

Job Description

POSITION: **Teacher Secondary**

REPORTS TO: Curriculum Leader

DEPARTMENT: Academic / Various key areas

DATE APPROVED: 2 September 2024

Position Purpose

Deliver high-quality Christ-centred secondary education by implementing effective teaching strategies and curriculum content that integrate Christian perspectives to foster student learning development and spiritual growth. This aligns with Belmont Christian College's vision and mission while supporting students in developing a personal relationship with Jesus Christ and understanding their place in God's creation.

Organisation Environment

Belmont Christian College is dedicated to fostering a nurturing and Christ-centred educational environment that aligns with the College's vision and mission. The Secondary teaching team plays a pivotal role in the College by delivering quality Christian education that contributes to the holistic development of students.

Secondary Teachers at Belmont Christian College are part of a collaborative and multidisciplinary team committed to academic excellence and student wellbeing. Working alongside other dedicated educators, Secondary Teachers implement the AITSL Australian Professional Standards for Teachers combined with Christian Distinctive Focus Areas, ensuring that students receive a well-rounded education that prepares them for both academic success and lifelong meaning and purpose through a Biblical worldview.

In addition, Secondary Teachers are expected to integrate faith into everyday teaching and interactions with students, emphasising the holistic approach of Christian education that nurtures both academic and spiritual growth.

Key Accountabilities

| Area of Accountability | Major Activities | Performance Indicators |
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| Christian Leadership | Demonstrate a Christ-like example in the College ensuring that: <ul style="list-style-type: none"> • All activities are undertaken with a strong Christian commitment and focus. • Christian servant leadership is exercised with staff, students, parents, and the wider community. • Perform day-to-day duties prayerfully and consistent with a Biblical lifestyle with the aim of bringing glory to God. | <ul style="list-style-type: none"> • Strategies and actions are aligned to the College's vision and mission. • Conduct is aligned to behaviours outlined in the Statement of Faith and Codes of Conduct. |
| Professional Knowledge | Know Students and How They Learn <ul style="list-style-type: none"> • Understand and cater to the diverse needs and backgrounds of students. • Utilise knowledge of child and adolescent development to inform teaching practices. Know the Content and How to Teach It <ul style="list-style-type: none"> • Demonstrate thorough knowledge of the curriculum and teaching areas. • Implement effective teaching strategies to convey content. • Apply a Biblical perspective to content knowledge and teaching strategies. • Understand and communicate how a Christian worldview shapes the content and delivery of academic disciplines. | <ul style="list-style-type: none"> • Effective differentiation strategies are evident in lesson plans. • Positive student feedback on individualised support. • Lesson plans reflect curriculum standards. • Student assessments demonstrate understanding of content. • Demonstrates the integration of Biblical perspectives in teaching strategies and content, as evidenced by lesson plans and classroom observations. |

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| <p>Professional Practice</p> | <p>Plan for and Implement Effective Teaching and Learning</p> <ul style="list-style-type: none"> ● Design and deliver engaging lesson plans that align with curriculum standards. ● Employ a variety of teaching methods to address different learning styles and abilities. ● Integrate a Christian perspective throughout content, programs, and teaching strategies. ● Establish challenging learning goals that reflect high expectations for all students and incorporate a Biblical understanding of excellence. ● Plan and make adjustments, differentiating the curriculum to meet the needs of students with identified needs and disability. <p>Create and Maintain Supportive and Safe Learning Environments</p> <ul style="list-style-type: none"> ● Foster a positive, inclusive classroom environment that supports student engagement and wellbeing, promoting the Child Safe Standards. ● Implement and enforce policies and procedures that ensure the physical, emotional, and psychological safety of all students. ● Manage student behaviour consistently and fairly. ● Promote a culture of respect and safety, encouraging students to speak up about any concerns. ● Create and maintain supportive and safe learning environments that reflect a Biblical understanding of community and human flourishing, promoting the Child Safe Standards. <p>Assess, Provide Feedback and Report on Student Learning</p> <ul style="list-style-type: none"> ● Use a range of assessment strategies to evaluate student progress. ● Provide timely, constructive feedback to students and parents. | <ul style="list-style-type: none"> ● Lesson observations show engagement and adherence to curriculum. ● Positive student feedback on teaching methods. ● Classroom management strategies are effective and documented. ● Positive feedback on the learning environment from students and peers. ● Assessments are varied and meet standards. ● Timely feedback is provided, as evidenced by parent and student feedback. ● Lesson plans and classroom activities consistently reflect the integration of a Christian perspective. ● Learning goals are set and achieved, demonstrating high expectations and a Biblical understanding of excellence. |
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| <p>Professional Engagement</p> | <p>Engage in Professional Learning</p> <ul style="list-style-type: none"> ● Participate in ongoing professional development to enhance teaching skills and knowledge. ● Stay current with educational research and practices. ● Engage Professionally with Colleagues, Parents/Carers, and the Community ● Collaborate effectively with Colleagues to improve educational outcomes. ● Communicate regularly with Parents and Carers about student progress. ● Contribute to the wider school community through participation in events and extracurricular activities. ● Engage in professional learning that supports the development of a Christian philosophy of education based on Biblical principles. ● Demonstrate commitment to the College's Christian ethos and vision through professional practice and ongoing development. ● Contribute to the development of distinctive Christian practices within the school community. | <ul style="list-style-type: none"> ● Documented participation in professional development activities. ● Application of new knowledge and skills in the classroom. ● Positive feedback from colleagues, parents, and community members. ● Active participation in school events and activities. ● Actively participates in faith-based school activities or initiatives, demonstrating commitment to the school's Christian ethos and vision. |
| <p>Student Wellbeing and Pastoral Care</p> | <ul style="list-style-type: none"> ● Provide emotional and spiritual support to students. ● Develop and implement programs that promote student wellbeing within the Wellbeing Strategic Plan. ● Act as a mentor and role model for students. ● Provide spiritual support and guidance to students, helping them to develop a deeper understanding of their faith and relationship with God. | <ul style="list-style-type: none"> ● Positive feedback from students and parents regarding wellbeing support. ● Successful implementation of wellbeing programs. ● Evidence of effective mentorship relationships. |

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| <p>Contribute to the College Community</p> | <ul style="list-style-type: none"> ● Participate in and support extracurricular activities, events, and programs. ● Engage in community service projects and encourage student participation. ● Foster a sense of community and collaboration within the school environment. ● Mentor and support students in non-academic areas, promoting overall wellbeing. ● Collaborate with colleagues to develop initiatives that enhance the school community. | <ul style="list-style-type: none"> ● Active participation in a variety of extracurricular activities and events. ● Positive feedback from students, parents, and colleagues on community engagement efforts. ● Evidence of initiatives that promote a collaborative and supportive school culture. |
| <p>Use of Data and ICT</p> | <p>Use data to inform teaching practices and improve student learning outcomes. Integrate ICT effectively into the classroom to enhance learning.</p> | <ul style="list-style-type: none"> ● Demonstrated use of student performance data to adjust teaching strategies. ● Successful incorporation of ICT tools in lesson plans and classroom activities. |

Key Communications

Key internal communications

- Curriculum Leaders
- Head of Secondary
- Director of Teaching and Learning
- Wellbeing Team
- Learning Enrichment Team
- Collaborate with colleagues to integrate Christian perspectives in educational practices and policies.

Key external communications

- Students
- Families

Challenges

- Balancing high academic standards with student wellbeing to ensure holistic student development given that this can result in competing demands that need to be carefully managed.
- Meeting the wide range of student abilities and backgrounds given that they require differentiated instruction and personalised learning plans, which can be resource-intensive and time-consuming.
- Engaging students in a digital age with numerous distractions requires innovative teaching strategies and the meaningful incorporation of technology.
- Balancing teaching responsibilities, administrative tasks, and extracurricular involvement while maintaining personal well-being which requires strong organisational and time management skills.
- Implementing and monitoring child protection policies and fostering a safe and supportive learning environment requires vigilance and consistent effort.
- Maintaining and fostering a Christian ethos in a diverse and sometimes secular educational environment, highlighting the importance of upholding the College's Christian values.

Decision Making

Decisions made independently:

- Planning and executing lesson plans to meet curriculum objectives, guided by the Staff Handbook, College Policies and Procedures, etc.
- Assessing student performance and providing feedback.
- Implementing classroom management strategies to maintain a conducive learning environment.
- Integrating Christian perspectives into lesson plans and classroom activities.

- Decisions made after consultation:
- Collaborating with colleagues to design cross-curricular activities.
- Addressing significant student behaviour or welfare issues with school counsellors or administration.
- Developing individualised education plans for students with special needs, in consultation with Learning Enrichment staff.

Decisions recommended for others to decide:

- Major curriculum changes or pedagogical approaches that require approval from the department head or administration.
- Decisions regarding student retention or advancement in consultation with the Head of Secondary and Director of Teaching and Learning.
- Implementation of new school-wide policies or initiatives.

Secondary education is highly regulated, and the position operates within a range of laws, regulations, policies and procedures that guide decision making. Secondary Teachers are required to adhere to the College's Curriculum Guidelines, Child Safety and Protection Laws and Policies, the College's Codes of Conduct, the Australian Professional Standards for Teachers, Policies on Assessment and Reporting and Student Welfare and Discipline Policies.

Knowledge, Skills and Experience

Focus on competent performance, not entry level. Entry level will be considered in 'Selection Criteria'. State what is needed and why.

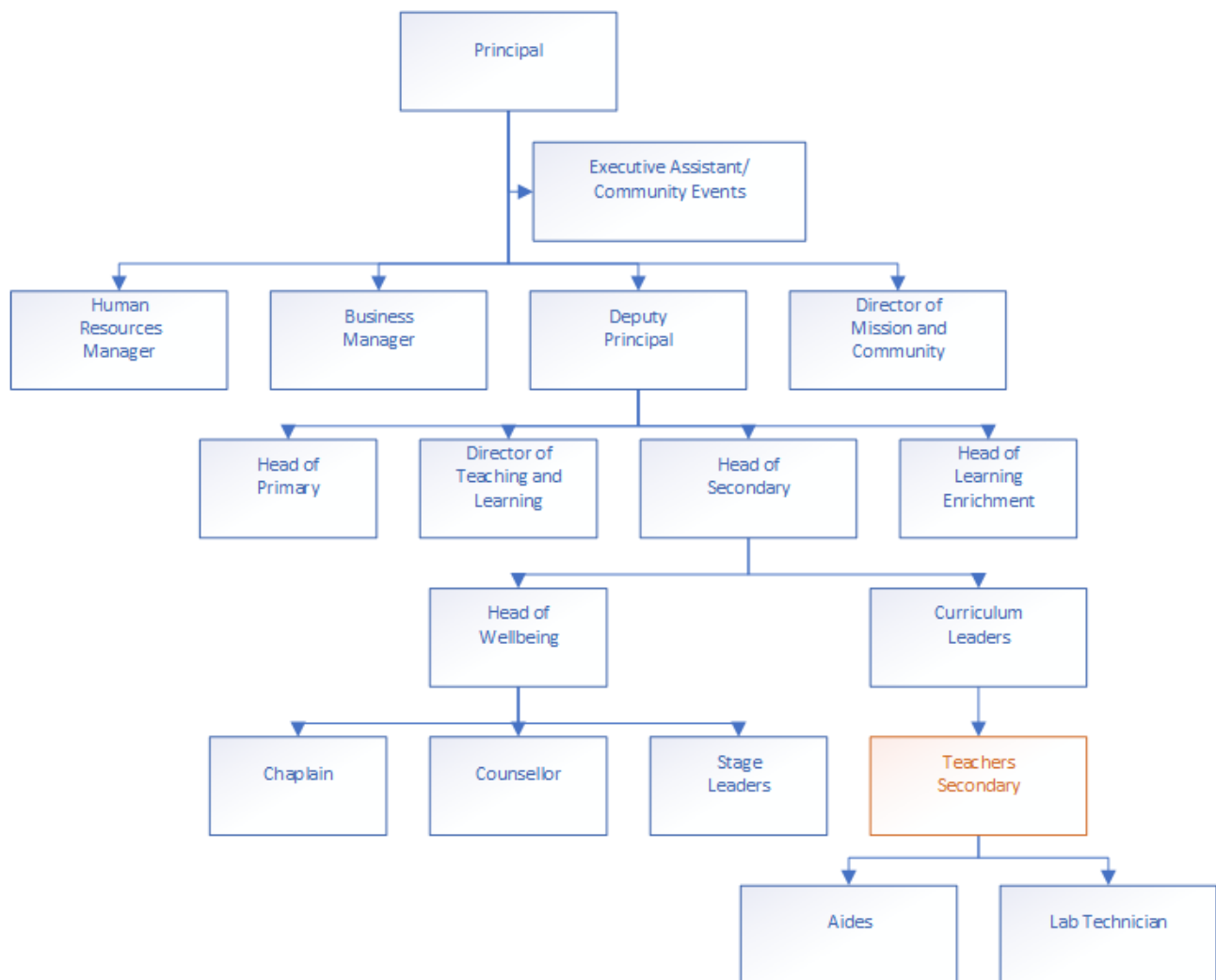
1. It is an inherent requirement of the role that the incumbent have a personal relationship with Jesus Christ, actively attend their local Church, and willingly support the vision and practice of the College as stated in:
 - a. the College Statement of Faith,
 - b. the Staff Pledge that is recited annually at the Staff Commissioning Service, and
 - c. the College Codes of Conduct.
2. Knowledge of and a deep commitment to child safety in an education setting.
3. Current Working with Children Check
4. NESA registration as a Secondary Teacher
5. Deep understanding of the Australian Professional Standards for Teachers.
6. Thorough knowledge of curriculum content and pedagogy for secondary education.
7. Knowledge of Christian education principles and values.
8. Experience in integrating faith and learning in the classroom.

9. Experience in contributing to school-wide initiatives and community activities.

10. Demonstrated skills and experience in:

- a. Working with people
- b. Adhering to principles and values
- c. Presenting and communicating information
- d. Applying expertise and technology
- e. Planning and organising

Organisation Chart



Selection Criteria

1. It is an inherent requirement of the role that the incumbent have a personal relationship with Jesus Christ, actively attend their local Church, and willingly support the vision of the College.
2. Knowledge of and a deep commitment to child safety in an education setting.
3. Current Working with Children Check
4. NESA registration as a Secondary Teacher.
5. Knowledge of Christian education principles and values.
6. Experience in integrating faith and learning in the classroom.
7. Willingness to participate in and support extracurricular activities, events, and programs.
8. Demonstrated skills and experience in:
 - a. Working with people
 - b. Adhering to principles and values
 - c. Presenting and communicating information
 - d. Applying expertise and technology
 - e. Planning and organising

Signature

Incumbent name

Incumbent signature

Date