



# The Springfield Anglican College

## Position Description: Teacher - Primary

Appendix 2

### Student Protection

Anglican schools support the rights of children and young people and are committed to ensure the safety, welfare, and wellbeing of students. Anglican schools are therefore committed to responding to allegations of student harm resulting from the conduct or actions of any person including that of employees. This commitment includes the provision of a safe and supportive living and learning environment for all students and requires all employees, volunteers and visitors to model and encourage behaviour that upholds the dignity and protection of students from harm.

### 1. Position Details

<b>Position Title:</b>	Teacher - Primary
<b>Location:</b>	Primary Campus
<b>Classification:</b>	Teachers' Salaries in accordance with the FSAC Ltd Enterprise Agreement
<b>Reports to:</b>	Head of Primary
<b>Last Reviewed:</b>	August 2023

### 2. Essential Qualifications

<b>Academic Qualifications:</b>	Four-year degree qualification suitable for registration as a teacher as required by the Queensland College of Teachers - <i>essential</i>
<b>Registration Requirements:</b>	Provisional or Full Registration with the Queensland College of Teachers (QCT) - <i>essential</i>
<b>Qld Working with Children Blue Card:</b>	Not required - <i>Exempt</i> <i>Note: An Exemption Blue Card may be required due to work with Kindergarten students at the College</i>
<b>Experience:</b>	Demonstrated experience teaching relevant discipline in an independent school environment
<b>Other:</b>	First Aid and CPR qualifications - <i>desirable</i>



### 3. Position Purpose

The Springfield Anglican College is a leading Kindergarten to Year 12 coeducational school, with a growing reputation for academic and co-curricular achievement. Our teachers care about their students and are leaders in learning, focused on providing the best possible educational environment and ensuring that each child's academic potential is nurtured.

Responsible to the Head of Primary, the Teacher contributes to the College's aims and philosophy of developing and delivering a contemporary, innovative curriculum which is underpinned by clear expectations about high quality learning outcomes and standards to be achieved and which is appropriate to a modern, technological and culturally diverse society. The Teacher nurtures self-esteem, encourages self-reflection and develops compassion, respect, and tolerance as a foundation on which children may build their lives in a school environment that values education within a sustaining and life giving Christian community significantly underpins the daily work of the school and the development of the curriculum.

### 4. College Expectations

Staff at The Springfield Anglican College will be:

- Supportive of the Aims and Philosophy of the College
- Supportive of the Anglican values and ethos of the College
- Focused on the needs of the College's students
- Committed to the holistic education of the students in their care
- Active participants in the professional learning community
- Continuously improving their teaching practice and professional knowledge base
- Facilitators of positive and productive College relationships
- Focused on developing a culture of excellence

### 5. Key Role Objectives

Teachers meet the National AITSL standards <https://www.aitsl.edu.au/teach/standards> to a proficient standard, as follows:

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



## 6. Domains of Professional Responsibility

The Teacher - Primary is responsible for meeting the following domains of professional responsibility. These are inclusive of the new Queensland College of Teachers Standards of Practice but are expanded to reflect the context of teaching in an independent school. The domains of professional responsibility should be read within the context of the Statement of Principles of Learning and Teaching, attached to this Position Description.

The College is aligned with the National Standards for Teachers and uses these in the Professional Review and Learning Program, which is formative review process for teacher professional development.

### **Student Protection - Commitment to the Protecting Children and Young People in Anglican Education Policy, Guidelines and Procedures and Child and Youth Risk Management Strategy**

The College is committed to the safety and wellbeing of students enrolled at the school. In accordance with sections 171 and 172 of the Working with Children (Risk Management and Screening) Act 2000 (Qld), the College is committed to eliminating and minimising risks to child safety through the Child and Youth Risk Management Strategy. The Teacher - Primary will demonstrate a commitment to Child Protection, supports the rights of children and young people and are committed to ensuring the safety, welfare, and wellbeing of students. The Teacher – Primary will model and encourage behaviour that upholds the dignity and protection of students from harm.

### **Commitment to the College Vision and Goals**

The Teacher – Primary demonstrates a commitment to the College aims and philosophy in holistic education and supports the College's worship and values-based approaches. This commitment includes actively supporting and participating in the College co-curricular programs. The Teacher - Primary will embrace change and support College development, with a focus on building positive and productive relationships with children and their families.

### **Commitment to Students and Student Learning**

The Teacher - Primary designs, documents, implements and evaluates contemporary, innovative, and informed primary curriculum programs; creating a learning environment that encourages students to be problem solvers, decision makers and lifelong learners who are contributing members of society. The Teacher - Primary demonstrates a commitment to student care and personal development of students; treating students equitably, with respect and being sensitive to factors that influence individual student learning and achievement.

### **Collaboration within the Learning Community**

The Teacher - Primary promotes and participates in the creation and maintenance of a collaborative and supportive learning community, upholding the values and standards of the learning community. The Teacher – Primary works collaboratively as a member of multi-disciplinary team to enhance early childhood and primary student learning and achievement, talking collegially about practice, sharing knowledge and resources, and observing one another engaged in the practice of teaching and administration.



### **Reflective Practice and Ongoing Professional Renewal**

The Teacher - Primary will demonstrate a commitment to professional development by actively engaging in ongoing professional learning; applying it to their professional practice. The Teacher – Primary refines their professional practice through regular inquiry, learning and reflection, engaging in self-directed learning informed by experience, research and collaboration with other professionals and actively participating in the Professional Review and Learning Program.

### **Professional Knowledge**

The Teacher - Primary maintains and enhances their knowledge of the early childhood and primary program; develops thorough understanding of the stages of child development and how best to support the development of students academically, physically, socially, and spiritually. The Teacher – Primary knows and develops a variety of effective teaching and assessment practices and knows and develops a variety of effective classroom management strategies.

### **Professional Practice**

The Teacher - Primary challenges student learning experiences with teaching strategies, techniques and plans that value the diversity of the learning experience. The Teacher – Primary assesses and reports constructively on student learning and communicates effectively with parents, students, and peers. The Teacher - Primary uses appropriate information and communication technology in their teaching practice and related professional responsibilities.

### **Duty of Care**

The Teacher - Primary contributes to the College's duty of care for both staff and students by adhering to all requirements relating to the development of an environment which is free from the risk of injury, harm and/or disease as required by the Workplace Health and Safety and Child Protection Acts and relevant College policies and procedures.

### **Such other duties as may be required from time to time:**

All employees recognise and accept that multi-skilling is an essential component of employment with The Springfield Anglican College and that they may be required to undertake duties that are outside their normal position description but within their skills, competency, and capability.



## 7. Selection Criteria/Competencies

A Teacher - Primary will possess the following competencies, skills, qualifications, and experience:

- Supportive of independent education and the Anglican ethos of the College.
- Must be registered or eligible for registration in Queensland as a teacher.
- Take a role in the College's Student Care program.
- Ability to design, document, implement and evaluate contemporary, innovative, and informed primary curriculum programs.
- Thorough knowledge of the primary curriculum content and syllabus, as required.
- Strong understanding of relevant Australian Curriculum requirements, QCAA syllabi and procedures.
- A thorough understanding of the stages of early years and primary learning needs and how best to support the development of primary students academically, physically, socially, and spiritually.
- Ability to adopt and utilise a range of teaching strategies to meet the learning needs and styles of a wide range of students.
- The ability to implement effective behaviour management strategies to support an optimal learning environment.
- Willingness to work collaboratively across the year level to ensure consistency between classroom planning and organisational structures.
- To possess the ability to promote the school within the community and public arena, and to be capable and willing to devote time to the ongoing life of the school.
- The ability to integrate information and communication technology into teaching and learning.
- Demonstrated sound personal qualities of tact, confidentiality, reliability, and an ability to work with others both individually and as a member of a team.
- Effective interpersonal and communication skills.
- Ability to build positive and co-operative relationships with students, peers, parents, colleagues, and stakeholders.
- Ability to work effectively in teams.
- Commitment to and participation in the co-curricular programs of the College, attendance at camps, relevant excursions, and support of various out-of-hours activities.
- Well-developed organisational and time management skills.
- Ability to meet deadlines.
- A commitment to personal and professional development.
- Basic understanding of workplace health and safety, equal employment opportunity and anti-discriminatory practices and behaviour as applied in a work environment.
- First Aid and CPR Qualifications - *desirable*



# The Springfield Anglican College

## Statement of Principles Learning and Teaching

***The College believes that effective learning occurs both in the classroom and beyond when:***

- There are high expectations of success
- The teacher is enthusiastic and knowledgeable
- Students receive constructive feedback and recognition
- Students are motivated and take responsibility for their learning
- Students believe that effort makes a difference
- Students feel safe and able to take risks
- Habits of learning are fostered through meaningful homework
- Students have personal ownership of their own learning
- Tasks are action orientated and inquiry based
- Tasks are reflected in real life experiences
- Consistent with the ethos of the College, the students' sense of worth is fostered

***It follows that effective teaching must incorporate:***

- Teachers setting high expectations for student achievement
- Teaching strategies which provide for rigour, challenge, and engagement
- The use of a wide range of teaching strategies and approaches including:
  - Active learning and inquiry-based methods
  - Opportunities for cooperative learning
  - Providing frequent and timely feedback on student progress
  - Project based and problem-solving activities
  - The setting and marking of meaningful homework and encouragement of good study habits
  - Differentiated assessment techniques to extend student learning
- Opportunities for students to gain control over their learning through:
  - The teaching of thinking skills and other meta-cognitive processes
  - The use of teaching strategies which embrace different learning styles
  - A focus on the teaching of thinking skills and processes
  - The use of frameworks such as work plans and schedules
- A focus on strong communication between student and the teacher characterised by encouragement, constructive feedback, and recognition
- A strong focus on high levels of literacy and numeracy
- A positive and safe learning environment which foster self-worth and risk taking



## STATEMENT OF COMMITMENT

The following **statement of commitment to the safety and wellbeing of children and the protection of children from harm**, seeks to provide a foundation to reflect, encourage and support a child safe culture. The Statement is required to be implemented by all persons within The Springfield Anglican College, The Tiny Tartan Kindergarten and ABCC and Early Years ABCC.

*Anglican Schools and Education & Care Services are committed to providing environments where children and young people receive the highest standard of care, where their rights are supported, and they have opportunity to thrive and be fruitful. Such environments nurture and safeguard the intelligence, dignity, safety and wellbeing of each child or young person, by placing them at the centre of thought, values and actions.*

*As reflected in our Ethos, our vocation is education, driven by a vision of humanity, shaped by the image of God made visible in Jesus, present in every human being.*

- *Every child: made in the image and likeness of God.*
- *Every child: loveable and loved, unique and unrepeatable.*
- *Outstanding education for the flourishing of people and the good of community.*

*Our faith is lived. We are hospitable and welcoming communities, who embody compassion, kindness, fairness, justice and love, and where exceptional pastoral care is practiced.*

*Working and serving the best interests of children and young people is in everyone's best interest. This is achieved through sustaining living and learning environments that are safe, supportive and stimulating. Specifically, we:*

- *place emphasis on genuine engagement with children and young people;*
- *create conditions that reduce the likelihood of harm to children and young people;*
- *create conditions that increase the likelihood of identifying harm where it exists; and*
- *respond swiftly and appropriately to any concerns, disclosures, allegations or suspicions.*

*This commitment is sought to be consistently reflected through the decisions and behaviour of all persons within the School or Service, who are guided by effective governance, policies, tools and processes. This fosters a child safe culture, where acting in children and young people's best interests is at the heart of what we do.*

**Steven Morris**  
Principal

Source: Working with Children in Anglican Education Policy v1.0 (2020)

