



FLINDERS

CHRISTIAN COMMUNITY COLLEGE

Hope & Purpose through Christian Education

Teacher - Primary and Secondary

1. POSITION IDENTIFICATION

Title	Teacher	Level	G1-E4
Campus	Both	Agreement/Award	Flinders Teachers EBA Educational Services (Teachers) Award
Reporting To	Head of Primary School or Head of Secondary Head of Teaching & Learning (indirectly)	Updated	August 2023
		Position No.	PC.121.1

2. INHERENT REQUIREMENTS

Purpose

We bring hope and purpose to our community through Christian education.

Vision

To be a Transformative Christian Learning Community.

Values

We value:

- Love, Faith, Integrity, Humility, Grace, Excellence, Perseverance.

All staff at Flinders Christian Community College model and demonstrate the reality of the Gospel by the way they undertake their employment responsibilities and by the way they live. Every activity undertaken by the College must be characterised by love, mercy, forgiveness, reconciliation, humility and justice, all elements demonstrated by Christ's life, death and resurrection, which is the core of the Gospel.

Employees must agree with the College's:

- Vision, Mission, Values, Philosophy of Christian Education;
- Statement of Identity;
- Statement of Faith;
- Nicene Creed and Apostles Creed.

The employee shall have an in-depth knowledge of the ethos of the College (below) and the principles by which it operates and must be willing to support these unreservedly.

3. CULTURE AND VALUES

Ethos

Employees are expected to:

- Uphold the practical demonstration of Faith in Christ, and the College's underlying Christian beliefs in dealing with others
- Comply with Biblical standards of equity, justice, fairness and compassion in dealing with others within and beyond the College
- Act responsibly to protect the safety and security of our students and other staff at all times
- Encourage positive behaviours and attitudes in students and others that demonstrate respect for all

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- Perform duties in a responsible and professional manner, with due regard for the College's policies and other legal requirements and obligations
- Exert responsible stewardship of College resources
- Promote and protect the College's reputation in the wider community
- Act appropriately when a conflict arises between the individual's personal interest and their duty to the College.

Employees must support the College values and policies and conduct themselves in a way which is consistent with this ethos. Specific expectations of employees are detailed in the College's Policy Handbook which is located on the Colleges' intranet.

4. RISK AND COMPLIANCE

It is the responsibility of every staff member to actively participate in the management of risk and to ensure a safe work environment for themselves, their co-workers, students and the college. This position description is subject to the Risk Management Strategy/Policy and OHS Policy. The employee must ensure that prescribed tasks are performed subject to established risk assessments and safe work practices. To that end, the following are also requirements of this role:

- a. Report all hazards observed including any potentially unsafe work practices;
- b. Report all incidents of injury or near miss;
- c. Actively Participate in all professional development and training regarding Risk management and OHS;
- d. Cooperate with any reasonable request for action to ensure the safety of self and others and the mitigation of risk to the College.

5. CHILD SAFETY

Our College is committed to child safety. We have zero tolerance of child abuse. Our robust People and Culture practices are strictly adhered to ensure that all employees understand their obligations with respect to Child Protection and the College's commitment to keeping our children safe.

6. PURPOSE OF POSITION

The teacher will commit to plan, implement, and evaluate a dynamic and responsive curriculum from a Christian worldview that is developmentally challenging and engaging, and which seeks to enable each student to extend their capacity and apply their learning intellectually, emotionally, socially, morally and spiritually and reflect habits of mind and personal dispositions that:

1. Show love and personal integrity.
2. Use academic rigor and critical thinking.
3. Reflect on their learning in order to improve.
4. Demonstrate awareness of world systems and how they influence our lives.
5. Value justice for all people.
6. Use creative inquiry and expression to discover and communicate enduring understanding, deep knowledge and positive attitudes and actions.
7. Show confidence in research.
8. Develop a love of learning for life.
9. Use diligence and responsible action in their learning as a member of the school and community.
10. Show courage, initiative and independence in thought and action.
11. Work cooperatively, generously and in collaboration with others.
12. Develop faith in Christ.

7. WORKING RELATIONSHIPS

Reports to: Head of Junior School or Head of Secondary
Head of Teaching & Learning (indirectly)

Responsible for: N/A

8. ACCOUNTABILITIES AND RESPONSIBILITIES

Spiritual Leadership

1. Strive to set an example of Christian living which is compatible with Biblical values and ethos of the College
2. Be committed to Christian values in the performance of managerial/ administrative duties
3. Demonstrate Christian community by: showing respect for other staff before students and the community; sharing in the responsibilities and duties of staff; collaborating and cooperating with other staff with the aim of implementing school aims and objectives
4. Consider the interests of others before their own interests (Philippians 2:3,4)

- Ensure regular attendance at staff devotional and spiritual retreats
- Be actively involvement in corporate worship and contribute to Devotions and Prayer with students and colleagues

Students

1. Provide a creative, challenging and inspiring learning environment for students as befits the high calling to which the Lord calls the teacher
2. Exercise due care of the students' total wellbeing whilst under the teachers' care
3. Report accurately and responsibly on students' progress and provide timely feedback to students
4. Consult with the Education Support Coordinator and the Year Level Coordinator, as required to identify and provide for children with additional learning needs including: academic, social, physical and spiritual
5. Prepare an Individual Learning Program for students with identified additional learning needs as required, in consultation with the Education Support Coordinator
6. Liaise with parents of students so that there is close co-operation between home and school, in consultation with Year Level Co-ordinator

- Treat all students with respect
- Exercise appropriate discipline in line with school policy
- Give individual attention to each student

Management and Administration

1. Be familiar with school policy, rules and expectations
2. Attend staff meetings, year level meetings and subject/ department/ faculty meetings.
3. Attend at least one camp per year, staff retreat, parent-teacher evenings, parent information evenings, Dedication service, presentation

- Implement school uniform policy
- Supervise all allocated yard duties
- Participate in all emergency procedures
- Participate in extra curricular activities

<p>evening, afterschool detentions and Saturday detentions (as required)</p> <ol style="list-style-type: none"> 4. Record student performances accurately and carefully 5. Report on student performances in the format required by the school 6. Keep an accurate record of student attendance, as required 7. Order and organise materials as required for teaching and within approved budget limitations 8. Assist in budget preparations 9. Ensure effective planning of special school programmes and complete risk assessments as required, e.g. excursions, camps, sports, educational visits Implement school uniform policy 	
<p>AUTHORITY</p> <ol style="list-style-type: none"> 1. Discipline students within school policy guidelines 2. Liaise with parents of students where appropriate in consultation with Year Level Coordinators 3. Make recommendations re student needs, curriculum development and school policy 4. Order and disburse materials within budgetary guidelines in consultation with faculty co-ordinator. 	
<p>VISION, CULTURE AND STRATEGY</p> <ul style="list-style-type: none"> • Has a current awareness of teaching best practice which used to inform strategic decision making • Develops networks and attends PD that enables the teacher to develop and deliver a curriculum that meets the needs of the student and the College. 	<ul style="list-style-type: none"> • Attend relevant PDs and joins onsite and online networks to inform decision making and practice • Uses best practice to develop curriculum strategy and goals.
<p>Behavioural Expectations All staff are expected to maintain the following behaviours:</p> <ul style="list-style-type: none"> ➤ Treat everyone equitably; act fairly with staff and demonstrate respect for diversity ➤ Be an effective team player who is cooperative and easily gains the trust and support of staff, peers and clients through collaboration 	<ul style="list-style-type: none"> • Interaction with internal and external stakeholders via all forms of communication is consistent with College values, and embeds values in the organisation by the interaction
<p>House Mentor</p>	<ul style="list-style-type: none"> • Assist in providing pastoral care for students within the House • Identify and provide for children with special needs - academic, social, physical and spiritual • Provide support in consultation with parents, for students demonstrating anti-social behaviour • Liaise with parents of students in consultation with relevant staff. • <i>Ensure the enforcement of school policy and rules</i> • <i>Enforce school uniform</i> • <i>Ensure proper documentation is maintained for all student dealings and communications with parents.</i>

9. WORK RELATED REQUIREMENTS / SELECTION CRITERIA

Essential knowledge:

- Completion of a relevant qualification and relevant work experience or an equivalent combination of relevant work experience and/or education and training.
- Excellent interpersonal skills, including the ability to engage a wide range of stakeholders in areas of common interest.
- Excellent written and oral communication skills and the ability to communicate in a variety of contexts.
- Strong organisational skills – an ability to prioritise work and work efficiently and autonomously on multiple projects.
- Some experience in assisting in the co-ordination of projects and time specific activities.
- An ability to work as part of a team and independently to complete duties accurately and within deadlines, without close supervision.

The 10 Learning Principles

1. A key goal of school learning is fluent and flexible transfer - successful use of one's knowledge and skill, on worthy tasks, in situations of importance.
2. Engaged and sustained learning, a prerequisite for understanding, requires that learners constantly see the value of their work and feel a growing sense of efficacy when facing worthy challenges.
3. Success at transfer depends on understanding the big ideas that connect otherwise isolated or inert facts, skills and experiences so that new challenges can be met and new experiences understood.
4. An understanding is a learner realisation about the power of an idea. Understandings cannot be given; they have to be engineered so the learners see for themselves the power of an idea for making sense of things.
5. Learners need clear, completely transparent priorities and a practical understanding of how learning goals are to be met in terms of work products and standards of excellence.
6. Learners require regular, timely and user-friendly feedback in order to understand goals, to produce quality work and to meet high standards.
7. Understanding can be attained only by regular reflection, self- assessment, and self-adjustment in trying to apply prior learning to new situations and tasks via activities and assessments that demand such reflection and transfer.
8. The capacity to deeply understand depends greatly on the capacity to think things anew (and other related habits of mind), because any insight typically requires the refining of earlier ideas. Becoming willing and able to rethink requires a safe and supportive environment for questioning assumptions and habits.
9. Because achieving understanding and transfer require a willingness to think, rethink, and push beyond one's normal comfort level, learners need a safe and supportive environment for intellectual risk taking and questioning assumptions and habits.
10. Learning is enhanced when it is personalised – when the learners' interests, preferences, strengths, contributions, and prior knowledge are sufficiently honoured.

Preferred knowledge

- Current Educational software packages
- Level II First Aid

Skills:

Teamwork/collaboration

Developing and using collaborative relationships to facilitate the accomplishment of work goals. The teacher will be a professional colleague who will be part of a team of teachers who strive to achieve the aims and objectives of the school and will do all this as a ministry to the Lord's people under the

leadership of the Lord Jesus Christ and in the spirit of Col 3:17: "And whatever you do, whether in word or deed, do it all in the name of the Lord Jesus, giving thanks to God the Father through him."

Initiative

Taking prompt action to accomplish objectives; taking action to achieve goals beyond what is required; being proactive.

Customer focus

Making customers (students and parents) and their needs a primary focus of one's actions; developing and sustaining productive customer relationships.

Managing Work Priorities

Effectively managing one's time and resources to ensure that work is completed efficiently.

Planning and Organising

Establishing courses of action for self and others to ensure that work is completed efficiently.

Attributes:

An appreciation of reading and the value of lifelong learning.

Keeping the vision and values of FCCC at the forefront of decision-making and action.

10. POSITION DIMENSIONS

NUMBER OF STAFF DIRECTLY REPORTING TO POSITION	Nil.
EXTENT OF DELEGATED AUTHORITY	Operates with a high level of autonomy within routines, methods and procedures.
ALLOWANCES/SPECIAL CONDITIONS	N/A
SPECIALISED EQUIPMENT/SPECIAL LICENCE REQUIREMENTS	Current WWCC check Level II First Aid preferred
OTHER IMPORTANT DIMENSIONS	N/A