

POSITION DESCRIPTION



The Cathedral School
of St Anne & St James
T O W N S V I L L E

ROLE TITLE:

Teacher – Cathedral International Student Program

Luke Baills (Principal)

Tonia Gloudemans (Deputy Principal – Teaching, Learning, and Innovation)

REPORTS TO:

Simon Midson (Deputy Principal - Head of Senior School)

Chris Anderson (Head of Middle School)

Louise Anderson (Head of Junior School)

INDUSTRIAL AGREEMENT:

The Queensland Anglican Schools Enterprise Agreement

REMUNERATION:

\$92,293 for a first-year teacher to \$130,996 for a teacher with eight or more years' teaching experience

COMMENCEMENT DATE:

January 2027

APPLICATION CLOSING DATE:

We will assess applications as they arrive, so apply today!

Are you a warm, adaptable teacher who enjoys helping students feel welcomed, supported and ready to learn? Do you enjoy creating engaging classroom experiences for students from diverse cultural and educational backgrounds?

The Cathedral School is looking for a Teacher to support international students taking part in short-term study tour experiences. This is a rewarding opportunity to help students build confidence in their learning, develop cultural understanding, and feel a genuine sense of belonging during their time at Cathedral.

In this role, you will create engaging and differentiated learning experiences for composite cohorts of varying ages, abilities and English language proficiency levels. You will teach across English, Humanities, Mathematics and Science, support student wellbeing, help facilitate meaningful cultural and school-based experiences, and contribute to the continued growth of the Cathedral International Student Program.

The Cathedral School of St Anne & St James located in Mundingburra is Townsville's only Independent Anglican School for boys and girls from Early Childhood to Year 12 and boarding students from Year 7 to 12. The school is set amongst a lagoon and lush tropical rain trees creating a wonderful canvas to inspire learning and creativity. At Cathedral we educate for life-long success. We know that this requires a well-rounded education and a focus on developing the whole person by nurturing the body and spirit as well as the mind. We are excited about the future and cherish the opportunity to invest in the leaders of tomorrow.

ORGANISATIONAL ENVIRONMENT:

The Cathedral School is an Anglican co-educational school of approximately 1200 students from six weeks old to Year 12 including 170 boarding students from Years 7 to 12.

PURPOSE AND MISSION:

Inquisitive minds. Kind hearts. Purposeful futures.

We strive to create a community where every student is supported and empowered to reach their potential, developing confidence, curiosity, and agency to shape their own learning within a caring and connected environment. Students are encouraged to grow not only as individuals but as engaged, connected, and responsible citizens who contribute to a shared purpose and the common good. We invite them to meet challenges in the way our founders intended – with love, courage, determination, service, and faith in God.

In this way, we nurture *inquisitive minds* to think deeply, *kind hearts* to act compassionately, and *purposeful futures* to be lived with meaning, hope, and resilience, honouring the vision that has united our Cathedral community for more than a century.

VISION:

Futures shaped by purpose, passion, and character.

We will achieve our vision of shaping futures by:

- Nurturing purpose, so that every member of our community knows who they are, what they value, and how they want to contribute:
- Embracing passion, so that lives are enriched with growth, balance, and joy:
- Developing character, through living the Gospel and building Christian community:

Our vision and mission bring together what we want all members of The Cathedral School community to know, love, and become.

ORGANISATIONAL EXPECTATIONS:

All employees are expected to conduct themselves professionally, ethically and responsibly in a manner that upholds the ethos and reputation of the School. Employees must treat students, families, colleagues, contractors, volunteers and the wider school community with courtesy, fairness and respect, and contribute to a safe, inclusive and child-safe environment.

Employees must comply with the School's policies, procedures, lawful and reasonable directions and organisational practices, including the Staff Code of Conduct – Student Safety and Wellbeing, Student Safety and Wellbeing Manual, Dress Code, Work Health and Safety requirements, privacy and confidentiality obligations, and mandatory training relevant to their role.

Employees must perform their duties to the best of their ability, be accountable for their conduct, decisions and performance, act honestly and in good faith, work collaboratively, and contribute positively to the School community.

The Cathedral School is committed to the safety, welfare and wellbeing of children and students. Employees must promote and protect student safety, maintain appropriate professional boundaries, exercise duty of care and supervision, and promptly report concerns, allegations, disclosures, risks or breaches in accordance with school procedures and applicable legal requirements.

Employees must complete annual induction and mandatory training, follow school procedures, take reasonable steps to prevent foreseeable risk of harm, and escalate concerns where a student's safety, welfare or wellbeing may be at risk.

As a condition of employment, employees must hold and maintain all qualifications, registrations, suitability clearances and authorities required for their role, including, where applicable, Queensland College of Teachers registration, a current Suitability Notice (Blue Card), National Police History Check, First Aid and CPR certification. Proof of qualifications will be required prior to commencement.

Employees must ensure they are fit for duty, take reasonable care for their own health and safety and the health and safety of others, and comply with work health and safety legislation, risk management processes and incident reporting requirements.

Confidential, personal and sensitive information obtained through employment must only be accessed, used, stored or shared for legitimate school-related purposes. Employees must not disclose information to unauthorised persons or use it for personal advantage, to benefit another person, or in a way that may cause harm or detriment to any person, body or the School.

Employees must communicate professionally, respectfully, accurately and in a timely manner, use approved school systems and processes where required, and maintain appropriate confidentiality in all dealings with students, families, colleagues and external parties.

Employees may be required to undertake duties outside their usual role or specialism, provided those duties are lawful, reasonable and within their skills, competency and capability. This position description is a guide only and is not intended to be an exhaustive list of duties.

TEACHER EXPECTATIONS:

The Cathedral School is guided by the Queensland College of Teachers *Code of Ethics* and the *Australian Professional Standards for Teachers*. Working within this framework, Teachers at The Cathedral School are required to:

- Draw on professional knowledge and research to respond to the needs of their students.
- Create and maintain safe, inclusive, engaging, and challenging learning environments and apply fair and equitable behaviour management strategies.
- Analyse, evaluate, and expand their professional learning both collegially and individually.

PRIMARY ROLE PURPOSE:

The role of Teacher – Cathedral International Student Program is to deliver high-quality short-term study tour experiences for international students, supporting their academics, cultural competency, and pastoral care throughout their time at The Cathedral School.

The position is responsible for:

- Planning, delivering, and evaluating innovative, engaging and differentiated learning experiences for international students attending the School on a short-term basis, within a composite class of varying ages, abilities and English language proficiency levels.
- Teaching English, Humanities, Mathematics and Science in a manner that is responsive to students' diverse educational backgrounds, language needs and prior learning experiences.
- Providing exceptional pastoral care by establishing and maintaining a safe, welcoming, culturally responsive, inclusive, nurturing, and Christian environment which supports the learning, confidence and personal development of each student while they are part of the Cathedral International Student Program. Involvement in the school's Co-Curricular program is required under the *Queensland Anglican Schools Enterprise Agreement*.

Learning at The Cathedral School of St Anne & St James is a partnership and shared responsibility between the school, home, and the child.

In fulfilling the role, Teacher - Cathedral International Student Program teachers are required to:

- Work individually and collaboratively to reflect on and improve their own practice and the practice of colleagues.
- Use student assessment data to improve teaching and learning.
- Work collaboratively with colleagues, parents, and students via positive, respectful, and timely communication.

RELATIONSHIPS AND AUTHORITY:

The position is responsible to the Principal through the Heads of School and Deputy Principal – Teaching, Learning and Innovation for the day-to-day performance of duties. Employees at this level are responsible for their own work.

Work is carried out with general supervision on progress and outcomes and involves the application of knowledge and initiative to achieve outcomes within time constraints by prioritising tasks, setting goals, and determining best practices to implement in order to meet deadlines.

Problems are solved by reference to established practices and procedures, and the application of initiative or judgement in applying them or by reference to the Head of School or Deputy Principal.

KEY ACCOUNTABILITIES:

PROFESSIONAL STANDARDS

The key accountabilities of the Teacher - Cathedral International Student Program are guided by the *Australian Professional Standards for Teachers*, and describe the Teaching and Learning, Student Wellbeing and Support, and Assessment and Reporting expectations required for this short-term international program at The Cathedral School.

TEACHING AND LEARNING

- Plan, prepare, and deliver quality learning experiences that align with the Cathedral International Student Program curriculum.
- Plan, prepare, and deliver quality learning experiences as part of short-term school study tour courses that achieve excellent student engagement and satisfaction outcomes.
- Support the creation and continuous improvement of learning programs, unit plans, and lessons for short-term international student cohorts.
- Apply professional knowledge and skills, maintaining currency in teaching practice and language acquisition pedagogy relevant to the program.
- Design and deliver culturally responsive and engaging lessons that support students' academic, linguistic, and social development during their time at Cathedral.
- Differentiate instruction within a composite class to meet the diverse ages, English language proficiency levels, backgrounds, and learning needs of international students

STUDENT WELLBEING AND SUPPORT

- Create safe, inclusive, and supportive learning environments that promote the physical, social, cultural, and emotional wellbeing of international students.
- Support students' transition to Australian schooling and cultural life for the duration of their program, fostering a sense of belonging and confidence.
- Engage proactively with students to identify and respond to welfare needs, referring to appropriate support services where required.

ASSESSMENT AND REPORTING

- Assess student progress for developmental and feedback purposes, using a range of assessment strategies appropriate to language and short-term learning contexts.
- Maintain accurate student records and samples of work, and provide timely, constructive feedback to students on their engagement and progress during the program.
- Participate in the collaborative development and evaluation of Cathedral International Student Program curriculum and learning experiences.
- Follow program attendance and progress reporting obligations for the duration of each short-term cohort.

STUDENT EXPERIENCES

- Plan, prepare, facilitate, lead, and attend student incursions and excursions, with the support of the School administration.
- Drive School vehicles, including the minibus, as required.
- Support other out-of-hours student support activities as required.
- Support the Boarding arrangements of international students as required.

PROGRAM DEVELOPMENT AND BROADER SCHOOL SUPPORT

During periods of reduced or no international student enrolments, the position may be required to:

- Develop and prepare curriculum, learning resources, cultural immersion activities, and operational plans for upcoming short-term international student cohorts.
- Support the Learning Support team through the provision of educational assistance and teaching support as directed.
- Undertake short-term teaching relief for employees who are absent on approved leave, where required.
- Assist with other educational, student support, administrative, or operational activities across the School, consistent with qualifications, skills, experience, and operational needs.
- Contribute to the ongoing growth and sustainability of the Cathedral International Student Program through program planning, resource development, and continuous improvement initiatives.

During the establishment and growth phase of the Cathedral International Student Program, the position may also assist with activities that support student engagement and enrolment growth, including program promotion, welcoming students on arrival, orientation, itineraries, activities, transport arrangements, and communications.

SKILLS AND KNOWLEDGE:

ESSENTIAL CRITERIA

The Teacher - Cathedral International Student Program will be required to meet the following Essential Criteria and actively work towards obtaining the desired competencies, knowledge, and skills.

Qualifications

- Bachelor of Education or a degree qualification supported by a post-graduate diploma or degree in teaching or education.
- Registration with the Queensland College of Teachers.
- Current First Aid and CPR certificates.

Competencies, Knowledge & Skills

- Willingness to adhere to the expectations of the school's Teaching and Learning Framework.
- Ability to use student data in support of an evidence-based approach to innovation and quality.
- Ability to integrate technology into learning programs and lesson delivery for the enhancement of student outcomes.
- Ability to differentiate for different learning styles through accepting individual differences in ability, need, and learning styles.
- Ability to work collaboratively with colleagues in the pursuit of team goals.
- Excellent interpersonal skills, including listening, communication, and consulting skills, that build and maintain positive and productive working relationships.
- Excellent organisational, planning, and time-management skills.
- Ability to manage conflict, difficult conversations and resolve issues proactively and respectfully.
- Willingness to coordinate co-curricular activities.

Desirable Competencies, Knowledge & Skills

- Knowledge of The Art and Science of Teaching (ASOT) by Robert Marzano.
- Knowledge of current issues and challenges facing young people.
- Basic understanding of occupational health and safety and anti-discriminatory practices.

APPLYING FOR THE POSITION

Please submit a cover letter outlining your interest in the role and the contribution you would bring, together with your resume and contact details for three professional referees. We will review applications as they are received and encourage you to apply promptly.

All staff are expected to support the philosophy and values of The Cathedral School. Our commitment to the safety and wellbeing of children and young people is central to our recruitment process. Preferred applicants must hold, or be eligible to obtain, a current Blue Card and/or registration with the Queensland College of Teachers, as applicable to the role. Pre-employment screening includes referee checks and verification of identity, qualifications and relevant registrations. Applicants must also disclose any information relevant to their suitability to work with children and young people.