

POSITION DESCRIPTION

Position:	Teacher, Christian Studies and Second Teaching Stream
Primary Role Purpose:	Teachers at Luther College are responsible for guiding, coaching and supporting students and their learning. This includes the development and implementation of the approved college curriculum, co-curricular program, and pastoral program consistent with the mission, vision, values and strategic plan in accordance with college policies and procedures.

KEY RESPONSIBILITIES

Excellence in Learning

- Actively fosters positive relationships with students, getting to know them as individuals and using data to know them as learners.
- Ensure a positive learning culture that encourages students to strive for excellence through a commitment to high standards and expectations.
- Design and deliver learning experiences that are engaging, personalized, challenging, and reflective developing knowledge and skills through active learning, promoting the Luther Learning Capabilities.
- Plan for and implement strategies that support the learning of each student, differentiating the learning and assessment as required.
- Ensure that clear learning intentions and success criteria are developed consistently with the Learning Area curriculum planning and published for every lesson on the Learning Management System.
- Assess learning by regularly gathering, analyzing and reflecting on evidence to make informed and consistent learning judgments.
- Maintain consistency and accuracy in grading, moderation and feedback of assessment items within and across subjects and learning areas, ensuring assessment instrument conditions are equitable, consistently applied and in keeping with college requirements and expectations.
- Return student work in a timely manner in accordance with college expectations.
- Regularly provide information for students and their parents on their progress, identifying areas to future improvement and encouraging students towards improved performance.
- Provide accurate and comprehensive data in relation to each student for the submission of learning feedback and grades, meeting required deadlines.
- Use technology, space and furniture to enhance pedagogy and student learning.
- Actively engage with Heads of Year in relation to the academic progress of students.
- Actively engage with Heads of House in relation to the pastoral care and wellbeing of students.

Home Group Mentor Duties and Responsibilities

- Establish a nurturing Home Group environment in which every student will be cared for, known, valued, and supported.
- Support and guide each student within the Home Group, knowing them as a person and as a learner.
- Prepare for and deliver wellbeing and pastoral programs including Home Group devotions.
- Accompany students to Chapel and Assemblies, sit with them and provide supervision.

- Perform administrative duties including roll marking, absence follow up, updating pastoral care records and completing reports.
- Understand that student attendance is a whole of college pastoral concern and actively support high expectations in relation to the reporting and follow-up of attendance records, including punctuality.
- Be the first point of contact for parents and students, responsible for the holistic care and educational experience of the students in Home Group, proactively building a productive partnership with each family.
- Communicate with and inform the Head of House of significant matters in relation to individual students in the Home Group.
- Maintain student, parent, and teacher confidentiality.
- Be responsible for the organisation of the House Team for one of the House Activities.

Ongoing Improvement and Innovation

- Deliver the approved curriculum to students as guided by the Director of Teaching and Learning and the Head of Learning Area, ensuring that learning experiences meet the curriculum requirements and are documented on the Learning Management System.
- Work with Head of Learning Area and the learning area team to collaboratively contribute to the continual improvement in curriculum development, lesson and unit planning, teaching and assessment materials and digital learning resources within subjects, and departments across the college.
- Using a positive team mindset, collaborate effectively with Head of Learning Area, the learning area team and other teaching teams to create and share resources and maintain a culture of innovation and continual improvement.
- Maintain a deep knowledge of curriculum and compliance, in particular the Australian Curriculum requirements through ACARA and the VCE Study Designs through VCAA.

Strengthening Lutheran Identity

- Actively support the mission, vision, values and strategic priorities of the college.
- Participate in theological formation and LEA Accreditation where necessary.
- Support the Lutheran ethos of the college.

Community Building

- Develop and maintain positive partnerships and collaboration students, parents, carers and the wider community.
- Demonstrate responsiveness in all communications with parents about their children's learning needs.
- Be actively involved in the co-curricular program of the college.
- Be a member of a House, contributing to the supervision and organisation and management of House activities as required.
- Attendance at Chapel, assemblies, staff briefings and staff meetings, open days, camps, parent information evenings, parent/student/ teacher conferences and opening and closing services as required.

Leading Effective Organisation and Management

- Be a role model for students, meeting expectations in relation to dress, punctuality and attendance.
- Ensure an understanding of the policies, procedures and expectations of the college.
- Actively and positively participate in Learning Area meetings, House meetings and professional learning events as required.
- Undertake relief classes and yard duties as required.
- Be reflective upon one's own professional practice within the changing educational landscape and emerging pedagogical trends.

- Demonstrate a commitment to continued professional learning including having a professional learning plan and adhering to the college professional development program.
- Maintain standards of student care and behaviour in and outside of the classroom, through support for and implementation of the college policies and procedures.
- Share matters of student concern with the relevant Head of House, Head of Year, Head of Middle Years and Head of Senior Years as required.
- Serve as a mentor for staff members as required.

These descriptors are considered the key duties and responsibilities of the position; however, the position description is considered dynamic and is subject to change. You may be required to perform other duties in this role as required to meet the needs of our students and the college.

Key Internal Relationships and Accountabilities

Reporting to the Principal through the Director of Teaching and Learning and the Head of Learning Area.

Associated Relationships

- Heads of House
- Heads of Year
- Head of Middle Years, Head of Senior Years
- Director of Pastoral Care and Wellbeing
- Director of Student Engagement and Metrics

Essential Experience and Qualifications

Teachers must be registered (or able to be registered) with the Victorian Institute of Teaching.

Personal Qualities

The successful candidate will exhibit the following personal qualities:

- Exceptional interpersonal skills with demonstrated ability to work autonomously as well as be part of a team.
- Excellent time management, attention to detail and organisational skills.
- Proven ability to communicate effectively with teaching and operations staff.
- Excellent ICT skills, as well as an ability to adapt to multiple digital platforms with ease.
- A commitment to confidentiality executed with tact and discretion.
- Professional demeanor and ability to display ethical and respectful behaviour at all times.
- Be a role model and positive member of the college community including being fully supportive of the college.

Professional Expectations

All staff are expected to:

- All employees will commit to upholding and supporting the college's Lutheran ethos and the mission of the Lutheran Church.
- Demonstrate commitment to Ministerial Order No. 1359 "Child Safe Standards – Managing the risk of child abuse in schools and school boarding premises", the Child Safe Program – Child Safety and Wellbeing Policy and Child Safe Program – Child Safety Adult Code of Conduct.
- Have a shared responsibility for risk identification of child abuse and be well-prepared in how to respond to child safety concerns.
- Be responsive and maintain respectful communications and collaborative relationships with the Luther College community.
- Adhere to and implement all safe work practices and procedures in accordance with the Luther College Occupational Health & Safety Policy.
- Work safely and report any hazards in accordance with school procedures.
- Model exemplary ethical behaviour and exercise informed judgments in all professional dealings.

- Attend staff meeting/s and professional learning as scheduled each term.
- Meet expectations as set out in the Luther College Digital Staff Handbook.

In addition to this Position Description teachers should be aware of the Victorian Institute of Teaching (VIT) Standards and the Australian Institute for Teaching and School Leadership (AITSL) Professional Standards for Teachers.

Our Commitment to Child Safety

All students who attend Luther College have a right to feel and to be safe. The wellbeing and safety of all students in our care is our first priority and we have zero tolerance to child abuse. The college has a commitment to child safety and teaching staff will be responsible for understanding, applying and promoting the college's commitment to child safety, and its related policies and procedures.

Employment at Luther College is subject to school policies including the Child Safety and Wellbeing Policy and Child Safe Program – Child Safety Adult Code of Conduct and participating in all related mandatory training. To ensure the safety of all students, staff will take into account issues relating to Aboriginal students, students from cultural and linguistic diverse backgrounds, or students with a disability, in addressing child protection and disclosures.

Core Leadership Behaviours

The following core leadership behaviours are expected of the person within the position.

Educational Expertise: Currency of professional knowledge within the local, national and global educational context as it influences pedagogy, policy and practice. Has a depth of disciplinary knowledge and disciplinary pedagogical understanding.

Professional Composure: Is a settling influence within a complex environment, is not easily irritated or quick to judge, can manage reasonable stress without it affecting professional performance.

Ethics and Values: Demonstrates Christ-like values, role models expected behaviours, demonstrates honesty and integrity in all situations irrespective of complexity.

Decision Quality: Makes good decisions, based on sound data, credible educational research, collective wisdom, experience and in alignment with the college's strategic aims and objectives.

Interpersonal Expertise: Relates well to all kinds of people, easily builds rapport and trust, is respectful and diplomatic in dealings with others, represents situations accurately without embellishment and displays a genuine empathy for others.

Communication: Can communicate with clarity and purpose within a variety of settings, is an active listener, is slow to judge and form opinions, is able to interpret and respond accordingly to the non-verbal responses of others. Provides consistent public support both within and outside of the college for school-wide policy initiatives and strategic priorities.

Organisational Agility: Knowledgeable about the relational and operational complexity of organisations, works effectively to achieve strategic priorities and learning goals of the college, and understands how best to motivate and align teams of people to achieve these.

Priority and Solution Focused: Can identify what is of strategic importance and prioritises focus of self and others accordingly, can limit distractions, overcomes blocks and barriers, is able to complete projects within required timeframes, consistently meets the goals of the organisation and exceeds the expectations of others, creates opportunities and support structures for others to be internally motivated.

Self-Knowledge: Knows personal strengths and weaknesses, reflects upon previous experiences to facilitate personal and professional growth, regularly seeks feedback from others, values transparency and accountability.

Courage and Conviction: Speaks the truth with love, corrects communicated inaccuracies, provides direct feedback to others, faces difficult situations from a clear process perspective, does not personalise professional situations unnecessarily.

Key Selection Criteria

SC 1.	Enhancing Excellence in Learning Knowledge and demonstrated skills of contemporary educational practice including a high level of pedagogical expertise and familiarity with the ACARA curriculum framework and the relevant VCAA study designs. A commitment to the continual enhancement of individual student learning in line with the college's pedagogical framework will be expected, including the use of documented planning and monitoring processes to support high standards of learning.
SC2.	Ongoing Improvement and Innovation Demonstrated commitment to continual improvement in practice and expertise in future-focused innovations in teaching and learning.
SC3.	Strengthening Lutheran Identity Demonstrated ability to support the Lutheran identity and Christian ethos of the college.
SC4.	Community Building Demonstrated interpersonal expertise that fosters effective learning partnerships with students, parents and members of the wider community. This includes high levels of self-knowledge and the ability to maintain a positive, focused environment with a high standard of pastoral care. An understanding of restorative practice and the psychology of positive education will be highly regarded. A demonstrated ability to support the co-curricular program of the college.
SC5.	Leading Effective Organisation and Management Demonstrated high levels of organisation and management including flexibility, agility, teamwork, confidence and perseverance to contribute to a highly effective learning culture. This includes a commitment to ongoing professional learning and growth across all dimensions of college life.