE) where required
- Understanding and following approved safety related policies and procedures.

All Staff need to be familiar and act consistent with the ["Behaviour Responsibilities Agreement"](#) which summarizes student, parent and staff responsibilities. (NB This contract is signed by families at enrolment.)

Teachers perform the following tasks:

- Integrates faith, learning and practice. This will include providing Christian guidance and encouragement as appropriate to staff, students and parents. (Details of faith standards in the college are articulated in the documents [AITSL National Professional Teaching Standards including Christian Distinctives](#) and [Christian Professional Standards for Support staff](#).)
- Focus on personalised character development of each student. As much as possible and practical, develop children's special talents and skills as individuals, to enhance their ability to reach their maximum potential for God.
- Liaise with families, therapists, medical practitioners, and other support personnel, as required, to best meet the holistic needs of the child.
- Plan, Record, Implement and Review effective lesson plans, unit plans and year plans.
- Teach to the best of your God-given abilities.



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- Take part in decision-making about educational issues. Be familiar with, and contribute to professional discussions about content and standards.
- Use technology to assist in lesson preparation, teaching and reporting.
- Establish and maintain good working habits and discipline with students, inside and outside the classroom, including in withdrawal settings.
- Look for teaching moments to develop students during classes and at other times in the school day, including in the playground during breaks.
- Work with students, Enhancement Teachers and Teacher Aides to enable students to meet the educational goals listed in their IEPs (Individual Education Plans) or ESP's (Education Support plans).
- Class teachers are to seek advice to understand the specific needs of students and are then to modify content and/or delivery of the curriculum, as appropriate.
- Support the behaviour management of students to ensure that the best outcome is achieved: in terms of (a) assisting students to understand what was inappropriate about their behaviour and (b) assisting them to find better ways of responding.
- Assess and evaluate students' progress in written and oral work.
- Provide feedback to parents about their child's progress by completing a Report Card each semester.
- Provide feedback to parents about their child's progress by conducting parent teacher meetings and using informal communication means to encourage and inform parents.
- Supervise students during classes and at other times in the school day, including in the playground during breaks
- Carry out administrative duties (including maintaining student records, reporting).
- Attend staff meetings and other training and development sessions.

**NB** All staff need to also be familiar with the "Behaviour Responsibilities Agreement" which summarizes student, parent and staff responsibilities. This contract is signed by families at enrolment.

## 6. ESSENTIAL QUALIFICATIONS / SKILLS:

Consistent with the biblical basis of the College and with God's enabling, live as God's servant, bringing His Kingdom to earth. *Matt 6:9-14, Matt 22:37-39, Matt 28:18-20*

Accept and uphold the company's [Statement of Faith](#).

Commit to the College Ethos, Mission, Vision and Policies and Procedures of Staines as they relate to the scope of their position.

Teachers need to:



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- Be a person of Christian faith and integrity
- Teach from a Christian World view
- Be registered with the [Queensland College of Teachers](#) – attaining and developing the [AITSL Professional Standards](#). Particular aspects required include:
  - ✓ Enjoy working with children / young people.
  - ✓ Patient in dealing with students of differing abilities.
  - ✓ Able to communicate simply and clearly.
  - ✓ Knowledgeable or willing to commit to training in current curriculum and teaching practices.
  - ✓ Team orientated, and work well cooperatively (including a commitment to non-gossiping communicative practices).
  - ✓ Committed to ongoing computer literacy development to at least meet the appropriate planning, administrative and teaching requirements.
  - ✓ Committed to personal growth and leadership development
- Be willing to take responsibility for areas beyond their own class.
- Follow the directions of those in leadership with respect.

## 7. **DESIRABLE QUALIFICATIONS / SKILLS:**

- Success orientated positive people.
- Creative ability.
- Well organised.
- Hold a current Senior First Aid certificate