

POSITION DESCRIPTION



The Cathedral School
of St Anne & St James
TOWNSVILLE

ROLE TITLE:

Middle and Senior School Teacher specialising in Chemistry

REPORTS TO:

Luke Bails (Principal)

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

Simon Midson (Deputy Principal - Head of Senior School)

Chris Anderson (Head of Middle 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!

Inspire curiosity. Build scientific thinking. Help students discover how the world works.

The Cathedral School is a dynamic and inclusive learning community committed to fostering academic excellence and personal growth. We pride ourselves on creating an environment where students are encouraged to think critically, explore ideas, ask questions and engage meaningfully with the world around them.

We are seeking an enthusiastic and dedicated Chemistry Teacher to join our Middle and Senior School teaching team. This is an exciting opportunity for a passionate science educator who can bring Chemistry to life through engaging classroom teaching, practical investigation and real-world application. We invite applications from qualified teachers for a permanent full-time position commencing in January 2027, with opportunities to teach Chemistry and Science across Years 7–12.

You will have the opportunity to inspire curiosity, develop students' scientific knowledge and build their analytical and problem-solving skills, while fostering a genuine enthusiasm for science. You will share your subject expertise, build positive relationships and help young people thrive, joining experienced colleagues who value collaboration, innovation and the success of every student within a welcoming and forward-looking community.

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 position of **Middle and Senior School Teacher** is responsible for:

- Planning, delivering, and evaluating innovative and inspiring learning experiences as identified in the school's Teaching and Learning Framework to assist each child to reach their full potential – academically, physically, culturally socially, and spiritually.
- Providing exceptional pastoral care by establishing and maintaining a safe, happy, caring, inclusive, nurturing, and Christian environment which fosters and supports the learning and personal development of each child. 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, Middle and Senior School 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 Head of School or Deputy Principal 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 Middle and Senior School Teacher are based on the *Australian Professional Standards for Teachers*, and describe the Professional Knowledge, Practice, and Professional Engagement required at The Cathedral School.

PROFESSIONAL KNOWLEDGE

Know students and how they learn

- Select from a flexible and effective repertoire of teaching strategies to suit the physical, social, and intellectual development and characteristics of students.

- Expand understanding of how students learn using research and workplace knowledge.
- Design and implement effective teaching strategies that address the learning strengths and needs of students from diverse linguistic, cultural, religious, and socioeconomic backgrounds.
- Design and implement effective teaching strategies for Aboriginal and Torres Strait Islander students using knowledge of and support from community representatives.
- Evaluate learning and teaching programs, using student assessment data, that are differentiated for the specific learning needs of students across the full range of abilities.
- Work with colleagues to access specialist knowledge, and relevant policy and legislation, to develop teaching programs that support the participation and learning of students with disability.

Know the content and how to teach it

- Apply knowledge of the content and teaching strategies of the teaching area to develop and implement engaging learning and teaching programs.
- Organise content into coherent, well-sequenced, and innovative learning and teaching programs.
- Design and implement learning and teaching programs using contemporary knowledge and understanding of curriculum, assessment, and reporting requirements.
- Provide opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures, and languages.
- Apply knowledge and understanding of effective teaching strategies to improve students' literacy and numeracy achievement.
- Model high-level teaching knowledge and skills and use current ICT to improve teaching practice and make content relevant and meaningful.

PROFESSIONAL PRACTICE

Plan for and implement effective teaching and learning

- Develop a culture of high expectations for all students by modelling and setting challenging learning goals.
- Plan, implement, evaluate, and modify learning and teaching programs to create productive learning environments that engage all students.
- Select and apply effective teaching strategies to develop knowledge, skills, problem solving, and critical and creative thinking.
- Select, create, and use a wide range of resources, including ICT, to engage students in their learning.
- Select and use a wide range of verbal and non-verbal communication strategies to support students' understanding, engagement, and achievement.
- Work with colleagues to review current teaching and learning programs using student feedback, student assessment data, knowledge of curriculum and workplace practices.
- Provide appropriate and contextually relevant opportunities for parents/carers to be involved in their children's learning.

Create and maintain supportive and safe learning environments

- Establish and implement inclusive strategies and positive interactions that engage and support all students.
- Establish and maintain a flexible repertoire of strategies for classroom management to ensure all students are engaged in purposeful activities.

- Manage challenging behaviour by establishing and negotiating clear expectations with students and address discipline issues promptly, fairly, and respectfully.
- Ensure students' wellbeing and safety within school by implementing school, curriculum, and legislative requirements.
- Develop and incorporate strategies to promote the safe, responsible, and ethical use of ICT in learning and teaching.

Assess, provide feedback and report on student learning

- Develop, select, and use a comprehensive range of informal and formal, diagnostic, formative and summative assessment strategies to assess student learning.
- Provide timely, effective, and targeted feedback to students about their achievement relative to their learning goals.
- Participate in assessment moderation activities to support consistent and comparable judgements of student learning.
- Use data from internal and external student assessments for evaluating learning and teaching, identifying interventions, and modifying teaching practice.
- Report clearly, accurately, and respectfully to students and parents/carers about student learning and achievement, making use of accurate and reliable records.

PROFESSIONAL ENGAGEMENT

Engage in professional learning

- Analyse the *Australian Professional Standards for Teachers* to plan personal professional development goals.
- Plan for professional learning by accessing and critiquing relevant research and engage in high-quality targeted opportunities to improve practice.
- Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice and the educational outcomes of students.
- Engage with colleagues to evaluate the effectiveness of teacher professional learning activities to address student learning needs.

Engage professionally with colleagues, parents/carers, and the community

- Maintain high ethical standards, meet codes of ethics and conduct, and exercise sound judgement in all school and community contexts.
- Understand the implications of and comply with relevant legislative, administrative, organisational, and professional requirements, policies, and processes.
- Establish and maintain respectful collaborative relationships with parents/carers regarding their children's learning and wellbeing.
- Participate in professional and community networks and forums to broaden knowledge and improve practice.

Key accountabilities for beginning teachers will reflect the Graduate Standards of *the Australian Professional Standards for Teachers*.

SKILLS AND KNOWLEDGE:

ESSENTIAL CRITERIA

The Middle and Senior School Teacher will be required to meet the following Essential Criteria and actively work towards obtaining the desired competencies, knowledge, and skills.

Qualifications

- Bachelor of Education (Secondary) 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

- The knowledge and confidence to teach Chemistry across Years 7–12.
- 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.