

POSITION DESCRIPTION



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

ROLE TITLE:

Junior School Physical Education Teacher – Full-time long service leave contract

Term 4, 2024

Luke Bails (Principal)

REPORTS TO:

Louise Anderson (Head of Junior School)

Tanya Murphy (Assistant Head of Junior School)

INDUSTRIAL AGREEMENT:

The Queensland Anglican Schools Enterprise Agreement

CONTRACT DATES:

30th September 2024 to 29th November 2024

REMUNERATION:

\$3,147.49/fortnight for a 1st year teacher - \$4,467/fortnight for a teacher with 8+ years teaching experience

APPLICATIONS CLOSE:

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

We are seeking a Physical Education Teacher to fill a Term 4, 2024 long service leave contract in our Junior School commencing on 30th September 2024 and concluding on 29th November 2024. This is a full-time contract and a fantastic opportunity to work in an amazing school with a great team of professionals. This position will work with years 2 through to 6. At Cathedral we are excited about the future, and we cherish the opportunity to invest in the leaders of tomorrow.

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 adjacent to 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.

ORGANISATIONAL ENVIRONMENT:

The Cathedral School is an Anglican co-educational school of approximately 1100 students from six weeks old to Year 12 including 150 boarding students from Years 7 to 12.

MISSION:

The mission of The Cathedral School is to be a caring, Christian community in which students are challenged and inspired to explore, learn, and grow so they will be equipped to make wise decisions as informed members of society.

AIMS:

1. To be a centre for academic excellence.
2. To encourage an understanding that the spiritual and moral aspects of life are central to our humanity.
3. To affirm the unique worth of the individual.
4. To inspire our students through creative, purposeful, enjoyable learning, to reach their full potential.
5. To develop attitudes which are anticipatory, visionary, and reflective.
6. To educate our students to be discerning, sensitive, and responsible.

ORGANISATIONAL EXPECTATIONS:

All employees are expected to respect the confidentiality of the individual, and to treat all members of the school community with courtesy.

All employees are bound by the requirements of the school's policies, procedures and any other practices (such as the Code of Conduct and Dress Code) and are expected to provide appropriate support and pastoral care to students of the school.

The Cathedral School is committed to maintaining a healthy and safe work environment. Everyone must adhere to the *Workplace Health and Safety Act*.

The Cathedral School is committed to the safety and wellbeing of children enrolled at the school. As a condition of employment in accordance with the *Working with Children (Risk Management and Screening) Act 2000 (Qld)*, employees are expected to obtain and hold for the duration of employment, their Queensland Teacher Registration.

Staff are required to take an active role and be well informed regarding their legal obligations in relation to child safety and duty of care. Staff must familiarise themselves and comply with the school's Student Protection Manual.

Proof of qualifications will be required prior to commencement.

The position description is a guide only and is not intended to be an exhaustive list of duties attached to this position. Employees may be required, from time to time, to undertake duties that are outside their usual role or specialism, but within their skills, competency, and capability.

Much of the information gleaned by staff during the course of their duties is confidential and should be treated as such. Staff shall not use confidential information to gain advantage for themselves, their related persons or for any other person or body, in ways which are inconsistent with their obligation to act impartially. Nor should such information be used improperly to cause harm or detriment to any person, body, or the school.

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 **Physical Education 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, emotionally, and spiritually.
- Providing exceptional pastoral care by establishing and maintaining a safe, connecting, 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 2021*.

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, 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 Assistant Head of School 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 Assistant Head of School.

KEY ACCOUNTABILITIES:

PROFESSIONAL STANDARDS

The key accountabilities of the role 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 Early Years 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 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 Walker Learning Approach
- Knowledge of current issues and challenges facing young people
- Basic understanding of occupational health and safety and anti-discriminatory practices.

All staff at Cathedral are expected to support the philosophies of the School and must either hold or be able to obtain a Blue Card and/or be registered with the Queensland College of Teachers. Applicants will be subjected to blue card screening, referee checks, identification verification, and will be required disclose any information relevant to their eligibility to engage in activities involving children and young people.

Interested applicants who would like to be part of a thriving professional community can obtain further information by visiting our "Employment" page at <https://cathedral.qld.edu.au/about/employment/>



APPLYING FOR THE POSITION

Applicants wishing to apply for the position are required to submit a **cover letter** and **resume** outlining their skills and experience and provide 3 work references to which the school can contact. We will assess applications as they arrive, so please apply today!

Please send applications to:
Human Resources
The Cathedral School
Email: hr@cathedral.qld.edu.au