



The Springfield Anglican College

Position Description:

Teacher – Year 7

Last Reviewed: September 2019

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

Position Title:	Teacher – Year 7 (1.0 FTE)
Location:	Secondary Campus - The Springfield Anglican College
Classification:	Teachers’ Salaries in accordance with FSAC Limited Enterprise Agreement 2019
Reports to:	Director of Teaching and Learning
Last Reviewed:	September 2019

2. Essential Qualifications

Academic Qualifications:	Four (4) year Degree - Education or equivalent – <i>Essential</i>
Registration Requirements:	Provisional or Full Registration with the Queensland College of Teachers - <i>Essential</i>
Blue Card:	Not Required - Exempt
Experience:	Demonstrated experience in an independent school, middle years environment.
Other:	Not applicable

3. Position Purpose

The Year 7 Teacher contributes to the implementation of the College’s vision for excellence in teaching and learning and student care. The Teacher will deliver a contemporary, innovative Year 7 program underpinned by high quality learning outcomes and standards appropriate to a modern technological and culturally diverse society. Working as part of a dedicated Year 7 teaching team on the Secondary campus and in newly renovated learning spaces, The Year 7 Teacher will support the College’s vision and build successful professional relationships with staff and students.

4. College Expectations

Teachers at The Springfield Anglican College will be:

- Supportive of the Aims and Philosophy of the College
- Supportive of the Christian values and ethos of the College
- Focused on the needs of the College's clients
- 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 community relationships
- Focused on developing a culture of excellence

5. Key Role Objectives

Teachers meet the National AITLS 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 – Year 7 is responsible for meeting the following professional responsibility. The professional responsibility should be read within the context of the Statement of Principles of Teaching and Learning, 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 Student Protection in Anglican Schools Policy 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 Secondary Teacher (Creative Arts) 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 will model and encourage behaviour that upholds the dignity and protection of students from harm.

Commitment to the College Vision and Goals:

The Teacher – Year 7 demonstrates a commitment to the College aims and philosophy in holistic education and supports the College's worship and value based approaches. This commitment includes actively supporting and participating in the College extracurricular programs. The Teacher – Year 7 will embrace change and support College development, with a particular focus on building positive and productive relationships with students and their families.

Commitment to Students and Student Learning:

The Teacher - Year 7 designs, documents, implements and evaluates contemporary, innovative and informed Year 7 curriculum programs; creating a learning environment that encourages students to be problem solvers, decision makers and lifelong learners. The Teacher – Year 7 demonstrates a commitment to the care and personal development of students; treating students equitably, with respect and sensitive to factors that influence individual student learning and achievement.

Collaboration within the Learning Community:

The Teacher - Year 7 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 – Year 7 works collaboratively as a member of multi-disciplinary team to enhance student learning and achievement.

Reflective Practice and Ongoing Professional Renewal:

The Teacher - Year 7 will demonstrate a commitment to professional development by actively engaging in ongoing professional learning; applying it to their professional practice. The Teacher - Year 7 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 participates in the Professional Review and Learning Program.

Professional Knowledge:

The Teacher - Year 7 maintains and enhances their knowledge of the Year 7 curriculum; develops thorough understanding of the stages of child and adolescent development and how best to support the development of students academically, physically, socially and spiritually. The Teacher - Year 7 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 - Year 7 intellectually challenges student learning experiences with teaching strategies, techniques and plans that value the diversity of the learning experience. The Teacher - Year 7 assesses and reports constructively on student learning and communicates effectively with parents, students and peers. The Teacher - Year 7 uses appropriate information and communication technology in their teaching practice and related professional responsibilities.

Duty of Care:

The Teacher – Year 7 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.

7. Selection Criteria/Competencies

The ideal candidate will possess the following competencies, skills, qualifications and experience:

- Must be registered or eligible for registration in Queensland as a teacher.
- Ability to design, document, implement and evaluate contemporary, innovative and informed secondary Year 7 curriculum programs.
- Thorough knowledge of Year 7 curriculum content and syllabi.
- Strong understanding of relevant Australian Curriculum requirements, QCAA syllabi and procedures.
- A thorough understanding of the stages of child and adolescent development and how best to support the development of children academically, physically, socially and spiritually.
- Ability to utilise a range of teaching strategies to meet the learning needs and styles of a wide range of students.
- Ability to implement effective behaviour management strategies to support an optimal learning environment.
- Ability to integrate information and communication technology into teaching and learning.
- Sound interpersonal and communication skills; ability to build positive and co-operative relationships with students, peers, parents and colleagues. Ability to work effectively in teams.
- Commitment to and participation in the co-curricular programs of the College, particularly the coaching of sporting teams, attendance at camps and support of various out-of-hours activities.
- Sound organisation and time management skills; well-organised, with the ability to meet deadlines.
- Commitment to the Anglican ethos of the College and take a role in the College's Student Care program.

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