

## POSITION DESCRIPTION

<b>DATE:</b>	February 2019
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<b>POSITION:</b>	Secondary Teacher
<b>DEPARTMENT:</b>	Secondary
<b>RESPONSIBLE TO:</b>	Principal
<b>REPORTS TO:</b>	Head of Faculty

## POSITION CONTEXT

This position description should be read in conjunction with the attached Guiding Philosophy document of Cannon Hill Anglican College.

All staff are required to:

- consistently demonstrate the values of the College and promote its ethos, mission and vision;
- abide by the College's Code of Staff Conduct, policies, procedures and practices;
- consistently demonstrate professional competence and apply contemporary knowledge and innovations in educational and professional practice;
- consistently maintain confidentiality and overt support for the College;
- provide appropriate support and pastoral care for students and fellow staff by fostering quality relationships;
- play an active role in supporting the cleanliness and safety of the College site;
- encourage cooperative parent contact and foster positive community attitudes toward the College;
- undertake other reasonable and relevant duties within skills, knowledge and capabilities and as directed by the Principal or their representative.
- follow safe working procedures developed for the College.

## POSITION OVERVIEW

The Secondary Teacher is responsible for:

- providing comprehensive education across the Secondary School Years 7-12, which is part of an integrated P-12 campus;
- developing and delivering high quality learning programs and pastoral care in a co-educational context;

and demonstrate:

- a passion for engaging and challenging students;
- a sound knowledge of curriculum and learning methodologies;
- an understanding of students' learning styles;
- a willingness to incorporate the use of technology in their teaching practice, with all teachers and secondary students equipped with a Tablet computer.

This role is supported by the Head of Faculty. Participation in the pastoral care framework of the College and involvement in the co-curricular program is an integral aspect of the teacher's role. Teachers of the College also support the extra-curricular program of the College, which entails a commitment to Saturday sport fixtures.

**KEY ACCOUNTABILITIES****1. Curriculum**

- Contribute to the Faculty through development of work programs that address State and National agendas.
- Establish learning goals, develop and document learning plans and deliver meaningful, engaging and high quality teaching and learning programs within the policies, frameworks and guidelines utilised by the College.
- An understanding of the Australian Curriculum.
- Experience/knowledge of syllabi and their application.
- Customise lessons according to students' prior learning, interests, learning needs and learning styles.
- Provide students with constructive and timely feedback on their learning, resourcing additional support if required.
- Incorporate the use of information and communication technologies into lessons where appropriate and advantageous.
- Investigate and utilise a variety of resources to cover the syllabus, maintain student interest and provide challenges.
- Provide students with a classroom environment conducive to optimal learning and a spirit of co-operation.
- Maintain accurate records of student attendance, progress and assessment and use this information to communicate and report student progress to parents, caregivers, certification authorities and other stakeholders through school reporting arrangements.
- Attend parent teacher meetings, staff and faculty meetings and other scheduled meetings and events as required.
- Support and promote a professional culture characterised by a commitment to reflective practice, maintaining expertise in subject content and pedagogy and ongoing professional development. Use this information to improve teaching, learning and assessment strategies and resources.
- Supervise other classes as required.
- Meet deadlines for assessment and reporting and provide timely communication and feedback.

**2. Pastoral Care**

- Facilitate student learning and development through support of the pastoral program, values and aims of the College.
- Model exemplary behaviour reflective of the values and ethos of the College.
- Develop an effective working relationship and rapport with students.
- Contribute through active involvement to the College's co-curricular program.
- Support the College's organisational structures and committees through collegial input where appropriate.
- Foster effective relationships with families and members of the College community.
- Actively promote the College both within the College community and in the wider community.

**3. Duty of Care and Health and Safety**

- Undertake responsibility, as a teacher, for the care of students. This responsibility exists in interactions both within and outside the classroom setting.
- Apply safe work practices to all College activities whether conducted on or off campus. This includes taking reasonable care for your own health and safety and that of others affected by your actions or omissions, complying with all safety related instruction, policy, procedure or guideline and reporting all incidents and hazards identified throughout the College in accordance with reporting procedures.
- It is expected that you will maintain a current Apply First Aid Qualification. The College will provide annual training opportunities to assist you in maintaining this qualification.

**SELECTION CRITERIA****1 QUALIFICATIONS**

- Graduate qualifications in Secondary education within the applicable discipline/s.
- Registration with the Queensland College of Teachers.
- Current First Aid Certificate.

**2 PEDAGOGY**

- Knowledge of the Australian Curriculum.
- In-depth knowledge of curriculum requirements relevant to specific year levels and ability to implement innovative and highly effective teaching strategies.
- Demonstrated experience in teaching in a Queensland context.

**3 STUDENT FOCUS**

- The ability to support students in developing personal identity, values, a positive self-image, health and wellbeing, sound relations and empathy with others.
- A high level of knowledge and understanding of children's development relevant to the specific age group.
- An awareness of different learning styles, students' special needs and the importance of the encouragement of independent learning.

**4 PROFESSIONALISM**

- Ability to articulate and generate enthusiasm for learning and model the skills of a lifelong learner.
- The presentation of a professional, dedicated and inclusive attitude and demeanour at all times.
- Capacity to operate as a collaborative and team orientated person in a professional work environment.
- Demonstrated capacity to fulfil the key responsibilities of the position.

**5 COMMUNICATION SKILLS**

- Well-developed communication and interpersonal skills, with an emphasis on building and maintaining quality relationships with all members of the College community.

**6 PERSONAL CHARACTERISTICS**

- Enthusiasm, initiative and a keen interest in their teaching area.
- Teaching style actively promotes student inquiry, creativity and higher-order thinking and uses techniques, such as scaffolding, for supporting students in encountering new or challenging content or tasks.
- A strong focus on achieving positive learning experiences and outcomes for students is required as well as flexibility and the ability to adapt and operate effectively in a demanding and changing environment.
- Willingness to actively participate in and support the co-curricular program of the College.

**7 ICT SKILLS**

- High level of competency with computer technology relevant to the age group taught, and a willingness to maintain and develop skills through professional development.
- Willingness/capability to utilise tablet technology across the curriculum.

**8 SPIRITUALITY**

- An understanding of and respect for Christian values and demonstrable support for the College's Anglican ethos.

**9 COMMITMENT TO THE ONGOING DEVELOPMENT OF THE COLLEGE AND ITS REPUTATION IN THE COMMUNITY, CONSISTENT WITH ITS MISSION, VISION, ETHOS AND ANGLICAN IDENTITY.**