Position Description

# Part A: Groves Position Statement

All positions at Groves are subject to:

* Employment contract
* Enterprise agreement
* Staff code of conduct
* College Charter
* General requirements
* A strong commitment to the College’s Christian ethos and vision
* Be well presented, energetic, innovative and self-motivated
* Have good communication, organisational and co-ordination skills
* Display good time management and efficiency skills
* Working respectfully and appropriately as a team member of your department and the
  + - college
* Computer literate in Word, Excel, Outlook, and basic computer skills
* Communication is clear, concise, and professional
* Blue card/ QCT Registration
* First Aid Certificate
* Participate in required Professional Development
* Workplace health and safety (see appendix)

# Part B: Position Statement: Teacher

## Overview

At Groves, teachers are engaged to use their gifts and talents, professional capacity and their role as a Christian leader to:

* Educate so that every child succeeds and achieves their personal best.
* Know the stories and personal learning journeys of the students in their care.
* Be a significant adult role model of positive influence.
* Be responsible for building and maintaining authentic relationships within Groves and the wider community.
* Have a moral purpose and responsibility to ensure that each student flourishes, particularly academically, and that students achieve or exceed set benchmarks.

## Professional Expectations

Teachers are expected to fulfil the [Australian Professional Standards for Teachers](https://www.aitsl.edu.au/docs/default-source/classroom-practice/3-australian-professional-standards-for-teachers.pdf?sfvrsn=0).

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| Domains of teaching | Standards | |
| Professional Knowledge | Standard 1 | Know students and how they learn |
| Standard 2 | Know the content and how to teach it |
| Professional Practice | Standard 3 | Plan for and implement effective teaching and learning |
| Standard 4 | Create and maintain supportive and safe learning environments |
| Standard 5 | Assess, provide feedback and report on student learning |
| Professional Engagement | Standard 6 | Engage in professional learning |
| Standard 7 | Engage professionally with colleagues, parents/carers and the community |

## Christian Worldview Teaching Expectations: Transformational Educational

(Transformation Education: A framework for Christian Teaching pages 14-15)

Teachers are expected to align their practice with the following statements:

**Transformative Christian Education** – At the heart of Christian education is responsive discipleship for the transformation of the whole of life.

**Rich Learning** – Learning in the Christian school is broad, deep, expansive, varied, reflective, playful and engaging; catering for the varied needs and interests of each student.

**Adventurous Methodologies** – To facilitate rich learning teachers and students make discerning use of a wide range of methods with which to explore and appreciate God’s world and word.

**Nurturing Diversity** – Students have different needs and interests, strengths and weaknesses, abilities and disabilities, so education is shaped to allow everyone to experience the rich joy of learning well.

**Scripturally Infused** – The Scriptures of the Old and New testament are central to our understanding of life and the educational task and they inform every aspect of the Christian school.

**Formation – head, heart, hand** – Education is for the formation of the whole person: intellectual, emotional, physical and for the development of character and the learning of wisdom.

**Overarching Story** – The biblical narrative of redemption and the coming of God’s Kingdom is the story that informs and shapes every aspect of the life of the school.

**Relational Community** – Effective learning happens best in a community where there are relationships of trust and mutual service, where people exercise their particular calling before God.

**Meaningful Structures** – Structures such as student groupings, classes, spatial settings and buildings should be flexible to serve the needs of learning and the learner and to promote the core understandings we have about education.

**Active Learning** – Learning is a dynamic activity involving curiosity, imagination, exploration, inquiry, experiential activities and employing a wide repertoire of engaging strategies.

**Teachers in teams** – Working in teams for mutual support, encouragement, growth and accountability reflects the nature of the body of Christ and enhances the learning task.

**Integral Approach** – The integral approach recognises that the ‘whole’ of life, including learning, is held together by God’s story. A ‘slice of life’ of ‘chunk’ of creation is explored from a range of perspectives within a Biblical framework of understanding.

**Oriented for Students** – teaching and learning is ‘Christ-centred’ and ‘student oriented’, where teacher and student each operate in their respective office and calling.

**New Horizons** – We embrace the future, changes and innovations with confidence and hope, as Christ is the Lord of history; we make use of new educational insights and technologies with Biblical discernment.

**Academic Faithfulness** – teachers work faithfully to be the best they can be at the craft of teaching, within their gifts and abilities. Students work faithfully to be the best learners they can be, according to their gifting. Each works to the glory of God.

**Learning for Understanding, Appreciation & Responsible Action** – Learning is more than mastering information and skills. Learning is for understanding, appreciation and responsive action.

### Holistic Approach

Teachers achieve their role through a holistic approach within and beyond the classroom. Whether in the classroom, leading a DE workshop, taking a sports team, leading an extra curriculum activity, undertaking playground duty, or whatever the context, teachers are active in carrying out their role.

## Core Tasks

Teachers undertake a range of tasks including:

* presenting prescribed curriculum using a range of teaching techniques and materials within a responsive and tailored framework knowing the cohort, class, group and individual student data.
* developing students' interests, abilities and coordination by way of creative activities
* guiding discussions and supervising work in class
* preparing, administering and marking tests, projects and assignments to evaluate students' progress and recording the results
* leading students pastorally through the role of Home Class teacher
* discussing individual progress and problems with students and parents, and seeking advice from Student Counsellors and senior teachers
* maintaining discipline in classrooms and other school areas
* participating in staff meetings, educational conferences and workshops
* liaising with parent, community and business groups
* maintaining class and scholastic records
* performing extra-curricular tasks such as assisting with sport, school concerts, excursions and special interest programs
* supervising student teachers on placement

# Part C: Specific Task Statement: Secondary School Teacher

## Key Areas of Responsibility

These tasks involve working closely with curriculum leaders, Year Level teachers, Chaplains, Career advisor, Student Performance Coordinator, Heads of Phases and Head of Secondary in order to provide a supportive environment to assist students in reaching their personal best (PB).

### Administrative Duties

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| Key Tasks | Task Specific Targets and Goals |
| Plan, prepare and deliver quality and effective teaching and learning programs | Ensure teaching and learning programs are consistent with the Australian Professional Standards for Teachers; and relevant syllabi, Australian Curriculum, curriculum policies, work programs and educational trends.  Collaborate with other subject specialists to develop appropriate trans-disciplinary and/or problem-based experiences to develop knowledge, skills, problem solving and critical and creative thinking |
| Work programs and unit plan creation and course material | Design and plan and review Work Programs and Unit Plans for all assigned teaching subjects.  Create, update and monitor online classroom coursework through the College Learning Management System - Learner Link (Moodle). |
| Design and Plan Unit Term Overviews and Weekly Digital Delivery of Coursework | Create, update and publish term overviews which identify key content and learning goals, and learning activities based on the cognitive verbs.  Term overviews are expected to align with the relevant work program to ensure the scope and sequence of the course is being followed. Any changes to the work program are to be discussed prior to the relevant curriculum leader.  Teachers are required to provide weekly course materials on Learner Link according to the Groves eLearning evaluation rubric |
| Maintain student records and samples of work and report on student performance | Complete all requirements in relation to the marking of student drafts, work, assessment tasks and examinations and provide feedback in an effective, professional and timely manner according to College policy. |
| Meet all assigned deadlines for planning and reporting as set by curriculum leaders | Submit all curriculum documentation as required to supervisors by due date  Curriculum documentation is completed consistently according to the expected standards and templates provided  In the event that a due date cannot be met, curriculum leader is to be informed prior to this and an alternative date for submission is arranged. |
| Manage student information and results for tracking and improvement. | To ensure the maintenance of accurate and up-to-date information on all student results.  To make use of analysis and evaluation of student data.  To identify and take appropriate action on issues arising from data, systems and reports.  Produce reports for the assessment data, including all results and progression based on the data. |
| Maintain updated digital documentation of all curriculum planning | Maintain up-to-date digital Curriculum with the following:  Work Program/Study Plan  R2/R10/R12  Assessment Instruments  Term Overviews  Sharepoint updated with relevant documentation by the completion of the current term. |

### Teaching and Learning

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| Key Tasks | Task Specific Targets and Goals |
| Set and maintain clear expectations for students and promote learning as a rich and lifelong experience | Ensure that roll marking procedures for attendance are fulfilled according to College policy  Actively promote student engagement with the College values and expectations as described in the ‘Student Code of Behaviour’  To encourage and foster intellectual curiosity using the inquiry model or Problem Based Learning |
| Know students and how they learn | Understand and recognise the physical, social and intellectual development and characteristics of students.  Understand how students learn.  Support students with diverse linguistic, cultural and socioeconomic backgrounds.  Use strategies for teaching Aboriginal and Torres Strait Islander students.  Differentiate teaching to meet the specific learning needs of students across the full range of abilities.  Utilise strategies to support full participation of students with any disabilities. |
| Assess, provide feedback and report on student learning | Assess student learning.  Provide feedback to students on their learning regularly.  Make consistent and comparable judgements.  Interpret student data.  Report on student achievement. |
| Engage in professional learning | Identify and plan professional learning needs.  Engage in professional learning and improve practice.  Maintain weekly reflections and assign learning through individual teacher OneNote digital portfolio  Engage with colleagues and improve practice.  Apply professional learning and improve student learning. |
| Know the content and how to teach it | Have a developed understanding of, and fully utilise:  Content and teaching strategies for the relevant year level.  Content selection and organisation.  Curriculum, assessment and reporting.  Literacy and numeracy strategies.  Information and Communication Technology (ICT).  Digital course creation to be mapped on Learner Link a week before course delivery.  Literacy and numeracy capabilities for specific subjects taught. |
| Plan for and implement effective teaching and learning in the classroom and online through Learner Link | Establish challenging learning goals.  Plan, structure and sequence learning programs.  Use teaching strategies.  Select and use relevant resources.  Use effective classroom communication.  Evaluate and improve teaching programs.  Engage parents/carers in the educative process. |
| Create and maintain supportive and safe learning | Support student participation.  Manage classroom activities.  Manage challenging behaviour.  Maintain student safety.  Use ICT safely, responsibly and ethically |

### Pastoral and Communication

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| Key Tasks | Task Specific Targets and Goals |
| Support students through a supportive learning environment and effective behaviour management practices. | Provide a high level of pastoral care and nurture the wellbeing of all students, creating a learning environment that reflects the College philosophy.  Develop positive relationships with students to assist their understanding of classroom procedures and encourage an organised and safe approach to daily routine |
| Provide for the physical, social, cultural and emotional well being and physical safety of students | Set and apply clear expectations for students in support of the College uniform and conduct standards and monitor this on a daily basis  Communicate regularly with the Heads of Phase, Year Level Coordinators and Curriculum Coordinators to ensure that students are provided with appropriate, accurate and timely information. |
| Engage professionally with colleagues, parents/carers and the community | Meet professional ethics and responsibilities.  Comply with legislative, administrative and organisational requirements.  Engage with the parents/carers.  Engage with professional teaching networks and broader communities. |
| Daily Teacher Expectations | Support the Christian ethos of the College.  Act in partnership with parents, peers and all College staff in the building of College community.  Respect the confidentiality of College information, including student records and sensitive discussions about students.  Effectively carry out all required administrative responsibilities such as reporting and parent Information nights.  Read emails and staff portal daily for updates.  Attend all scheduled staff meetings and devotions.  Care for and nurture students as they grow and develop. |

### Additional Points

The above outline is not an exhaustive or all-inclusive list of responsibilities, skills, duties, requirements associated with the position. The College reserves the right to add to, vary or amend the duties and responsibilities of this position at any time according to the needs of the College’s business.

The College is committed to safeguarding and promoting the welfare of the students, families and all staff and expects all staff and volunteers to share this commitment.

You are required to ensure that all duties and responsibilities are discharged in accordance with the Colleges’ WH&S policies and staff guidelines. They should take reasonable care for their own Health and Safety and that of others who may be affected by what they do or do not do.

In exceptional circumstances, this position will be required to undertake other duties and responsibilities within the College in order to support workload peaks, skill shortages and to ensure priorities are met.

# Appendix

## Safety

Without exception, everybody at Groves Christian College is responsible for safety. To ensure conformance to CCM and local school’s values and policies in relation to workplace health and safety striving towards zero harm, every employee must:

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| Key Tasks | Task Specific Targets and Goals |
| Promote within their sphere of influence the importance of health and safety in the workplace. | * Set an example and have a safe and clean work area |
| Be vigilant and alert to potential and actual safety risks and hazards in the workplace and take the appropriate action. | * Stay up to date with safety training and college policy * Read safety signs and instructions * Resolve issues immediately or escalate them to your supervisor |
| Embrace an active reporting culture of hazards, incidents and near misses. | * Resolve issues or escalate them to your supervisor * Any harm inflicted upon you, even a scratch or near miss, must be reported |
| Be vigilant for the safety of colleagues, students and self, and intervene to prevent an unsafe act or condition. | * Look out for others. Comment if they’re performing an action that compromises their safety. Escalate if they don’t comply or something troubles you. |
| Wear Personal Protective Equipment (PPE) as required. | * Wear a hat if out in the open for an extended period * Comply with the uniform policy. Ensure shoes are fully enclosed. |
| Understand and follow approved safety related policies and procedures. | * Undertake any safety training and tasks required of you * Review college policies regularly, including the safety policy * Ask questions if you don’t understand anything |
| Ensure work practices within the department are compliant with legislation & Industry standards. | * Undertake any safety training and tasks required of you * Review college policies regularly, including the safety policy * Ask questions if you don’t understand anything |