



CREST EDUCATION

Position Description

POSITION SPECIFICATIONS

Position Title	Teacher	Department:	Education
Location	Hillcrest Christian College, Rivercrest Christian College	Pos No. Classification	Classroom Teacher
Position Reports to (title)	Head of Campus	Status	Full time / Part Time
Direct Reports (title)	Nil		
Approved by	Executive Principal		

CREST CONTEXT

CREST Education is an organisation which is values based, empowers leaders, enables people to make a difference and has a culture of learning and high performance in a Christian environment. CREST believes that the values, attributes and skills that each staff member brings to the organisation underpin its culture and will ultimately result in the achievement of CREST's Pillars.

OUR FOUR PILLARS



CREST VISION

To be a leading provider of quality Christian Education, delivered by Christian staff, equipping students for a life of faithful service.



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KEY RESPONSIBILITIES

The following Key Responsibility Areas indicate what the position is directly held responsible for producing/achieving:

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Pastoral Care of Students

- Build strong, positive relationships with students, understanding their diverse backgrounds and individual needs.
- Provide guidance and support in developing students' Christian faith, character, and social-emotional well-being, fostering a positive and inclusive school culture.
- Collaborate with staff, parents, caregivers, and external agencies to support student well-being, safety, and holistic development.
- Facilitate regular class devotions, promote spiritual growth, and maintain a nurturing and inclusive environment.
- Monitor and follow up on student attendance, punctuality, and engagement, ensuring a supportive learning environment.
- *Maintain high expectations of student conduct, being proactive in addressing discipline concerns through restorative processes in partnership with families.*

Professional Engagement

- Actively support the school's strategic priorities in curriculum development and professional growth, contributing to the advancement of teaching practices.
- Maintain collaborative, respectful, and professional relationships with colleagues, engaging in team planning, reflective practices, and continuous improvement across CREST Education.
- Engage with the wider school community, including participating in school events, activities, and initiatives to enhance the educational experience for all students.
- Participate in ongoing professional development opportunities, sharing knowledge and skills to contribute to the growth and development of colleagues.
- Monitor and assess student progress using data-driven approaches, aligned with school standards and contemporary educational practices.

Curriculum Development and Delivery

- Design and deliver differentiated curriculum programs that caters to the diverse learning needs of all students, including those with additional needs or exceptional abilities.
- Collaborate with teaching teams to develop innovative teaching strategies and inclusive learning environments that reflect contemporary best practices.



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- Ensure all teaching practices are aligned with relevant curriculum frameworks (e.g., Victorian Curriculum or International Baccalaureate) and the school's Christian values.
- Utilise digital tools and resources to enhance student engagement and learning outcomes, embracing a blended approach to teaching and learning.

Administration and Duties

- Comply with all school management policies, procedures, and administrative practices, maintaining high standards of professionalism.
- Maintain accurate, timely and comprehensive records of student achievement, progress, and well-being via CREST Connect, as well as communicating effectively with parents and caregivers through appropriate mediums.
- Complete all planning, assessment, and reporting tasks as required by school policy, ensuring academic purpose, rigour and integrity, transparency and accountability.
- Participate in supervisory duties, school camps, excursions, and other extra-curricular activities, fostering a well-rounded educational experience for students.

Community Engagement and Advocacy

- Advocate for the needs and interests of all students, including those who are gifted and talented or have other diverse learning needs, within the school and broader community. Advocate for the needs and interests of all children and young people, supporting students from diverse circumstances, and responding to those who are vulnerable, within the school and broader community.
- Foster positive relationships with parents, caregivers, and community members, promoting a collaborative and inclusive school culture.
- Actively contribute to school initiatives and programs that support the spiritual, academic, and social development of students.
- *Participate in community building events, including Information Evenings, Community Picnics and Learning Showcases.*

VALUES AND BEHAVIOURS

- Consistently demonstrate and uphold CREST's shared values and behaviours in all daily activities; including the way in which decisions are made.



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STRATEGIC REQUIREMENTS

1. Strategic Alignment

Contribute to the school's strategic goals by aligning teaching practices with the organisation's mission, vision, and Christian ethos.

- Engage in the development and implementation of initiatives aimed at enhancing student outcomes and overall school improvement.
- Propose and implement innovative teaching strategies that support the school's long-term educational objectives and priorities.
- Collaborate with educational leaders to promote a culture of continuous improvement, innovation, and excellence in teaching and learning.

OPERATIONAL REQUIREMENTS

2. Operational Effectiveness

- Ensure the delivery of high-quality educational programs that meet curriculum standards and reflect best practices in education.
- Collaborate with colleagues and school leaders to effectively manage classroom resources, technology, and support services.
- Address and resolve any operational challenges that may affect curriculum delivery or student outcomes proactively and effectively.
- Support the operational needs of the school by actively participating in staff meetings, professional learning communities, and other professional development activities.



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CREST INHERENT REQUIREMENTS	FREQUENCY			
	Unlikely	Possible	Occasionally	Regularly
Passive				
Sitting - counter / desk	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sitting - vehicle	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Operating telephone / computer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Writing / reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Spiritual				
Leading or taking part in daily devotions with staff and/or students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Leading or taking part in prayer with staff and/or students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Demonstration of our ethos and Fruit of the Spirit: Galatians 5:22	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Incorporating Biblical theology into curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Manual Handling				
Bending / twisting Spine	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working with one or both hands above shoulder height	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lifting (5kg or under p/item)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lifting (5kg or over p/item)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Requiring low/light application of force	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Requiring medium to high application of force	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lifting/holding/restraining children	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exerting force in an awkward posture	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Holding & supporting equipment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Agility				
Squatting / kneeling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Looking up / looking down	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Reaching forwards or sideways	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gripping or grabbing equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mobility				
Walking / standing- briefly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Walking / standing- extended	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Walking on uneven ground	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Climb steps/stairs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Climb ladder	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Driving - passenger vehicle	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>



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Driving – machinery/heavy commercial	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sensory				
Hearing – face to face / telephone conversations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Hearing – working with loud machinery	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Visual – read printed material, signage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Visual – computer screen, electronic signs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Visual – driving	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Visual – watching with vigilance (e.g. school traffic control)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Emotional				
Dealing with complex stakeholders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Supporting dependent persons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Dealing with conflict	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Managing complex personal situations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Providing empathy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Work Environment				
Outdoor – exposed to elements, plant & equipment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Confined spaces	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working alone	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Working at heights (greater than 2m)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exposure to extensive dust	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pollen (or other allergens)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Exposure to polluted odours and/or chemicals	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal Waste	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Office Use Only	
<input type="checkbox"/>	If selected - Musculoskeletal assessment recommended
<input type="checkbox"/>	If selected - Audiology (hearing) assessment recommended
<input type="checkbox"/>	If selected - Vision assessment recommended
<input type="checkbox"/>	If selected - Lone Worker risk assessment recommended



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LEADERS ONLY

Our Leadership Capabilities.

The CREST Education leadership capabilities describe the specific knowledge, skills, attributes and behaviours required for future success to help CREST achieve our goals. They are non-technical in nature and are those common aspects applicable to our leadership that describe not what we do, but rather, how we do it. Our capabilities are informed by our purpose and strategic direction.

The capabilities are leveraged from the Future Leadership Capability Framework which is based on 25 years of international research findings and framework development.

