

Classroom Teacher Role Description

Position Summary

Position Title:	Classroom Teacher
Reports To:	Learning Leader
Position Summary:	
Latest Revision:	
Key Relationships:	Heads of School Learning Leader Learning Enrichment Staff Parents

Key Accountabilities

	Accountabilities	Success Measures
Application of Christian Faith	<ul style="list-style-type: none"> Committed Christian with a passion for Christian community who is actively involved in their local church Attend staff devotion each day they are at work Lead staff Bible-based devotions according to the established roster. Apply Bible-based decision-making that aligns with the school's Christian ethos, promoting a Christ-centred approach in all professional and ethical responsibilities. Actively support the school's Christian Mission, Vision, and Values through professional practice, communication, and relationships. Serve as a positive Christian role model in speech, behaviour, and lifestyle, reflecting the teachings of Jesus Christ. 	<ul style="list-style-type: none"> Decisions and actions align with Christian ethos.
Teaching and Learning	<ul style="list-style-type: none"> Deliver effective, high-quality teaching that aligns with NESA curriculum, incorporates a biblical worldview, and uses evidence-based practices and technology to enhance learning. Assess and report student progress through regular formal and informal assessments, following the school's academic framework. Collaborate with colleagues and support teams to meet professional standards, deliver inclusive education, and make necessary adjustments for diverse learners. Communicate consistently with parents and guardians to support student progress and wellbeing. 	<ul style="list-style-type: none"> Lesson observations and program documentation demonstrate alignment with NESA standards, integration of a biblical worldview, and the use of innovative, evidence-based strategies. All required student reports and assessments are completed accurately and submitted by published deadlines within the academic calendar. Documented evidence of reasonable adjustments and active participation in learning support planning and team collaboration. Parent-teacher communication logs and survey feedback reflect regular, constructive engagement and positive partnerships.

Student Wellbeing	<ul style="list-style-type: none"> • Demonstrate genuine care for students' holistic wellbeing, encouraging the development of their God-given gifts and talents. • Create and maintain safe, inclusive, and supportive learning environments, both inside and outside the classroom. • Apply consistent behaviour management strategies and uphold high standards for student conduct and presentation in line with school policies. • Comply with all child safety policies and legal obligations, including the NSW Child Safe Standards and mandatory reporting requirements. 	<ul style="list-style-type: none"> • Student feedback and teacher reflections indicate positive relationships and personalised support for individual growth. • Classroom observations and student wellbeing data reflect a safe, respectful, and inclusive environment. • Behavioural records and uniform compliance logs show consistent application of school expectations and procedures. • Annual completion of child protection training and evidence of adherence to reporting protocols in relevant cases.
Community Engagement	<ul style="list-style-type: none"> • Willingness to actively engage in school events and activities, including those held outside regular school hours, as appropriate. • Demonstrated ability to communicate respectfully and professionally with parents and carers, managing concerns in line with school policies and procedures. • Commitment to participating in school camps and excursions as required, contributing to the holistic development of students. 	<ul style="list-style-type: none"> • Actively engages in relevant school events, including those outside school hours, to support whole-school community life. • Proactively maintains respectful, constructive communication with parents, managing concerns in alignment with school policies. • Fully participates in school camps and excursions, ensuring student wellbeing and meaningful learning beyond the classroom.
Professional Learning	<ul style="list-style-type: none"> • Engage actively in professional learning opportunities, both within WCCS and externally, to stay current with evidence-based teaching practices. • Demonstrate a commitment to continuous improvement through self-reflection, feedback, and meaningful contributions to school development and decision-making. 	<ul style="list-style-type: none"> • Documented participation in professional learning activities and application of new strategies observed in teaching practice. • Performance reviews and team feedback reflect active engagement in school initiatives and a growth-oriented professional mindset.
Other	<ul style="list-style-type: none"> • Comply with WCCS policies and stay up to date by following the recommended policy reading schedule. • Maintain professional integrity by consistently upholding the WCCS Code of Conduct. 	<ul style="list-style-type: none"> • Keeps up to date with WCCS policies by completing the policy reading schedule on time and applying the guidelines. • Shows professional behaviour that follows the WCCS Code of Conduct, with positive feedback and no conduct concerns.

Organisation Position

Head of School
Learning Leader
Teacher

Qualifications, Skills & Experience

Essential

- Active Christian faith and regular attendance and involvement at a Christian Church.
- Demonstrated commitment to the Vision, Mission and Values of WCCS, including the Statement of Faith.
- Commitment to fostering Christian faith in students
- Provide a valid Working with Children Check
- NESA accredited to be able to teach in NSW
- Strong interpersonal and communication skills
- Able to work and contribute to a team setting
- Contribute and support a culture of learning
- Competent in the use of technology in the classroom,
- A commitment to be involved in extra curricular activities as required, for example, camps, musicals or out of hours excursions.

Desirable

- Experience in using platforms such as Canvas, Sentral
- Experience in delivering lessons utilising Explicit Instruction pedagogy
- Experience in creating teaching programs from Christian Schools Australia's Gods' Big Story framework or similar.