



Position Description

Position Title	Year 7 – 12 Subject Teacher
Department	Secondary Years
Reports to	Head of Teaching and Learning Innovation / Curriculum Leader
Direct Reports	N/A
Purpose and Objectives	St Peters Lutheran College is the pre-eminent coeducational day and boarding school in Brisbane. The Year 7–12 Subject Teacher is an experienced educator within a collaborative professional team responsible for delivering high-quality teaching and learning programs that promote student engagement, wellbeing and achievement. This work is aligned to the College's Strategic Intent to deliver exceptional, future-focused education that supports the development of the whole child. This is an exciting role for a committed teaching professional who will contribute to the ongoing success of St Peters Lutheran College. Working under the broad supervision of College academic leaders, you will actively contribute to a positive workplace culture, uphold the highest standards of professional practice and integrity, and foster genuine partnerships across all levels of the College community to deliver outstanding educational outcomes. Key to the success of this role is the ability to build positive relationships, design and deliver engaging learning programs, and contribute collaboratively to the broader teaching and learning environment.
Key Accountabilities	As a member of the College's teaching team, the Year 7–12 Subject Teacher will ensure high standards of performance, accountability, collaboration, ethics and integrity in all aspects of teaching, pastoral care, administration and professional engagement. The role requires initiative, professional judgement, and a commitment to fostering a positive, high-performing team culture. 1. Professional Teaching and Learning • Plan curriculum programs that are comprehensive, energetic and engaging, fostering a lifelong love of learning. • Apply curriculum documents and guidelines effectively in all planning and delivery. • Develop and share teaching resources aligned with the College's teaching and learning framework. • Comply with academic policies including assessment and work program development. • Differentiate pedagogy to meet individual learning needs, styles and abilities. • Build positive learning relationships to engage student enthusiasm and interest.



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- Use varied methodologies and technologies to enhance learning.
- Contribute to the Virtual Learning Environment to support student learning.
- Monitor and respond to student abilities—intellectual, emotional and physical.
- Stay current with pedagogy in both general and subject-specific areas.
- Use varied assessment methods to monitor progress.
- Reflect on assessment data to adjust programs and practices.
- Provide constructive feedback that reinforces achievement and guides improvement.
- Use prior student data to inform planning and improve learning.
- Maintain accurate assessment records consistent with departmental expectations.
- Report to parents and students through detailed written and oral reports.
- Interpret State and National assessment expectations and communicate them to colleagues.
- Design purposeful assessment tasks aligned with learning needs.

2. Pastoral Care of Students

- Support pastoral needs of students in Form Class or Group.
- Liaise with parents and staff to support student learning needs.
- Refer concerns appropriately after exploring available supports.
- Participate in co-curricular life across sporting and cultural programs.
- Implement the Pastoral Care Program including:
 - Building rapport proactively and professionally.
 - Encouraging student self-esteem.
 - Identifying academic and personal issues affecting development.
 - Supporting organisation and time-management routines.
- Manage behaviour positively to maintain an orderly, cooperative and enjoyable learning environment.
- Set and uphold timelines for student work.
- Apply behaviour policies consistently and respectfully.
- Implement consequences and strategies for students who disrupt learning.
- Respond calmly to misbehaviour and identify underlying factors.
- Follow up behaviour matters including contacting parents when required.

3. Developing and Maintaining Positive Relationships

- Work collegially across a range of College activities.
- Communicate effectively with students, colleagues and parents.



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	• Build positive student relationships that support self-worth and engagement. • Engage in reflective partnerships to improve teaching and learning. • Maintain confidentiality while communicating necessary information in the interests of student wellbeing. 4. Effective and Efficient Administration • Complete administrative tasks accurately and on time. • Meet students punctually and model high standards of dress, language and conduct. • Support Christian values and teach them where appropriate. • Engage in professional development to enhance teaching and pastoral skills. • Develop professional partnerships with colleagues. • Undertake supervision duties diligently, including yard duty. • Attend meetings and interviews and participate actively in co-curricular programs. • Apply employer policies and provide advice where relevant. • Supervise additional classes as required. • Undertake other duties as requested by College leadership.
Key Relationships	Internal: Head of Senior School, Head of Junior High, Teaching Staff External: Parents
Committee Membership	Department meetings, Sub School and Professional Development meetings, any other meetings or Committee Meeting as directed by the Head of College and/ or Deputy College
Selection Criteria	These selection criteria will form the basis to assess applicants for short-listing and determine the successful candidate. Experience and qualifications SC1: A relevant graduate qualification in Education or related discipline. A current Queensland Teacher Registration. A proven record of achievement in a similar role contributing to high standards of performance, student outcomes and a positive workplace culture. Knowledge, skills and capabilities SC2: Communication and Interpersonal Skills • High-level communication skills when relating to students, parents and colleagues. • Sensitivity to student needs and the ability to develop strategies that support wellbeing and learning. • Capacity to build confidence and self-esteem in students through positive



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	relationships and supportive interactions SC3: Teaching and Assessment Strategies • Ability to select and apply diverse teaching strategies suited to a wide range of learners. • Strong preparation and planning skills aligned with curriculum requirements. • Effective assessment and reporting practices, including the ability to provide constructive advice to parents. • Classroom management capability that supports an orderly, engaging and productive learning environment. SC4: Contribution to School Life • Demonstrated commitment to co-curricular involvement across sporting, cultural or service activities. • Capacity to contribute actively to a broad range of school programs as a collaborative member of the College team. SC5: Reflective Practice and Professional Growth • Capacity for critical reflection on professional practice. • Willingness to participate in professional development to enhance teaching and pastoral care skills. • Collaborative engagement with faculty colleagues to promote the learning area within the College. • Openness to class walkthroughs and observations as part of ongoing improvement. • Ability to support student teachers in developing their teaching skills. SC6: Communication Skills • Highly developed written and oral communication skills, including interpersonal, negotiation and relationship-building capabilities across the College community. SC7: Curriculum Development and Implementation • Capacity for best practice in curriculum development, implementation, evaluation and assessment. • Understanding of current issues in education and their implications for teaching and learning. • Ability to identify student learning needs and contribute to curriculum planning and improvement. • Experience contributing to curriculum programs within a learning area or year level. SC8: Information and Communication Technologies • Ability to apply ICT effectively in teaching and learning. • Capacity to collect, organise and process data to support assessment, reporting
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	and planning. Personal capabilities Demonstrated professionalism, care, dignity and respect in all interactions. Commitment to personal growth (Plus Ultra – More Beyond) in alignment with the College's strategic and operational objectives. Ability to work collaboratively as part of a cohesive, high-performing team. Christian Ethos An understanding of, respect and demonstrable support for the College's Christian ethos.
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Job Details	
Position Status	Maximum Term Contract
Hours of Duty	Full time – 30 programmed hours per week Term Position
Classification	Graduate to Proficient Teacher 9
Annual Salary	\$94,967 to \$134,151 per annum plus Superannuation. Terms and Conditions – Please refer to the Employment Contract, which may or may not include reference to the Queensland Lutheran Schools Single Enterprise Agreement 2024.
Superannuation	12.75% employer contribution from 1 July 2025
Location	St Peters Lutheran College – Indooroopilly 66 Harts Road, INDOOROOPIILY QLD 4068
Professional Behaviours	Applicants are expected to respect and uphold the College's Mission of "Excellence in Christian Co-Education", support the Christian ethos of St Peters Lutheran College, and uphold the Code of Conduct and Valuing Safe Communities standards. All employees are expected to demonstrate courtesy, co-operation and teamwork with fellow members of staff, and actively and effectively participate in reasonable directions provided.
Child Protection	All employees of St Peters are required to complete annual Child Safety Training. New employees must complete this training upon commencement, and/or provide certificate of completion from previous workplace. Employees must understand and adhere to the College's Child Protection Policy and Procedures.



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Health & Safety	All employees are required to take reasonable measures to protect their own health, safety and wellbeing, and that of others, and to follow all reasonable Health and Safety policies, guidelines, and directions. Managers hold additional accountability for operational management of safe work practices in their area, including making appropriate resources, information, and training available to their team members.
Policies & Procedures	Employees are expected to understand and act in accordance with St Peters policy and procedure documents that are available on the College's intranet, relevant legislation and directions within the employment contract and/or <i>Queensland Lutheran Schools Single Enterprise Agreement</i> and take the responsibility to maintain currency with these.
Compliance Requirements	Right to work in Australia Current Blue Card and/or Queensland College of Teachers Registration. Identified positions will require additional security clearances. All successful candidates will be required to obtain and maintain currency and levels of security clearance. Timely completion of mandatory training requirements and training relevant to their role.
Other Relevant Information	The College will conduct relevant and required applicant checks which includes and is not limited to, contacting current and previous employer(s) to substantiate employment history, past conduct and performance. St Peters Lutheran College aims to be a preferred employer by fostering and valuing diversity, ensuring equitable and fair treatment for all, and respecting and upholding human rights. The College is committed to increasing the participation rate of Aboriginal and Torres Strait Islander people through best-practice recruitment methods and producing positive training and employment outcomes for Aboriginal and Torres Strait Islander people within the wider communities. The collection and handling of information will be consistent with the requirements of the <i>Privacy Act 1988</i>.
Further Information	Further information about St Peters can be found at www.stpeters.qld.edu.au