

JOB DESCRIPTION & PERSON SPECIFICATION

Teacher



College Department:	Education
Position Title:	Teacher
Position Code:	JD ED TEA01
Position Classification:	As per current LSA Enterprise Agreement
Tenure:	As advertised

JOB DESCRIPTION

1. Summary of the broad purpose of the job in relation to the College's goals.

(Expected outcome and how it is achieved.)

Teachers at Cornerstone College display the highest professional standards in their classrooms, personal presentation and management of the students in their care. They will manage classes and students effectively, thereby ensuring that learning is maximised for all students, the duty of care is met in and out of class, and a caring environment is provided for all. A restorative justice approach is utilised for all relationships on campus.

Teachers will support the Christian ethos of the College and develop their understanding of the spiritual requirements of teaching in a Lutheran school by undertaking the Connect program. They embed the mission statement into their daily practice and as a result provide each student with the opportunities to achieve their best possible outcomes at the College, and develop skills for life.

Teachers will undertake to teach classes as directed by the Principal. In addition to programmed work at the College, it is acknowledged that teachers spend considerable amounts of time preparing for that work or in other professional tasks on campus, in the community, or at home.

2. Reporting / Working Relationships

(To whom the person reports, staff for whom the person is responsible and other significant connections and working relationships within the College.)

Teachers report directly to the Principal and are required to develop key working relationships with the College leadership team. They will work collaboratively with Learning Area Leaders of all their subject areas and relevant Pastoral Care staff. Teachers will participate in partnerships with colleagues to reflect upon and improve teaching and learning.

Teachers will actively foster trusting and respectful relationships with students governed by law and protective practice legislation. Interaction with the parent community will be regular and professional at all times.

3. Special Conditions

Teachers are employed under the conditions specified in the current Lutheran Schools SA Enterprise Agreement.

4. Extent of Authority

The role of teacher is largely autonomous regarding delivery and classroom practice under the framework provided by SACE, ACARA and College guidelines. They will respond to student needs and collaborate with other staff to ensure the safety, wellbeing and academic achievement of each student.

Teachers will abide by College policy and procedure and perform all duties as requested by the leadership team.

JOB DESCRIPTION

5. Statement of Key Outcomes & Associated Activities

(Grouped into the Key Result Areas (KRAs), and as major areas of responsibility and activity.)

The role of Teacher encompasses activities according to the Australian Professional Standards for Teachers, as well as some relevant specifically to Cornerstone College.

Local responsibilities

- Commit to uphold, and contribute to, the Lutheran ethos of the College.
- Act in partnership with parents, peers and all College staff in the building of College community.
- Respect the confidentiality of College information, including student records and discussions pertaining to such matters.
- Effectively carry out all required administrative responsibilities.
- Take responsibility for the pastoral needs of all students and utilise a restorative practice approach for all relationships.
- Support and participate in all College programs which promote student wellbeing and academic achievement.
- Comply with College WHS policy and procedures and adhere to safe work practices.
- Comply with staff dress code policy.

Know students and how they learn

- Understand and recognise the physical, social and intellectual development and characteristics of students.
- Understand how students learn.
- Support students with diverse linguistic, cultural, religious and socioeconomic backgrounds.
- Use strategies for teaching Aboriginal and Torres Strait Islander students.
- Differentiate teaching to meet the specific learning needs of students across the full range of abilities.
- Utilise strategies to support full participation of students with disability.

Know the content and how to teach it

- Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians.

Have a developed understanding of, and fully utilise:

- Content and teaching strategies of the teaching area.
- Content selection and organisation.
- Curriculum, assessment and reporting.
- Literacy and numeracy strategies.
- Information and Communication Technology (ICT).

Plan for and implement effective teaching and learning

- Establish challenging learning goals.
- Plan, structure and sequence learning programs.
- Use teaching strategies.
- Select and use resources.
- Use effective classroom communication.
- Evaluate and improve teaching programs.
- Engage parents/carers in the educative process.

JOB DESCRIPTION

5. Statement of Key Outcomes & Associated Activities (Cont'd)

Create and maintain supportive and safe learning

- Support student participation.
- Manage classroom activities.
- Manage challenging behaviour.
- Maintain student safety.
- Use ICT safely, responsibly and ethically.

Assess, provide feedback and report on student learning

- Assess student learning.
- Provide feedback to students on their learning.
- Make consistent and comparable judgements.
- Interpret student data.
- Report on student achievement.

Engage in professional learning

- Identify and plan professional learning needs.
- Engage in professional learning and improve practice.
- Engage with colleagues and improve practice.
- Apply professional learning and improve student learning.

Engage professionally with colleagues, parents/carers and the community

- Meet professional ethics and responsibilities.
- Comply with legislative, administrative and organisational requirements.
- Engage with the parents/carers.
- Engage with professional teaching networks and broader communities.

PERSON SPECIFICATION

1. Educational / Vocational Qualifications

- Current registration with the South Australian Teachers' Registration Board
- Working with Children Check
- Evidence of current Responding to Abuse and Neglect training.
- Minimum of Provide Basic Emergency Life Support First Aid training.
- Teacher Accreditation in Lutheran Schools Australia. Training may commence upon appointment.
- Valuing Safe Communities training with LESNW or willingness to complete upon appointment.

2. Personal Skills, Abilities & Aptitude

Skills

- Demonstrate organisational and time management skills.
- Demonstrate high level of communication and interpersonal skills when relating to students, parents and other teachers.
- Demonstrate the capacity for leadership, self-management, participation, decision-making and team building.
- Be a resourceful team member.

Abilities

- Select and use appropriately, a wide range of teaching and assessment strategies to suit the needs of a diverse range of students.
- Incorporate the use of electronic technology into the investigation, teaching and learning of subject area.
- Demonstrate the capacity to reflect critically upon their professional practice.
- Accept, promote and manage change.
- Respect the confidential nature of all personal data associated with staff and students.
- Prioritise workloads and meet required deadlines.
- Achieve objectives of meeting specified Key Performance Indicator (KPI) targets.

Aptitude

- A personal commitment to the College vision, mission and values underpinning the delivery of a Christian based education to students in the College community is essential.
- Demonstrate integrity in all things.
- A commitment to the development of effective skills in young people.
- Having a willingness to learn, undertake mentoring and follow instruction effectively.
- Demonstrate commitment and capacity to actively contribute to a broad range of College activities as a member of the College team.

3. Experience

- Experience in classroom teaching.
- Experience with Schoolbox Learning Management System would be an advantage.
- Working successfully and collaboratively with other team members.
- Involvement in professional communities.

4. Knowledge

- Sound understanding of technology relevant to teaching and administrative practice in schools.
- Sound understanding of curriculum and pedagogical practice for relevant subject areas.
- Sound knowledge of the development of young people.

PERSON SPECIFICATION

5. Classification Level

Teachers are classified according to their qualifications and experience as outlined in the current Lutheran Schools SA Enterprise Agreement.

6. Performance Standards & Review

An annual Performance Review is undertaken to support ongoing professional learning, determine capacity to meet the demands of the role, where additional skills training is required and what level of job satisfaction is being obtained. The basis of the Performance Review is utilising the Key Performance Indicators (KPIs) identified in Appendix A and discussion regarding any local programs conducted throughout the year.

APPROVAL

Job Description & Person Specification Approved

.....
Principal (Print Name)

.....
(Signature)

Date:

Acknowledged by Person Selected

.....
(Print Name)

.....
(Signature)

Date:

PERFORMANCE MANAGEMENT

APPENDIX A

In relation to setting goals and managing performance, Key Performance Indicators (KPIs) are put in place within each Key Result Area (KRA) so that effort can be measured and performance rewarded.

Local Responsibilities	Key Performance Indicator (KPI)
Ethos	College ethos is actively contributed to and supported in daily action.
Community	Contribution is made to the community by attendance at functions which include the community and the building of professional relationships with community members.
Information	Student and family information as well as record of discussions are kept confidential.
Administration	Administrative requirements are completed according to policy and procedure in a timely manner.
Pastoral Care	Pastoral duties are conducted with care and diligence according to policy and College guidelines, utilising a restorative practices approach where required.
Programs	College programs implemented to support student wellbeing and/or academic achievement are promoted and embedded into daily practice.
WHS	All injury or hazards are reported in a timely fashion.
	Work space and campus area is monitored to ensure safe work practices.
Dress	Teacher is professionally presented at all times, according to the guidelines in the staff dress code policy.

Australian Professional Standards for Teachers	Key Performance Indicator (KPI)
Focus Areas	<p>The Australian Professional Standards for Teachers articulate what teachers are expected to know and be able to do at four career stages: Graduate, Proficient, Highly Accomplished and Lead. The overall purpose is to support teachers to improve learning outcomes for students.</p> <p>Each year at the College you will be supported to identify the career stage at which you are operating and collect and collate any evidence you have collected to support this assessment.</p>