

Joshua Centre Secondary Teacher

1. POSITION IDENTIFICATION

Title	Secondary Teacher	Level	G1-E4
Campus	Tyabb	Agreement/Award	Flinders Teachers EBA Educational Services (Teachers) Award
Reporting To	Dean of Teaching and Learning Director Joshua Centre Head of Campus	Date effective	January 2027
Updated	July 2025	Position No.	PC.121.2

2. INHERENT REQUIREMENTS

Purpose

We bring hope and purpose to our community through Christian education.

Vision

To be a Transformative Christian Learning Community.

Values

We value:

- Love, Faith, Integrity, Humility, Grace, Excellence, Perseverance.

All staff at Flinders Christian Community College model and demonstrate the reality of the Gospel by the way they undertake their employment responsibilities and by the way they live. Every activity undertaken by the College must be characterised by love, mercy, forgiveness, reconciliation, humility and justice, all elements demonstrated by Christ's life, death and resurrection, which is the core of the Gospel.

Employees must agree with the College's:

- Vision, Mission, Values, Philosophy of Christian Education;
- Statement of Identity;
- Statement of Faith;
- Nicene Creed and Apostles Creed.

The employee shall have an in-depth knowledge of the ethos of the College (below) and the principles by which it operates and must be willing to support these unreservedly.

3. CULTURE AND VALUES

Ethos

All employees are expected to:

- Uphold at all times the practical demonstration of Faith in Christ and the College's underlying Christian beliefs and ethos in dealing with others
- Comply with Biblical standards of equity, justice, fairness and compassion in dealing with others within and beyond the College

- Act responsibly to protect the safety and security of our students and other staff at all times
- Encourage positive behaviours and attitudes in students and others that demonstrate respect for all
- Perform duties in a responsible and professional manner, with due regard for the College's policies and other legal requirements and obligations
- Exert responsible stewardship of College resources
- Promote and protect the College's reputation in the wider community
- Act appropriately when a conflict arises between the individual's personal interest and their duty to the College.

Employees must support the College values and policies and conduct themselves in a way which is consistent with this ethos. Specific expectations of employees are detailed in the College's Policy Handbook which is located on the Colleges' intranet.

4. RISK AND COMPLIANCE

It is the responsibility of every staff member to actively participate in the management of risk and to ensure a safe work environment for themselves, their co-workers, students and the college. This position description is subject to the Risk Management Strategy/Policy and OHS Policy. The employee must ensure that prescribed tasks are performed subject to established risk assessments and safe work practices. To that end, the following are also requirements of this role:

- a. Report all hazards observed including any potentially unsafe work practices;
- b. Report all incidents of injury or near miss;
- c. Actively Participate in all professional development and training regarding Risk management and OHS;
- d. Cooperate with any reasonable request for action to ensure the safety of self and others and the mitigation of risk to the College.

5. CHILD SAFETY

Our College is committed to child safety. We have zero tolerance of child abuse. Our robust People and Culture practices are strictly adhered to ensure that all employees understand their obligations with respect to Child Protection and the College's commitment to keeping our children safe.

6. PURPOSE OF POSITION

The teacher will plan, implement and evaluate a dynamic and responsive curriculum from a Christian worldview that is developmentally challenging and engaging, and which seeks to enable each student to extend their capacity and apply their learning intellectually, emotionally, socially, morally and spiritually and reflect habits of mind and personal dispositions that:

1. Show love and personal integrity.
2. Use academic rigor and critical thinking.
3. Reflect on their learning in order to improve.
4. Demonstrate awareness of world systems and how they influence our lives.
5. Value justice for all people.
6. Use creative inquiry and expression to discover and communicate enduring understanding, deep knowledge and positive attitudes and actions.
7. Show confidence in research.
8. Develop a love of learning for life.
9. Use diligence and responsible action in their learning as a member of the school and community.
10. Show courage, initiative and independence in thought and action.
11. Work cooperatively, generously and in collaboration with others.
12. Develop faith in Christ.

7. WORKING RELATIONSHIPS	
Reports to: Dean of Teaching and Learning, Director Joshua Centre and Head of Campus Responsible for: NA	
8. ACCOUNTABILITIES AND RESPONSIBILITIES	
ACCOUNTABILITIES AND RESPONSIBILITIES	KEY PERFORMANCE INDICATORS
OUTCOME: Spiritual Leadership 1. Strive to set an example of Christian living which is compatible with Biblical values and ethos of the College 2. Be committed to Christian values in the performance of managerial/ administrative duties 3. Demonstrate Christian community by: showing respect for other staff before students and the community; sharing in the responsibilities and duties of staff; collaborating and cooperating with other staff with the aim of implementing school aims and objectives 4. Consider the interests of others before their own interests (Philippians 2:3,4)	• Ensure regular attendance at staff devotional and spiritual retreats • Be actively involved in corporate worship and contribute to Devotions and Prayer with students and colleagues
OUTCOME: Curriculum 1. Be responsible for planning to ensure students gain enduring understanding. This is achieved by planning that begins with the end in mind, with a clear description of: the evidence of learning (assessment); learning outcomes and how they will be taught and learnt 2. Plan backwards to achieve three overall learning goals of: enduring understanding of important ideas; acquisition of knowledge and skills; and the transfer of these worthy understandings into the real world and unfamiliar contexts 3. Informed by data, plan and assess holistic learning, emphasising conceptual connections such as big ideas, enduring understandings and essential questions 4. Design all aspects of teaching and learning(program, course, grade-level, unit, lesson) to reflect the principles of the backward design process: • Stage 1 – articulate rigorous and challenging desired results;	• Ensure that assessment is of learning, for learning and as learning and is embedded in curriculum planning • Ensure that teaching and learning reflects a Christian worldview as outlined in the Flinders Learning & Teaching Framework and a commitment to meet the requirements of State Government (VCAA) • Promote equity and excellence • Encourage students to become ◦ successful learners ◦ confident and creative individuals and ◦ active and informed citizens. • Set constructive homework as per year level expectations • Participate in extra-curricular activities, including overnight camps and tours

• Stage 2 – design purposeful performance tasks and related assessment processes to monitor student achievement and growth; and • Stage 3 – apply research-based best practices in teaching and learning to ensure the success of all learners 5. Create and sustain an innovative learning environment that deals holistically with the educational, relational, emotional, spiritual and physical needs of students from a Biblical perspective.	• Continually increase their own knowledge and expertise to develop new, innovative and improved teaching techniques and curriculum materials • Become a member of professional associations relevant to the improvement of learning and teaching • Maintain a log of professional development activities undertaken, including post graduate study
OUTCOME: Students 1. Provide a creative, challenging and inspiring learning environment for students 2. Exercise due care of the students' total wellbeing whilst under the teachers' care 3. Report accurately and responsibly on students' progress and provide timely feedback to students and their parent(s)/carer(s) 4. Consult with the Director, Dean and Student Welfare Officer (SWO), as required to identify and provide for children with additional learning needs including: academic, social, physical and spiritual 5. Prepare an Individual Learning Program for students with identified additional learning needs as required, in consultation with the Dean and SWO 6. Liaise with parents/carers and allied health professionals of students so that there is close co-operation between home and school, in consultation with the Director, Dean and SWO	• Treat all students with respect • Give individual attention to each student • Uphold Universal Design for Learning (UDL), maintaining an inclusive learning environment.
OUTCOME: Management and Administration 1. Be familiar with school policy, rules and expectations 2. Attend staff meetings, year level meetings and subject/ department/ faculty meetings; within the Joshua Centre, Tyabb Campus and college. 3. Attend at least one camp per year, staff retreat, parent-teacher evenings, parent information evenings, Dedication service, presentation evening, afterschool detentions and Saturday detentions (as required)	• Implement school policy • Supervise all allocated yard duties • Participate in all emergency procedures • Participate in extracurricular activities •

4. Record student performances accurately and carefully, using Flinders systems and processes 5. Report on student performances in the format required by the school 6. Keep an accurate record of student attendance, as required 7. Order and organise materials as required for teaching and within approved budget limitations 8. Assist in budget preparations 9. Ensure effective planning of special school events and complete risk assessments as required, e.g. excursions, camps, sports, educational visits	
OUTCOME: AUTHORITY 1. Implement behaviour management with students within school policy guidelines 2. Liaise with parents/carers and allied health professionals of students where appropriate in consultation with the Director, Dean and SWO 3. Liaise with the Director and Dean to order and disburse materials within budgetary guidelines	• Ensure appropriate holistic student formation processes and procedures are followed in line with school policy • Implement College wellbeing and behavioural expectations • Uphold child safety standards
OUTCOME: EMPLOYEE WELFARE Training and Professional Development Behavioural and Physical Demands ▪ Behavioural Challenges ▪ Physical Requirements	▪ Staff are required to participate in ongoing professional development opportunities in de-escalation, protective intervention training and professional development related to best practice in engaging autistic learners to stay updated on emerging evidence informed research. ▪ Staff are to be respectful and understanding of neurodivergent and specifically autistic learners. This includes understanding and supporting students who may display dysregulation, repetitive actions, sensory sensitivities, emotional regulation challenges, difficulties with communication and challenges with changes in routine. Staff are expected to engage with students with patience, empathy, and understanding, employing behaviour management strategies designed to foster a supportive and inclusive environment. De-escalation techniques, clear communication, and proactive interventions are essential in promoting a positive learning experience. ▪ Staff may need to assist students with physical activities, manage sensory needs,

Support and Resources ▪ Access to Resources ▪ Mentorship and Peer Support Health and Safety ▪ Safety Protocols ▪ Incident Reporting Performance Evaluation ▪ Evaluation Criteria ▪ Continuous Feedback Reflective Practice	or intervene during behavioural episodes, which could involve physical guidance (Team Teach strategies), participating in physical activity, supporting students in navigating different environments or restraint in accordance with legal and ethical guidelines. ▪ Staff will have access to resources such as specialised teaching materials, sensory tools, and professional development on ASD and co-occurring disabilities. ▪ New staff members will be paired with experienced colleagues for mentorship, particularly in understanding the profile of an autistic learner. ▪ Staff must follow established safety protocols when working with autistic students particularly when managing challenging behaviours or emergency situations. ▪ Any incidents involving injury, behavioural outbursts, or safety concerns must be promptly reported using the college's established procedures. ▪ Staff performance will be evaluated based on their ability to effectively support autistic learners, including implementing Individual Learning Plans (ILPs), managing behaviour, and collaborating with the educational team. ▪ Staff will receive continuous feedback and opportunities for improvement, with regular check-ins to discuss challenges and successes, along with completing annual reviews. ▪ Staff are expected to engage in ongoing reflective practice as part of their professional development and contribution to the centre's culture of continuous improvement. Reflective practice involves regularly evaluating one's own actions, strategies, and interactions with students to identify areas for growth, celebrate successes, and refine approaches to supporting autistic students.
OUTCOME: VISION, CULTURE AND STRATEGY • Has a current awareness of teaching best practice, informing strategic decision making • Develops networks and attends PD that enables the teacher to develop and deliver teaching and learning that meets the needs of the student and the College.	• Attend relevant PDs and joins onsite and online networks to inform decision making and practice • Uses best practice to develop curriculum strategy and goals. • Actively promote and encourage interest and awareness of the Joshua Centre

OUTCOME: Behavioural Expectations

All staff are expected to maintain the following behaviours:

- Treat everyone equitably; act fairly with staff and demonstrate respect for diversity
- Be an effective team player who is cooperative and easily gains the trust and support of staff, peers and clients through collaboration.

- Interaction with internal and external stakeholders via all forms of communication is consistent with College processes, whilst upholding College values

9. WORK RELATED REQUIREMENTS / SELECTION CRITERIA**Essential knowledge:**

- Completion of a relevant qualification and relevant work experience or an equivalent combination of relevant work experience and/or education and training.
- Excellent interpersonal skills, including the ability to engage a wide range of stakeholders in areas of common interest.
- Excellent written and oral communication skills and the ability to communicate in a variety of contexts.
- Strong organisational skills – an ability to prioritise work and work efficiently and autonomously on multiple projects.
- Some experience in assisting in the co-ordination of projects and time specific activities.
- An ability to work as part of a team and independently to complete duties accurately and within deadlines, without close supervision.

The Teaching and Learning Framework

1. Teaching and Learning (Formerly Curriculum and Planning). Teaching and Learning defines what it is that students should learn, and the associated progression or continuum of learning. At Flinders we understand it is every teacher's professional responsibility to ensure they have lesson plans in place. This includes when a staff member is absent and on leave.
2. Pedagogy - describes how students will be taught and supported to learn. At Flinders, we also understand that good teaching cannot be reduced to a single technique; good teaching comes from the identity and integrity of the teacher (Palmer, 2000, p. 170). Our identity in Christ is the foundation for good teaching. Because we seek to develop the identity and integrity that good teaching requires, we must talk bravely to each other about our faith, pedagogy, struggles, mistakes, opportunities and successes.
3. Assessment - identifies how well a student has (or has not) learnt specified content. At Flinders we also understand that "assessment can be considered feedback orientated towards the teacher about which students are moving towards the success criteria, which teachers have/have not taught well and the strengths and gaps of their teaching" (Hattie, 2011, p. 141).
4. Reporting - explains to the student and the teacher where a student is on a learning continuum at the end of a specified period of schooling, and where this places them in relation to their own learning goals, the learning of their peers and Victorian Curriculum Standards.
5. Kinder@Flinders. A safe, nurturing environment. Kinder@Flinders provides a safe, nurturing environment and learning community that fosters the growth of the God-given gifts and talents of every child. We believe every child is precious and uniquely created by God. The relationship fostered by staff with children establishes the basis upon which significant learning can take place.

Preferred knowledge

- Proven experience or understanding of autism, along with evidence informed, practical tools and strategies to support autistic children and create an inclusive and positive environment for all.
- Current Educational software packages
- Level II First Aid

Skills:**Teamwork/collaboration**

Developing and using collaborative relationships to facilitate the accomplishment of work goals. The teacher will be a professional colleague who will be part of a team of teachers who strive to achieve the aims and objectives of the school and will do all this as a ministry to the Lord's people under the leadership of the Lord Jesus Christ and in the spirit of Col 3:17: *"And whatever you do, whether in word or deed, do it all in the name of the Lord Jesus, giving thanks to God the Father through him."*

Initiative

Taking prompt action to accomplish objectives; taking action to achieve goals beyond what is required; being proactive.

Customer focus

Making customers (students and parents) and their needs a primary focus of one's actions; developing and sustaining productive customer relationships.

Managing Work Priorities

Effectively managing one's time and resources to ensure that work is completed efficiently.

Planning and Organising

Establishing courses of action for self and others to ensure that work is completed efficiently.

Attributes:

An appreciation of reading and the value of lifelong learning.

Keeping the vision and values of FCCC at the forefront of decision-making and action.

10. POSITION DIMENSIONS

NUMBER OF STAFF DIRECTLY REPORTING TO POSITION	Nil
EXTENT OF DELEGATED AUTHORITY	Operates with a high level of autonomy within routines, methods and procedures.
ALLOWANCES/SPECIAL CONDITIONS	N/A
SPECIALISED EQUIPMENT/SPECIAL LICENCE REQUIREMENTS	Current VIT Level II First Aid preferred
OTHER IMPORTANT DIMENSIONS	N/A