

POSITION DESCRIPTION



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

ROLE TITLE:

Middle and Senior School Psychology Teacher

REPORTS TO:

Luke Bails (Principal)

Tonia Gloudemans (Deputy Principal)

Simon Midson (Head of Senior School / Deputy Principal)

Chris Anderson (Head of Middle School)

INDUSTRIAL AGREEMENT:

The Queensland Anglican Schools Enterprise Agreement

COMMENCEMENT DATE:

1 January 2025

REMUNERATION:

\$87,900 for a graduate teacher and \$124,800 p.a. for a teacher with 8+ years of teaching experience

ORGANISATIONAL ENVIRONMENT:

The Cathedral School is an Anglican co-educational school of approximately 1100 students from six weeks old to Year 12 including 170 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. They may also vary over time to reflect the changing needs of the school. 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 **Middle and Senior School Psychology 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 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, 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 Psychology 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*.

KEY ACCOUNTABILITIES REGARDING WORKPLACE HEALTH & SAFETY

- Be aware of the school's WHS Management System and comply with all documented WHS policies, procedures, work instructions and verbal instructions issued by the school or its officers.
- Perform all work and associated functions in a safe manner.
- Correctly use and maintain all personal protective clothing and equipment supplied by the organisation.
- Identify hazards, conduct risk assessments, and take corrective action to eliminate hazards where possible in the workplace, and / or to report hazards and risks in accordance with WHS procedures.
- Establish and maintain a high standard of housekeeping and cleanliness within individual work areas and on the school's property generally.
- Report and assist with the investigation of all incidents in the workplace, including minor injuries, near misses and property damage.
- Attend any team talks or specific training supplied by the school.
- Be familiar with the location of first aid equipment, fire protection facilities and evacuation procedures.
- Work in a manner that will not endanger yourself, other employees, or the general public.

SKILLS AND KNOWLEDGE

ESSENTIAL CRITERIA

The Middle and Senior School Psychology 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

- Relevant experience teaching Psychology.
- 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

- Experience teaching either Mathematics, Humanities or Media Arts.
- 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.

KEY PERFORMANCE STANDARDS:

The performance of the Middle and Senior School Psychology Teacher will be measured on the following outcomes and the ability to competently fulfil the key accountabilities of the position.

- The Professional Knowledge, Practice, and Engagement domains of the *Australian Professional Standards for Teachers* have been demonstrated, particularly:

Teaching and Learning

- Programs have been developed, written, implemented, and evaluated for the physical, social, emotional, and cognitive needs of the students in their care and are age-appropriate.
- Programs and plans for classes assigned have been prepared prior to class and meet Australian Curriculum and QCAA standards.
- Curriculum plans and relevant documentation have been given to the Heads of Department/Year Level Deans within the specified times.
- Adjustments have been provided to meet the learning support needs of students with a disability, involving consultation and collaboration with students, parents and learning support staff with ongoing monitoring and review of adjustments.
- Student reports have been prepared according to the Head of Senior School's reporting timeframe.
- Student results have been appropriately recorded and assessment scripts stored as per department requirements.

Pastoral

- Responsibility for the pastoral needs of students has been accepted and attended to on a daily basis.
- Involved in coaching, organising, assisting with, or participating in approved school Co-Curricular activities, as negotiated with the Deputy Principal.