

SECONDARY TEACHER



REPORTING TO: Executive Principal – Head of School (Secondary)

APPOINTMENT: Full Time / Part Time

CLASSIFICATION: PVCC Enterprise Agreement 2025

ABOUT THE COLLEGE

Plenty Valley Christian College (PVCC) is a kindergarten to Year 12, co-educational Christian College of approximately 1,100 students in 2027. We are one College operating across Primary and Secondary campuses.

The College is situated in a magnificent setting on the edge of Melbourne's northeastern growth corridor, enjoying spectacular views across the Kinglake Ranges while remaining at the heart of the vibrant and flourishing communities of Doreen and Mernda.

Plenty Valley Christian College is committed to developing high-quality effective Christian education and is an active member of a national network of Christian schools in Australia known as Christian Education National. We are committed to the establishment of a close partnership with parents in the education of their children. Our aim is to offer quality education with a fully integrated Christian worldview, develop a strong sense of community amongst the students, parents and staff with every staff member playing a role in the pastoral care of the students.

EMPLOYEES

Staff at PVCC are selected on the basis of outstanding professional and personal qualities. Expectations include:

- Appropriate qualifications, training and experience for their role
- A passion for educating students from a biblical perspective
- Participate in, and be willing to lead, Christian devotions for whole staff meetings
- A clear sense of calling and desire to work with and teach students within a Christian school
- The ability to model the values and character qualities of biblical Christianity in their personal life and within the College community as part of their professional duties
- A demonstration of high standards of personal presentation, preparation, communication with other staff and parents, and respect for the ethos and protocols of the College
- A commitment to ongoing development and maintenance of a Child Safe culture within the College

THE ROLE

The Secondary Teacher role is to create a positive learning environment that promotes the growth and development of the whole student. Classroom teachers are trusted professionals, responsible for the care, learning and wellbeing of students. In keeping with this trusted position, teachers at PVCC are required to conduct themselves at all times in a manner that gives the highest priority to the safety and wellbeing of the students in their care. As education professionals, classroom teachers are expected to maintain a standard of practice that is consistent with the AITSL Australian Professional Standards for Teachers.

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POSITION OBJECTIVES

To provide a high standard of service at Plenty Valley Christian College in accordance with College policies and procedures. As part of the teaching team, and members of a Christian learning community, the Secondary Teacher plays a pivotal role in instructing students in a manner that is consistent with the values of the College and Biblical principles.

RESPONSIBILITIES

The Secondary Teacher works closely with teaching staff across the College, especially within their Key Learning Area, supported by the Head of Teaching, Learning & Innovation to facilitate the development of high quality education, faith based learning and student agency. The Secondary Teacher will work with the teaching team to proactively promote a safe and healthy school. This will include:

- Modelling Christian values and promoting the College and Christian education
- Providing a child safe environment in accordance with the child safe standards and obligations
- Teaching classes from Years 7 to Year 12 as required
- Maintaining high standards of professional communication with all stakeholders

SPECIFIC DUTIES

Typical duties of the Secondary Teacher include (but are not limited to):

- Model Christian values and integrate a biblical worldview intentionally into curriculum, teaching, assessment and pastoral care.
- Plan and deliver rigorous, engaging and inclusive learning for Years 7 to 12, aligned with relevant curriculum requirements, College direction and the developing PVCC Learning Framework.
- Demonstrate strong content knowledge and use evidence-informed pedagogy, explicit teaching, inquiry learning, applied learning, differentiation and appropriate adjustments to meet the diverse needs of learners.
- Create a safe, relational and well-managed classroom environment that establishes high expectations, promotes student agency and nurtures curiosity and a love of learning.
- Work collaboratively within the relevant Key Learning Area to develop and review curriculum, learning sequences, shared resources and consistent teaching practice.
- Design and implement valid and rigorous assessment, provide timely and actionable feedback, and participate in moderation to strengthen consistency of teacher judgement.
- Monitor, evaluate and report student achievement and broader learner growth in accordance with the College's ongoing and continuous reporting framework.
- Use assessment, engagement and relevant wellbeing data to inform planning, differentiation, intervention and extension, and to monitor student growth over time.
- Identify students requiring additional support or challenge and collaborate with the relevant College staff and families to provide an appropriate response.
- Maintain accurate and reliable records of learning progress, assessment, attendance, pastoral concerns and actions in SEQTA and other approved College systems.
- Use digital technologies and artificial intelligence responsibly, ethically, following College policies and guidelines, and purposefully to enhance learning, feedback and student agency, while maintaining academic integrity and authentic student thinking.
- Engage actively in professional learning, classroom observation, coaching, feedback, professional learning communities and the annual Professional Learning Cycle.
- Contribute to a culture of professional inquiry, collaboration and continuous improvement by reflecting on the impact of teaching and applying evidence and feedback to strengthen practice.

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- Maintain high standards of professional communication and build constructive partnerships with students, colleagues, parents, carers and the wider College community.
- Attend and contribute to required staff meetings, parent-teacher interviews, open days, camps and excursions, and participate fully in the co-curricular life of the College.
- Teach other subjects where appropriately qualified and capable, as determined through the College's staffing and curriculum processes.
- Comply with all child safety, wellbeing, professional conduct, privacy, risk and occupational health and safety requirements.
- Undertake other related duties as reasonably required by the KLA Leader, Head of Teaching, Learning & Innovation - Secondary, Head of School - Secondary or Deputy Principal.
- Communicate with parents regarding relevant activities, particular issues for their child and to answer enquiries
- Participate in an annual Professional Learning Cycle
- Other related duties as required by the KLA Leader, Head of Teaching, Learning & Innovation or Head of School – Secondary or Deputy Principal

Other Duties

It should be noted that this position description, although detailed, is not exhaustive and the Secondary Principal may, at their discretion, vary the responsibilities of the Secondary Teacher as operational situations arise, consistent with this position within the College.

ORGANISATIONAL RELATIONSHIPS AND EXTENT OF AUTHORITY

The Secondary Teacher is responsible to the Head of School - Secondary through their KLA Leader. They ultimately report to the Executive Principal. The Secondary Teacher has the authority to take such action as is necessary to ensure the health and safety of students are maintained within the College and on approved activities outside the College. The Secondary Teacher, in consultation with the KLA Leader, Head of Teaching, Learning & Innovation - Secondary and Head of School - Secondary, may be responsible for making recommendations to the Executive Principal on matters relevant to the operation of the group in which they are working.

ESSENTIAL SKILLS AND COMPETENCIES – KEY SELECTION CRITERIA

Essential requirements

- Supportive member of College spiritual life, including active participation in and occasional leading of, Bible-centred Christian growth devotions and prayer times
- Exemplary demonstrated life of Christian ethics and faith
- Good understanding of, and commitment to, the vision and philosophy of the College
- Hold an approved qualification or equivalent pursuant to the National Law and Regulations
- Hold a current VIT Registration
- Hold and maintain an approved:
 - first aid qualification
 - emergency asthma management qualification
 - management of anaphylaxis qualification

Specialist skills and knowledge

- Outstanding teaching skills

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- Qualifications in specialised field
- Demonstrated experience teaching students of all ages
- An ability to develop constructive relationships with students, which engender positive attitudes to learning
- An ability to create a classroom environment that is physically and emotionally safe.
- Ongoing commitment to understanding pedagogical frameworks underpinning their discipline
- Understanding of relevant VCE study designs and their effective implementation
- An ability to plan, reflect, work and manage time effectively with minimal supervision

Interpersonal skills

- Excellent interpersonal skills and an ability to communicate effectively with students, staff, parents and professionals
- Punctuality
- Flexibility and commitment to teamwork and collaboration
- Interact with people on all levels and maintain a high degree of confidentiality and trustworthiness
- Well-developed self-motivation skills and initiative

CHILD SAFETY RESPONSIBILITIES

Plenty Valley Christian College is committed to child safety and the wellbeing of all children and young people. All staff are required to uphold the school's Child Safety and Wellbeing Policy and Child Safety Code of Conduct, and must take all reasonable steps to promote the safety and wellbeing of children.

Key Responsibilities — Child Safety

- Model and champion child-safe behaviours at all times, consistent with the school's Child Safety Code of Conduct
- Maintain awareness of, and comply with, all child safety policies, procedures and legal obligations, including mandatory reporting obligations under the Children, Youth and Families Act 2005 (Vic)
- Report any concerns about the safety or wellbeing of a child to the Child Safety Officer / Principal without delay
- Complete mandatory child safety induction training prior to or upon commencement, and participate in ongoing child safety education and training
- Maintain a current Working with Children Check (WWC) clearance or VIT registration at all times during employment
- Contribute to the school's child-safe culture by identifying and reporting risks to child safety

Selection Criteria — Child Safety

- Demonstrated understanding of, and commitment to, child safety and the Child Safe Standards
- Knowledge of, or willingness to develop knowledge of, mandatory reporting obligations and child protection legislation in Victoria
- Ability to identify and respond appropriately to child safety risks and concerns
- Understanding of appropriate professional boundaries when working with children and young people

COMPLIANCE RESPONSIBILITIES

All staff are required to comply with all policies, procedures and requirements for:

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Risk management – report identified hazards that may pose a risk to employees or the public, and/or may give rise to an insurance claim, taking into consideration the risk for safety, security, vandalism, burglary/theft and fire/arson.

Occupational health and safety – take reasonable care to protect their own health and safety and the health and safety of others in the workplace – it is a requirement to immediately report any incidents, hazards or near misses to the relevant supervisor and actively participate in hazard elimination where required.

Equal opportunity – undertake work and activities in a manner that ensures the workplace is free from harassment, bullying behaviour and discrimination.

Code of conduct and dress code – comply with all standards.

The terms, conditions and other obligations of your employment are covered under the Plenty Valley Christian College Enterprise Agreement 2025.

This Position Description is a guide only and is not intended to be an exhaustive or exclusive list of the duties attached to this position. The Position Description is subject to review and modification in response to the strategic direction of the College, and the development of the skills and knowledge of the position.

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POSITION ACCEPTANCE

I accept the position description as stated above, and acknowledge that it may need amending and updating periodically due to changes in responsibilities and organisational requirements. Changes to position descriptions will be in accordance with the position classification and consistent with the purpose for which the position was established.

Employee:

Name _____

Signature _____ **Date** ____/____/____

Manager

Name _____

Signature _____ **Date** ____/____/____