



## POSITION DESCRIPTION

Last Updated: August 2021 | Review Date: January 2023

<b>Position Title:</b>	<b>Teacher</b>
<b>Main Purpose of the Role:</b>	<p>To support students in their Spiritual Formation, Academic Growth and Character Development.</p> <p>To plan, teach, assess and report on the Australian Curriculum (F- Year 10) and Queensland Senior Curriculum (Years 11-12)</p>
<b>Directly Responsible to:</b>	Head of Sub School/ Team Leader
<b>Supported by:</b>	Learning Area Coordinators Inclusive Education Aides
<b>Key Responsibilities:</b>	<p>Demonstrate the <b>Australian Teaching Standards</b> and the <b>National Christian Distinctives</b>, including:</p> <p><b>Standard One:</b> Know students and how they learn</p> <ul style="list-style-type: none"><li>• Design and implement teaching strategies that are responsive the learning strengths and needs of students from diverse linguistic, cultural, religious and socio-economic backgrounds.</li><li>• Differentiate teaching to meet the specific learning needs of students across the full range of abilities and support the full participation of students with disability.</li><li>• Design and implement teaching strategies that help students develop their understanding of God.</li></ul> <p><b>Standard Two:</b> Know the content and how to teach it</p> <ul style="list-style-type: none"><li>• Apply content and teaching strategies to engage teaching</li><li>•</li><li>•</li><li>• Take part in decision-making about educational issues. Be familiar with, and contribute to professional discussions about content and standards.</li><li>• Seek advice and understand the specific needs of students and then modify content and/or delivery of the curriculum as appropriate.</li><li>• Attend staff meetings and other training and development sessions as required.</li><li>• Engage in the Appraisal Process which is designed to assist teachers to become professionally competent</li><li>• supervise and develop teachers in a phase of learning to meet College expectations and professional responsibilities including the Teacher Development Process and Appraisal</li></ul>

### **Pastoral Care & Student Wellbeing**

- Integrate faith, learning and practice. This will include providing Christian guidance and encouragement as appropriate to staff, students and parents.
- Liaise with families and other support personnel, as required, to best meet the holistic needs of the child.
- Establish
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- Develop the culture within team that is aligned to the College Mission, Vision and Values
- Provide support, guidance and encouragement to new team members
- Work with the **Head of Student Welfare** to build teacher capacity to model effective Pastoral Care and Student Wellbeing practices
- Support teachers in effectively responding to student social, emotional and behavioural wellbeing

### **Behaviour Development**

- Establish good working habits and discipline with students, inside and outside the classroom.
- Work with the **Head of Student Welfare** to build teacher capacity to develop Godly character and behaviour in students, and effectively respond to student needs
- Build teacher capacity to follow Behaviour Development processes
- Monitor and respond where appropriate to escalating behaviours

### **Character Development**

- **Focus on personalised character development of each student. AS much as possible and practical, develop children's special talents and skills as individuals.**
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### **Teaching & Learning**

- Plan, teach, assess and report on the Australian Curriculum (F - Year 10) and the Queensland Senior Curriculum (Years 11-12).
- BYOD Goals....
- Provide feedback to parents about their children's progress by conducting parent-teacher meetings and using informal communication to encourage and inform parents.
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- Work with Inclusive Education Aides and Teachers to enable students to meet the educational goals as identified in their Individual Education Plans (IEP) and Support Plans (SP)
- Support teachers to model effective Teaching & Learning practices, and maintain effective classroom learning environments that respond to students' educational needs
- Working with the **Head of Inclusive Education** to support teachers in providing quality reasonable adjustments to students with additional needs

### **Operations**

- Supervise students during classes and at other times in the school day, including duties during breaks
- Carry out administrative duties (including maintaining student records, reporting)
- Coordination of meetings, and follow up from meetings with staff, students and parents

- Support the provision of information to parents/carers about student matters in a timely and effective manner
- Meet the expectations and responsibilities, and follow the Code of Conduct as set out in the College Appraisal Process.

#### **Strategic Planning**

- Take part

#### **Frameworks:**

- The Professional Standards for Teachers
- The Art & Science of Teaching
- Transformation by Design
- Thriving in Communities Framework
- QCAA Handbook

#### **Review Date:**

As per the EBA, whilst a Teacher performing a PAR may have permanent employment, the PAR arrangements associated with their work will have a tenure of 12 months unless otherwise stated. The maximum tenure for a PAR arrangement is 3 years. This position will be reviewed after one year with a view to providing a subsequent three-year position.

## General Responsibilities

All staff at Staines Memorial College are to actively work towards the fulfilment of our Mission and Vision. Responsibilities articulated in the College 'Enterprise Agreement' and 'Code of Conduct' apply to all staff.

All staff are expected to uphold the College's 'Statement of Faith', and ensure conformance to the values and policies of Christian Community Ministries Ltd. in relation to Workplace Health and Safety.

This will involve:

- 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 consistently with the 'Behaviour Responsibilities Agreement' which summarises student, parent and staff responsibilities. This contract is signed by families at enrolment.

All staff perform the following tasks:

- Integrating faith, learning and practice. This includes leading staff devotions, providing Christian guidance and encouragement as appropriate to staff, students and parents. Details of Faith standards are articulated in the 'Christian Professional Standards for Teachers' or 'Christian Professional Standards for General Staff'.
- Establish and maintain highly effective working relationships with staff, students and families
- Exercise strong interpersonal skills, and have the capacity to develop and sustain productive relationships within and beyond the College community
- Effectively manage human, financial and physical resources to deliver high quality outcomes. This will involve using technology to assess inefficient and effective practices.
- Make considered decisions based on current research and data collected.

Teaching Staff at the College need to:

- Be a person of Christian faith and integrity
- Teach and live from a Biblical worldview
- Be registered with the Queensland College of Teachers

Staff in leadership roles also need to

- Perform at least at the 'Highly Accomplished' level in the Professional Standards in related Standards
- Have an appropriate level of experience.
- Demonstrate practice of:
  - Commitment to personal and professional growth including leadership development
  - Leading cooperatively and effectively
  - Enjoying working with children and young people
  - Being patient in dealing with staff and students of differing abilities
  - Communicating simply and clearly
  - Demonstrating a high level of knowledge of current curriculum and teaching practices
  - Highly effective organisational skills
  - Commitment to ongoing computer literacy development to meet the appropriate planning, teaching and administrative requirements
  - Willingness to take responsibility for other areas as needs arise.