

POSITION DESCRIPTION

Position Title	Year 7 – 12 Subject Teacher
Reports to:	Head of Department / Years 7-12 Curriculum Leader
Overview:	The subject teacher is part of a professional team, builds positive relationships, assists with, and directs the work of students to promote learning and improve student outcomes through: • direct teaching contact with students; • the provision of engaging, relevant, coherent and planned lessons and learning activities; • participation in other teaching related activities; • and the performance of additional duties allocated by the Head of Sub School and/or the Head of Teaching and Learning Innovation in accordance with state and Federal system requirements and college council policies.
Main Objectives	1. Professional Teaching and Learning a. Curriculum b. Pedagogy c. Feedback d. Assessment 2. Pastoral Care of Students a. Pastoral Care b. Behaviour Management 3. Developing and Maintaining Positive Relationships 4. Effective and Efficient Administration
Duties and Responsibilities:	The duties and responsibilities for this position are as follows: 1) Professional Teaching and Learning a) Curriculum • Plan a comprehensive, energetic, engaging learning program that fosters a lifelong love of learning in St Peters students. • Know relevant curriculum documents and guidelines and apply them. • Prepare and share high quality and professional standard teaching resources with other teachers in accordance with the College's teaching and learning framework. • Follow College and Department policy in relation to academic matters including assessment, work program development and their implementation. b) Pedagogy • Identify individual learning needs and styles, and plan experiences that enable all students to achieve success. • Prioritise the development of a positive relationship with all students in order to engage their enthusiasm, interest and passion. • Know and understand a range of learning methodologies and technologies and their application in the classroom. • Contribute to the development of the College's Virtual Learning Environment to assist student learning. • Address students' varying intellectual, emotional and physical abilities in

	teaching practice. • Keep abreast of changes in general and subject specific pedagogy. c) Feedback • Use varied assessment and reporting methods to regularly monitor learning progress (assessment for learning). • Reflect on both summative and formative information and modify programs and practices in response to underlying trends. • Provide students with both positive and critical feedback on performance that reinforces student achievement and focuses on further learning. • Ensure that information about students' previous experiences and achievements in their subject is used to plan curriculum and improve student learning across a year level or within a learning area d) Assessment • Maintain accurate, department consistent and comprehensive records of student progress and achievement. • Provide parents and students with detailed, accurate and informative written and oral reports at appropriate times, as required by the college. • Demonstrate a comprehensive knowledge of expectations of student performance and learning outcomes as indicated by State and National assessment measures and by interpreting and communicating them to colleagues. • Use assessment tasks that are purposeful and relevant to the teaching and learning program and the learning needs of students. 2) Pastoral Care of Students a) Pastoral Care • Take responsibility for the pastoral needs of students in Form Class or Group. • Liaise between parents, subject teachers and Year Level Co-ordinators to support the learning needs of students. • After exploring avenues of assistance that the teacher can provide, refer matters of concern in relation to students to the relevant Year Level Co-ordinator and parents. • Attend and participate in the co-curricular life of the College through the sporting and cultural calendar. • Implement the Pastoral Care Policy and Program through the Form Class System, in particular: a. Proactively, insistently and professionally build rapport with individual students. b. Encourage the growth of self-esteem in each student. c. Identify academic and personal issues which are impacting on the growth and development of each student. d. Assist student organisation and promote the development of healthy time management routines. b) Behaviour Management • Establish and maintain an orderly, co-operative, enjoyable and task-oriented learning environment. • Set and adhere to timelines for completion of work.
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	• Make all reasonable efforts to manage the behaviour of students effectively with the directions of St Peters policies and procedures. • Negotiate and implement effective consequences and strategies to assist students who negatively impact on teaching and learning. • Respond appropriately to student misbehaviour, with calmness, respect and avoiding recourse to aggressive behaviour, and identify factors contributing to prolonged, repeated or severely irresponsible behaviour and seek resolutions. • Follow up matters related to behaviour and classroom learning where necessary, contacting parents and other staff if required. 3) Developing and Maintaining Positive Relationships • Work effectively and collegially as a member of a college team in a range of college activities. • Exercise effective communication skills with students, colleagues, parents or guardians, and others. • Establish positive and effective relationships with students, and encourage in them a positive and appropriate sense of self-worth. • Participate in partnerships with colleagues to reflect critically and constructively upon and improve teaching and learning practice. • Both maintain confidentiality in regard to sensitive or private information about students, families, colleagues and the college, and also communicate information appropriately when necessary in the interests and wellbeing of the St Peters community. 4) Effective and Efficient Administration • Complete administrative tasks accurately, according to necessary administrative deadlines, and maintain accurate records. • Meet and teach students at designated locations and times, and model high standards of punctuality, dress, language and other standards and expectations in the college. • Encourage in students an understanding of, and support for, the Christian practices and values of the college, teaching them as necessary. • Attend professional development activities to improve teaching and pastoral care skills. • Develop and maintain effective professional partnerships with other staff. • Undertake supervision duties, including yard duty, diligently. • Attend staff meetings, parent teacher interviews and other co-curricular activities, including active involvement in the co-curricular program or negotiated equivalent. • Demonstrate familiarity with and provide advice on relevant employer policies and procedures. • Supervise additional classes as required. <u>Other</u> ○ All other duties, as requested, by the Head of Sub School, Head of Teaching and Learning Innovation and/or the Head of College.
Workplace Health & Safety duties:	The College is bound by the provisions of the Work Health and Safety Act 2011 (the Act) which provides the legislative framework for workplace safety in Queensland. The Act protects employees, other persons at work, and members

	of the public who enter a workplace. It also creates significant responsibilities for individuals, notably Heads, managers and employees. Achievement of the College's WH&S objectives depends on the cooperative efforts of everyone concerned. The employees of the College (including Contractors) are required to: • Take the care to protect their own health and safety and that of their fellow workers. • Comply with statutory requirements, College policies and procedures and all lawful instructions of managerial and supervisory staff. • Wear and/or use all necessary protective clothing and equipment issued in order to protect the health and safety of themselves and fellow workers. • Under no circumstances operate vehicles, plant or equipment while under the influence of alcohol, drugs or any other dangerous substance. • Set a personal example. Where a staff member obtains evidence of a non-conformance with the OHS system, he or she must bring that non-conformance to attention of his or her direct supervisor. Where such non-conformances involve significant risk to anyone's health or safety, staff must bring them to the immediate attention of their supervisor; failing that, they will immediately inform their manager, up through the chain of command to the Head of College if necessary. Non-conformance with policies, procedures and lawful instructions will be dealt with in accordance with the College's Performance & Disciplinary procedures.
Selection Criteria:	<i>These selection criteria will form the basis to assess applicants for short-listing and determine the successful candidate:</i> SC1 - Qualifications ▪ Current Queensland Teacher Registration. ▪ Graduate qualifications. SC2 – Demonstrated high level of communication and interpersonal skills when relating to students, parents and other teachers. ▪ Sensitivity to students' problems and the capacity to develop strategies to assist student needs. ▪ Contribute to the building of confidence and self-esteem with students. SC3 – Ability to select and use appropriately, a wide range of teaching and assessment strategies to suit the needs of a diverse range of students. • Teaching strategies used. • Preparation and planning. • Assessment and reporting practices – ability to provide constructive advice to parents appropriate to their daughters\sons. • Classroom management.

	SC4 - Demonstrated commitment and capacity to actively contribute to a broad range of school activities as a member of the college team. • Providing evidence of involvement in extracurricular activities. SC5 - Demonstrated capacity to reflect critically upon their professional practice. • Willingness to participate in professional development activities. • Participate co-operatively and to assist other members of the faculty to promote the learning area within the college community. • Welcome class walk throughs and observations. • Assist student teachers in the development of their teaching skills. SC6 - Communication Skills • Well-developed communication and interpersonal skills, with an emphasis on building and maintaining quality relationships with all members of the College community. SC7 – Demonstrate the capacity for best practice in curriculum development and implementation, evaluation and assessment and management of teaching and learning activities. • Understanding of current issues in education. • Ability to contribute to the identification of student learning needs. • Contribution to the development and implementation of curriculum programs. SC8 – Ability to apply information and communication technologies to the teaching and learning process as well as collecting, organising and processing relevant data.
Committee Membership:	➤ Department meetings ➤ Sub School and professional development meetings ➤ Any other Meeting or Committee Meeting as directed by the Head of College and/or Deputy College.
Classification:	Teachers Award In accordance with Queensland Lutheran Schools Enterprise Agreement Terms and Conditions – Please refer to the Queensland Lutheran Schools Single Enterprise Agreement, 2024.
Location:	St Peters Lutheran College – Indooroopilly 66 Harts Road INDOOROOPIILY QLD 4068

October 2025

Applicants are expected to support the Christian ethos of St Peters Lutheran College and to demonstrate courtesy, co-operation and teamwork with fellow members of staff.