

## POSITION DESCRIPTION

<b>DATE:</b>	March 2024
--------------	------------

<b>POSITION:</b>	Secondary Teacher
<b>DEPARTMENT:</b>	Education Services
<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 Code of Conduct for Anglican Schools and Education and Care Services, and other College 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 the skills, knowledge and capabilities and as directed by the Principal or their representative.
- Follow safe working procedures developed by 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 coeducational context; and demonstrates:
  - 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.

**ORGANISATIONAL ENVIRONMENT**

Cannon Hill Anglican College is a dynamic Christian learning community which strives to offer a balanced and holistic educational environment, in order to develop the intellectual, social, physical, emotional, aesthetic and spiritual dimensions of each of its members. Cannon Hill Anglican College is based on the principles and traditions of the Anglican church and fosters among its students, staff and parents a lifestyle based on Christian values.

Commitment to the development of the College and its reputation, in the community, consistent with its mission, vision, ethos and Anglican Identity.

**VISION**

Cannon Hill Anglican College – distinctively innovative, successful, and sustainable Anglican co-education.

**ORGANISATIONAL EXPECTATIONS**

- All employees are expected to respect the confidentiality of the individual, and to treat all members of the College community with courtesy.
- All employees are bound by the requirements of the College's policies, procedures and any other practices (such as the Code of Conduct) and are expected to provide appropriate support and pastoral care to students of the College.
- Cannon Hill Anglican College is committed to maintain a healthy and safe work environment. Everyone must adhere to the work Health and Safety Act 2011.
- As a condition of employment employees are expected to obtain and hold for the duration of employment, a current Suitability Notice (Blue Card). Teaching staff are also required to maintain their Teacher Registration.
- All staff are required to familiarise themselves with the College child Protection Policy.
- With regard to student behaviour, a non-teaching staff role is not to actively discipline a student but rather one of observance and reporting (to the appropriated teacher of Assistant Principal-Pastoral Care and Administration) of any misdemeanor so that sanctions may be invoked where required. However, within the staff's duty of Care it may be necessary to step in when a situation is unsafe, or a student is at risk.
- All employees recognise and accept that multi-skilling is an essential component of the College and all employees may be required from time to time to undertake duties that are outside their normal position description but within their skills, competency and capability.
- Much of the information gleaned by staff during the course of their duties is confidential and should be treated as such. Staff shall not use confidential information to gain advantage for themselves, their related persons or for any person or body, in ways which are inconsistent with their obligation to act impartially. Nor should such information be used improperly to cause harm or detriment to any person, body or the College.
- Proof of qualifications will also be required prior to commencement.

**KEY RESPONSIBILITIES****1 Curriculum**

- Contribute to the Faculty through development of work programs that address State and National agendas.
- 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.
- Meet deadlines for assessment and reporting and provide timely communication and feedback.
- Ensure preparation of appropriate courses of work at each year level to meet aims, objectives, and outcomes of the Australian and Queensland Curriculum.
- Ensure that appropriate programs of assessment are implemented at each year level, having regard to the College's Assessment Management Policy.
- Ensure student outcomes are in keeping with the goals and policies of the College.
- Assist, organise and monitor the introduction of new teachers and pre-service teachers allocated to the Faculty.
- Participate in the development of cross-curricular planning as opportunities arise.
- Ensure all students with special needs have appropriate access to the curriculum in the classroom by establishing effective liaison with the Learning Enrichment Co-Ordinator ensuring the appropriate support of students with learning difficulties and disabilities and their teachers.
- Be aware of, and compliant with, all NCCD, QCAA and ACARA requirements in regard to course specifications, mandatory hours, and accurate record keeping.
- Ensure those students with particular gifts and talents are appropriately identified, supported and challenged in liaison with the Head of Gifted and Enterprise Education.
- Apply a strategic and systemised approach to student feedback to ensure there is a clear understanding about the standards and how students can work to improve their outcomes based on previous performance.
- In collaboration with the Learning Enrichment Co-Ordinator and Directors of Junior and Senior Secondary, ensure that students and parents are appropriately informed about the support available for students with special needs.
- Apply effective practices within the Faculty for regular monitoring of student progress and academic standards (teaching and learning).
- Support for Continuous Reporting expectations.
- Ensure that student assessment and reports reflect syllabus/program outcomes.

## **2 Classroom Teacher**

- Establish learning goals, develop, and document learning plan for implement meaningful, engaging and high-quality teaching and learning programs within the policies, frameworks and guidelines utilised by the College.
- Knowledge of Queensland and Australian Curriculum directions as they apply to own subject areas of expertise.
- 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 implement the curriculum, nurture 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 departmental meetings and other scheduled meetings and events as required.
- Participation in the pastoral care framework of the College and involvement in the co-curricular program is an integral aspect of the role. Teachers also contribute through active involvement to the College's extra-curricular programs.
- Maintain a program of professional development (employer directed and supported, school supported and individually identified), ensuring that QCT and AITSL requirements are met.
- 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.

### **3 Pastoral Care**

- Facilitate student learning and development through the 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 within the College community and in the wider community.

### **4 Duty of Care and Work, 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.

**SELECTION CRITERIA****1 Qualifications**

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

**2 Interpersonal Skills and 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.
- 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 and needs of students and the importance of the encouragement of independent learning.

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

**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 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.

**6 Spirituality**

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



## GUIDING PHILOSOPHY



### Statement of Vision

Cannon Hill Anglican College – distinctively innovative, successful and sustainable Anglican co-education.

### Statement of Mission

Cannon Hill Anglican College is a dynamic Christian learning community which strives to offer a balanced and holistic educational environment, in order to develop the intellectual, social, physical, emotional, aesthetic and spiritual dimensions of each of its members.

### Statement of Values

Cannon Hill Anglican College is based on the principles and traditions of the Anglican Church and fosters among its students, staff and parents a lifestyle based on Christian values. These values are outlined in the Summary Ethos Statement for Anglican Schools in the Province of Queensland. As learning communities of excellence, Anglican Schools in the Diocese of Southern Queensland are called to share the mission of the church to proclaim the good news of the kingdom of God through: Faith, Vocation and Service.

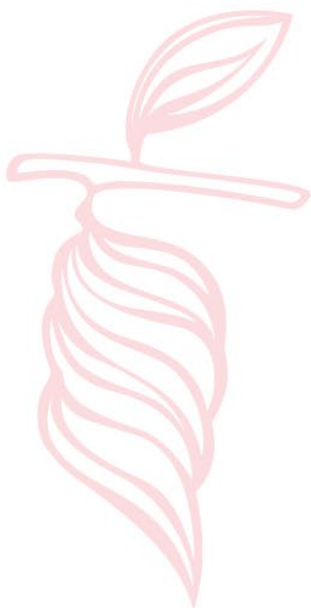
### Core Commitments

**Cannon Hill Anglican College is committed to building the capacity of all learners to:**

- take responsibility for their own learning, adapting to constant change in society and in the world
- achieve their personal best in all aspects of their lives, developing self-confidence and a healthy self-concept
- make informed decisions in the areas of personal relationships, further education and vocational choices
- be articulate, self-motivated, independent and interdependent
- be critical, creative and reflective thinkers and problem-solvers, contributing to the well-being of society
- become spiritually literate, and to have a well-developed sense of social justice, tolerance, respect and concern for others and for the natural environment.

### Cannon Hill Anglican College promotes:

- excellence in intellectual endeavour
- relationships which are kind, caring, supportive and productive.



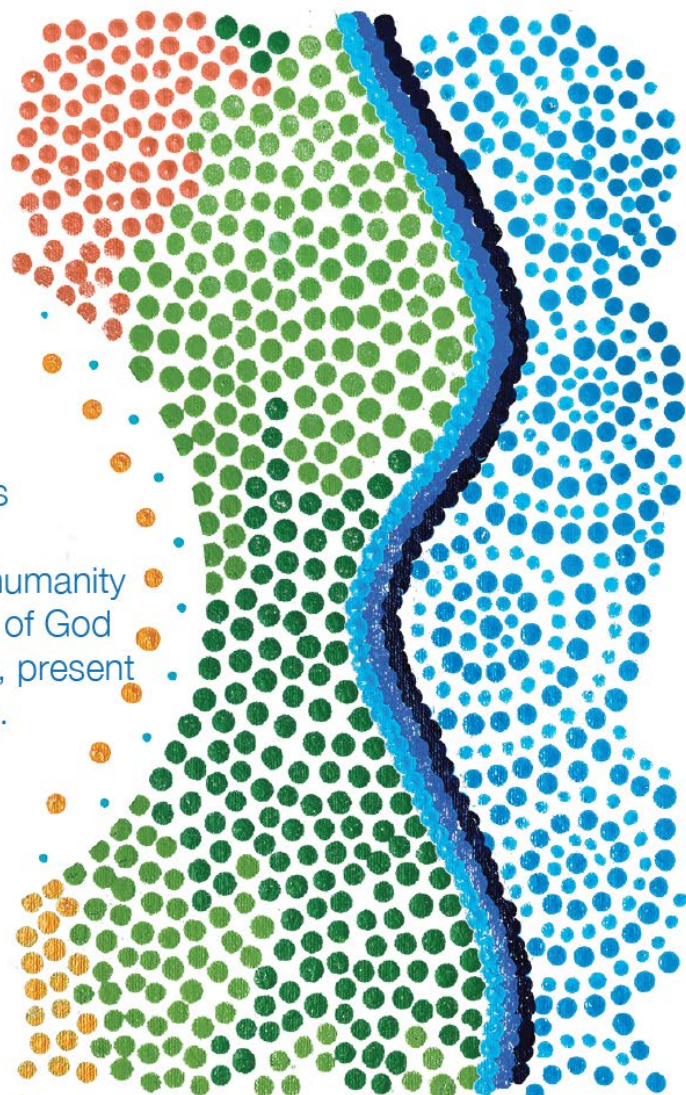
**Our motto guides our practice**

*With Courage and Compassion*

ANGLICAN SCHOOLS  
SOUTHERN QUEENSLAND

ETHOS STATEMENT

The vocation  
of Anglican Schools is  
education  
driven by a vision of humanity  
shaped by the image of God  
made visible in Jesus, present  
in every human being.



*You are the light of the world.  
A city set on a hill cannot be hidden  
... let your light shine before others,  
so that they may see your good works  
and give glory to your Father who is in heaven.*  
**Matthew 5.14-16**

*The kingdom of God is like leaven  
that a woman took and hid in  
three measures of flour,  
until it was all leavened.*  
**Luke 13.20-21**

*Our Schools have their own distinctive identity shaped by unique histories, contexts, communities and foundational stories. Across these, Anglican schools will share a number of key markers.*

#### **Incarnational – essential words live in us**

God the Creator cares about creatures and creation. Matter matters and the Creator loves creation enough to enter in person: the Word becomes flesh. Words become real when lived. Essential words must be embodied within people and practised within our communities, for example: kindness, generosity, love, justice, fairness, truth, hospitality, service, compassion, forgiveness, redemption. These express values that describe God's activity among us. Living them is essential to the identity of an Anglican School.

The following five markers are an expression of our incarnational authenticity and our accountability as educational institutions to form new generations who be a particular way in the world.

#### **Intellectual – we embrace a comprehensive liberal education**

Anglican schools are unapologetically committed to the intellect: the relentless, fearless pursuit of truth; the discipline of academic rigour; meticulous scientific endeavour; critical analysis and philosophical accountability; unhindered artistic exploration and expression; bold ventures of entrepreneurial development and more.

Intelligence is diverse and multiplanar and the mind is not an isolated entity. Being intellectual is more than academic scholasticism. The person is an integrated being whose head is inseparable from heart and hand and the web of life in which we all are embedded. A comprehensive education of the mind intentionally engages students' heart and soul for the purpose of being in the world in a way that enriches a greater and common good.

#### **Pastoral – we care for the fold**

Every person bears the image and likeness of God. We have a responsibility to know each person and care for their wellbeing (mind, heart, body, soul) and the social and cultural web in which they are entwined. This responsibility applies to our staff as well as our students. Everyone should feel like they belong, are safe and able to thrive.





**Missional – we are leaven for the rising of the whole**

## a. Christian Mission – a portion within the whole

We intentionally engage in Christian formation seeking to nurture committed followers of Christ, building confidence in their capacity to serve as a loving and gracious presence in community bearing witness to the enticing life of faith.

## b. Civic Mission – the whole for the whole lot

We are learning communities whose end is moral, spiritual and character formation with the capacity to transform and turn the whole community towards a greater and common good. This is a way of being in the world that seeks to participate in and transform society for the good of all. For us this way specifically includes merciful attention to the needs of the bruised and broken, vigorous work of restorative justice and guardianship of the sacredness of the created order.

*Service runs across both Christian and Civic mission. Service is solidarity with the other, working alongside the other for their best interests, awakening their power. Service builds up community whose markers are justice, inclusiveness, sustainability, diversity. Service copies the actions of Christ and is the practice of being a neighbour in the world.*

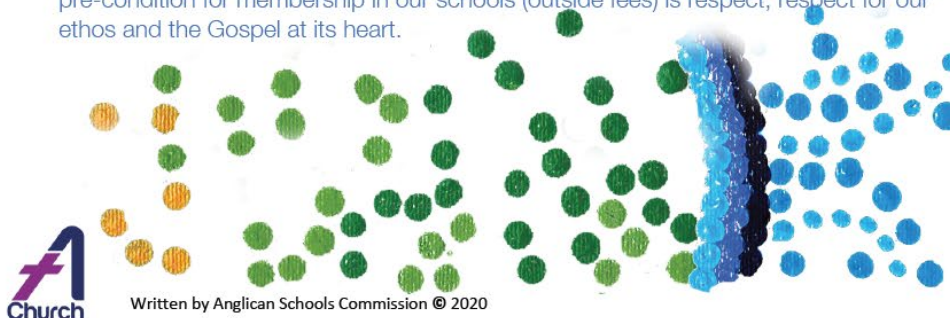
**Faithful**

We are faithful to the Christian story, living it in a way that invites discovery. We are faithful to the scriptures and the seasons, saints and celebrations of the Christian story and the life, death and resurrection of Jesus.

We are faithful to a calendar and rhythm of spiritual awareness that runs under and outside the school timetable. This awareness is practised through patterns of reflection, chapel, prayer, art, architecture, stillness, symbol, silence, sacrament, story-telling, celebrations, blessing and gratitude. Our liturgical traditions are ordered; participatory; musical; narrative and engaging of the senses, arts and creation; rooted in scripture; sacramental; intellectually robust and connected to the school's pastoral practices and missional service.

**Hospitable**

We acknowledge and celebrate that both our student and staff memberships are plural. We invite and welcome all and hospitality is given to every student, no matter the race, gender, sexuality, ideology, ability/disability or religion. No one is excluded. The only pre-condition for membership in our schools (outside fees) is respect, respect for our ethos and the Gospel at its heart.





The vocation of Anglican Schools is  
education  
driven by a vision of humanity  
shaped by the image of God made visible in Jesus,  
present in every human being.

#### SUMMATIVE MARKERS

##### INCARNATIONAL

God is Love, perfect and in person. We live essential words, in person.

##### INTELLECTUAL

We engage in the fearless pursuit of truth

##### PASTORAL

We practise respect for the whole person in community

##### MISSIONAL

We form people for the transformation of the world,  
in the service of God and the common good

##### FAITHFUL

We keep sacred rhythms attending to the goodness of life,  
celebrating the story and sovereignty of God

##### HOSPITABLE

All have a place to belong



Written by Anglican Schools Commission © 2020  
A collaborative work with our schools