

TEACHER Position Description

POSITION DETAILS			
Department	Teaching	Enterprise Agreement	Launceston Church Grammar School (Teachers) Enterprise Agreement
Location	Senior Campus, Mowbray	Remuneration	Teachers Salary Scale
Manager	Head of Department / Learning Area Leader	WHS Role	Workplace Health and Safety Worker
Employment Status	Full-time, Part-time or Fixed Term	Date	8 November 2019

ABOUT LAUNCESTON CHURCH GRAMMAR SCHOOL		
Launceston Church Grammar School is an Anglican co-educational day and boarding community where global learners and leaders are nurtured, challenged and inspired to serve and shape our world with courage, curiosity, creativity and compassion.		
LAUNCESTON GRAMMAR IDENTITY	LAUNCESTON GRAMMAR IDENTITY IN ACTION	LAUNCESTON GRAMMAR VIRTUES
<ul style="list-style-type: none"> • Global Learners and Leaders • Courageous Learners and Leaders • Curious Learners and Leaders • Creative Learners and Leaders • Compassionate Learners and Leaders 	<ul style="list-style-type: none"> • Understanding, engaging and influencing our world. • Embracing challenges in our world. • Exploring and examining our world. • Discovering and designing solutions for our world. • Seeking and serving the needs of our world. 	<ul style="list-style-type: none"> • Wisdom, Gentleness, Love • Sincerity, Justice, Forgiveness • Humility, Thankfulness, Patience • Hope, Joy, Perseverance • Service, Compassion, Kindness

PURPOSE OF THE POSITION
A Teacher assists and directs the work of student groups and individual students to promote learning and improve student outcomes through direct teaching contact with students, and the provision of coherent and planned lessons and learning activities. Participation in other teaching related activities, and the performance of additional duties allocated by the Deputy Head (Teaching and Learning) or Deputy Head (Students) /Head of Senior Campus in accordance with guidelines established by the Headmaster.

REPORTING RELATIONSHIPS		
<pre> graph TD HM[Headmaster] --> DHTL[Deputy Head (Teaching and Learning)] HM --> DHS[Deputy Head (Students) / Head of Senior Campus] DHTL --> DTL[Director of Teaching and Learning (Grades 7-12)] DHTL --> HDL[Head of Department / Learning Area Leader] DHTL --> T[Teacher] </pre>	Direct Report	Nil
	Key Relationships	<ul style="list-style-type: none"> • Students • Teachers • Headmaster • Deputy Head (Teaching and Learning) • Deputy Head (Students) / Head of Senior Campus • Heads of Department • Learning Area Leaders • Director of Teaching and Learning (7-12) • Assistant Director of Teaching and Learning • PYP Coordinator • Year Level Coordinators • Heads of House • Parents • General Staff

SELECTION CRITERIA	
Qualifications & Licences	Education – Minimum qualification is completion of Bachelor of Education, from a recognised tertiary institution. Teacher Registration – Tasmanian Teachers Registration Board. Working with Vulnerable People Registration – Department of Consumer, Building and Occupational Services.
Experience	Teaching Experience – Previous teaching experience in areas of specialisation is desirable.
Skills	Active Listening — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times. Learning Strategies — Selecting and using instructional methods and procedures appropriate for the situation when learning or teaching new things. Time Management — Managing one's own time and the time of others. Service Orientation — Actively looking for ways to help people. Critical Thinking — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.

	<p>Complex Problem Solving — Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.</p> <p>Judgment and Decision Making — Considering the relative costs and benefits of potential actions to choose the most appropriate one.</p> <p>Social Perceptiveness — Being aware of others' reactions and understanding why they react as they do.</p>
Personal Attributes	<p>Dependability — Being reliable, responsible, and dependable, and fulfilling obligations.</p> <p>Adaptability/Flexibility — Being open to change (positive or negative) and to considerable variety in the workplace.</p> <p>Integrity — Being honest and ethical.</p> <p>Concern for Others — Being sensitive to others' needs and feelings and being understanding and helpful on the job.</p> <p>Cooperation — Being pleasant with others on the job and displaying a good-natured, cooperative attitude.</p> <p>Initiative — A willingness to take on responsibilities and challenges.</p> <p>Achievement/Effort — Establishing and maintaining personally challenging achievement goals and exerting effort toward mastering tasks.</p> <p>Attention to Detail — Being careful about detail and thorough in completing work tasks.</p>

PROFESSIONAL KNOWLEDGE		
KEY RESULT AREAS	KEY TASKS	KEY PERFORMANCE INDICATORS
Know students - who they are and how they learn	<ul style="list-style-type: none"> • Use teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning. • Structure teaching programmes using research and collegial advice about how students learn. • Design and implement teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds. • Design and implement effective teaching strategies that are responsive to the local community and cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander students. • Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities. • Design and implement teaching activities that support the participation and learning of students with disability 	<ul style="list-style-type: none"> • Provide evidence of reviewing and assessing each student at the beginning of each programme (academic year/unit/period of teaching the student). For example, reading previous school reports, colleague consultation, meeting with parents, meeting with previous years teacher, pre and post testing. • Provide evidence of the ongoing integration of formative practice techniques. • Provide evidence of a flexible programme, which caters for a full range of abilities, needs, and cultural backgrounds. • Provide evidence of differentiated provision.

	and address relevant policy and legislative requirements.	
Know the content and how to teach it	<ul style="list-style-type: none"> • Apply knowledge of the content and teaching strategies to develop engaging learning activities. • Organise content into coherent, well-sequenced learning and teaching programmes. • Design and implement learning and teaching programmes using knowledge of curriculum, assessment and reporting requirements. • Provide opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages. • Apply knowledge and understanding of effective teaching strategies to support students' literacy and numeracy achievement. • Use effective teaching strategies to integrate ICT into learning and teaching programmes to make selected content relevant and meaningful. 	<ul style="list-style-type: none"> • Provide evidence of learning programmes that articulate the current curriculum requirements as set out by: <ul style="list-style-type: none"> ○ TASC and internal planning documentation. ○ Australian Curriculum and Assessment Authority (ACARA). ○ Formative practice learning and teaching strategies with specific learning intentions noted and visible for each lesson. ○ Strategies for improving literacy and numeracy. ○ Integration of ICT as a learning tool. ○ Developmentally appropriate experiences. • Evidence of teaching and learning activities that demonstrate a research-based knowledge of how students learn. • Provide evidence that learning programmes are based on student knowledge, skill level and understandings. • Provide evidence of the link between the learning programme, assessment and reporting. • Where applicable provide evidence of developing student understanding of Aboriginal and Torres Strait Islander histories, cultures and languages, sustainability and Asian studies.

PROFESSIONAL PRACTICE		
KEY RESULT AREAS	KEY TASKS	KEY PERFORMANCE INDICATORS
Plan for and implement effective teaching and learning	<ul style="list-style-type: none"> • Set explicit, challenging and achievable learning goals for all students. • Plan and implement well-structured learning and teaching programmes or lesson sequences that engage students and promote learning. 	<ul style="list-style-type: none"> • Provide evidence of the learning programmes prepared at the beginning of each semester. • Provide evidence of ongoing student and teacher reflection. • Observation of classroom practice show:

	<ul style="list-style-type: none"> • Select and use relevant teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking. • Select and/or create and use a range of resources, including ICT, to engage students in their learning. • Use effective verbal and nonverbal communication strategies to support student understanding, participation, engagement and achievement. • Evaluate personal teaching and learning programs using evidence, including feedback from students and student assessment data, to inform planning. • Plan for appropriate and contextually relevant opportunities for parents/ carers to be involved in their children's learning. 	<ul style="list-style-type: none"> ○ A well-structured learning programme or lesson sequence. ○ That students are actively involved in their own learning. ○ That students are engaged as instructional resources for each other. ○ Evidence of feedback to students that moves student learning forward. ○ Use of a range of resources including ICT. • Evidence of meeting the reporting requirements of the School.
Create and maintain supportive and safe learning	<ul style="list-style-type: none"> • Establish and implement inclusive and positive interactions to engage and support all students in classroom activities. • Establish and maintain orderly and workable routines to create an environment where student time is spent on learning tasks. • Manage challenging behaviour by establishing and negotiating clear expectations with students and address discipline issues promptly, fairly and respectfully. • Ensure students' wellbeing and safety within school by implementing school and/ or system, curriculum and legislative requirements. • Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching. 	<ul style="list-style-type: none"> • Provide documentary evidence of following the student conduct / behavioural policy. • When necessary consult using documentation with all key stakeholders, including (but not limited to) Head of House, School Counsellor, School Psychologist, past and current Learning Area Leaders, Coordinators and the Health Centre. • Plan, document, implement the safe use of ICT. • Provide evidence of a safe and supportive classroom culture. • Provide evidence of feedback from colleagues, students and parents that improves learning for students.
Assess, provide feedback and report on student learning	<ul style="list-style-type: none"> • Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning. • Provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals. 	<ul style="list-style-type: none"> • Provide examples of assessment tasks used throughout a programme or unit of work. • Provide students with carefully marked assessment tasks and test results within 5 working days and common assessment tasks within 10 working days. • Provide students with specific, observable, immediate feedback related to their individual learning.

	<ul style="list-style-type: none"> • Understand and participate in assessment moderation activities to support consistent and comparable judgements of student learning. • Use student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice. • Report clearly, accurately and respectfully to students and parents/carers about student achievement, making use of accurate and reliable records. 	<ul style="list-style-type: none"> • Formal reporting follows Launceston Church Grammar School conventions and timelines. • Provide evidence of strategies to inform future learning. • Provide evidence of the use of rubrics and/or other appropriate assessment tools/methods that are task specific, hierarchical and quantitatively defined in all units of work.
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PROFESSIONAL ENGAGEMENT		
KEY RESULT AREAS	KEY TASKS	KEY PERFORMANCE INDICATORS
Engage in professional learning	<ul style="list-style-type: none"> • Use the Australian Professional Standards for Teachers and advice from colleagues to identify and plan professional learning needs. • Participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities. • Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice. • Undertake professional learning programmes designed to address identified student learning needs. 	<ul style="list-style-type: none"> • Provide evidence of and/or demonstrate changes and improvements to the teaching and learning activities using classroom observation feedback, professional learning and professional conversations. • Provide evidence of participating in and contributing to Learning Team meetings. • Adhere to the Professional Learning Policy. • Active participation in professional development opportunities delivered in and/or outside the School. • Provide evidence of participation in Professional Learning Teams.
Engage professionally with colleagues, parents/carers and the community	<ul style="list-style-type: none"> • Meet codes of ethics and conduct established by regulatory authorities, systems and schools. • Understand the implications of and comply with relevant legislative, administrative, organisational and professional requirements, policies and processes. • Establish and maintain respectful collaborative relationships with parents/ carers regarding their children's learning and wellbeing. • Participate in professional and community networks and forums to broaden knowledge and improve practice. 	<ul style="list-style-type: none"> • Abide by all Launceston Church Grammar School policy and procedures. • Respond to all Parent queries within 2 working days. • Display appropriate electronic etiquette. • Attend school functions, events and meetings (when required) and conduct self in a manner aligned with the Launceston Church Grammar School Virtues.

PROFESSIONAL BEHAVIOUR		
KEY RESULT AREAS	KEY TASKS	KEY PERFORMANCE INDICATORS
Child Safety	<ul style="list-style-type: none"> • Be aware of, understand and comply with the principles of the Child Safe Standards. • Ensure adherence to the School's Child Protection Policy, including the Child Safe Standards, and demonstrate behaviours in accordance with these. • Complete Child Protection training upon commencement at the School, and as required from there on in. • Take all reasonable steps to protect students from abuse. • Report any reasonable belief that a child's safety is at risk as per school policies and procedures. • Be committed to providing a safe physical and emotional environment where students are respected and treated with dignity in an appropriate professional and caring manner. 	<ul style="list-style-type: none"> • All Launceston Church Grammar School policy compliance is met.
Work Safely	<ul style="list-style-type: none"> • Ensure you behave in a way that is safe and appropriate in all situations. • Undertake any training as required for the effective performance of your duties. • Follow Launceston Church Grammar School Workplace Health and Safety policy and procedures. • Report any hazards, accident and incidents. 	<ul style="list-style-type: none"> • Student and staff safety are maximised. • Students and staff are not exposed to unnecessary risk of harm. • All Launceston Church Grammar School policy compliance is met.

As the needs of the School change, other duties and responsibilities as reasonably required by the Deputy Head (Teaching and Learning), may be allocated.

CONDITIONS OF EMPLOYMENT	
Employment Legislation	<p>Specific conditions of employment are derived from the Fair Work Act, the Educational Services (Teachers) Award, the Launceston Church Grammar School (Teachers) Enterprise Agreement, Launceston Church Grammar School policies and procedures. Copies of these documents are available from the following websites:</p> <p>Fair Work Act http://www.austlii.edu.au/au/legis/cth/consol_act/fwa2009114/</p> <p>Educational Services (Teachers) Award 2010 – MA000077 https://www.fwc.gov.au/documents/documents/modern_awards/award/MA000077/default.htm</p> <p>Launceston Church Grammar School (Teachers) Enterprise Agreement https://www.fwc.gov.au/documents/documents/agreements/fwa/ae415876.pdf</p>
Remuneration	Wages are based on the teaching salary scale as provided for in Enterprise Agreement. Qualifications and teaching experience are used to determine the salary step on the scale.
Teaching Load	A full-time equivalent load is based on 60 lessons per cycle – 46 teaching, 8 pastoral care, 2 supervisions and 4 co-curricular. Part-time loads are proportionate of this.
Working with Vulnerable People Registration	<p>In accordance with the provisions of the <i>Working with Vulnerable People Act 2013 (Tasmania)</i>, all Launceston Church Grammar School employees are required to register to work with vulnerable people. This registration is commonly referred to as the Working with Children Check. Registration is issued by the Department of Consumer, Building and Occupational services; please refer to https://www.cbos.tas.gov.au/topics/licensing-and-registration/registrations/work-with-vulnerable-people for further information.</p> <p>Registration is valid for three years. Employees are responsible for the cost of registration. At the commencement of employment and every three years thereafter, employees must supply the Human Resources Department with a copy of their registration details or complete a Registration to Work with Vulnerable People Statutory Declaration until their registration application has been processed. Failure to obtain and / or maintain registration may result in termination of employment.</p>
First Aid	<p>All Launceston Church Grammar School employees are required to hold the HLTAID004 – Provide First Aid in an Education and Care Setting qualification.</p> <p>Employees are responsible for initial cost of this qualification. The School provides for the 3 yearly re-certification of this qualification, following commencement of employment.</p>
Teacher Registration	Tasmanian Teacher Registration must be complete before a teacher commences at Launceston Church Grammar School.
Travel	This position is based at the Senior Campus in Mowbray, however the need to travel both locally and interstate may arise.

Workplace Health and Safety	<p>As an employee of Launceston Church Grammar School, while at work you must:</p> <ul style="list-style-type: none"> • Take reasonable care for your own health and safety; and • Take reasonable care that your acts or omissions do not adversely affect the health and safety of others; and • Comply, so far as you are reasonably able to, with reasonable instruction provided by the School; and • Co-operate with reasonable policy and procedure relating to health and safety at the workplace that has been notified to staff by the School. <p>Specific terms of reference can be found in Clause 28 the Work Health and Safety Act 2012 (Tasmania).</p>
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