



POSITION DETAILS:

Position Title:	Classroom Teacher
Group:	Junior, Secondary, International School
Supervisors:	Director of Junior School (for Junior School Teachers) Head of Studies Junior School (for Junior School Teachers) Director of International Education (for SPIS Teachers) Head of Career Pathways (for all matters related to Career Pathways) Curriculum Leaders House Leaders
Date of Last Review:	July 2022

PRIMARY ROLE/PURPOSE:

The Classroom Teacher at St Paul's School is responsible for the delivery of a holistic education; that is, the development of resilient, global citizens, who are innovative thinkers with a heart for servant leadership. This includes being responsible for the implementation of the St Paul's School Common Learning Framework as articulated in the School's Guiding Principles and Strategies (GPS) document:

- Providing direction, supervision and care for students;
- Effective planning, implementation and reviewing of learning programs;
- Maintaining professional standards as defined by the Australian Professional Standards for Teachers;
- Working towards achieving Realms of Thinking Certification;
- Effective management of students in the classroom and wider School community;
- Emphasising the Christian ethos of the School.

KEY ACCOUNTABILITIES:

Curriculum

- Teach classes as allocated;
- Plan, implement and review learning programs and lessons for effective teaching to occur using the Common Learning Framework and the GPS document;
- Differentiate the curriculum to allow access for the range of abilities, interests and backgrounds of all students;
- Collaboratively develop, implement and review a balanced range of assessment for learning that provides students with the opportunity to demonstrate their thinking, knowledge and skills;
- Evaluate assessment, share data and findings to develop strategies to support student learning and maintain records of student achievement;

Curriculum (continued)

- Provide timely and constructive feedback to students;
- Moderate student performance to ensure consistency of standards across the School;
- Give feedback to families about student progress or concerns through open and constructive communication;
- Become informed about students' learning needs and academic capabilities through examination of data using the School's analytics software and other relevant staff - i.e. Head of Studies, Head of Career Pathways, Learning Support, Learning Area Team, and House Tutors; Communicate unsatisfactory academic performance of FFPOS students to the relevant Curriculum Leader/s, House Tutor, House Leader (if required), Head of Career Pathways and relevant Head of Studies.

Professional Standards

- Maintain a current knowledge of pedagogy through engagement with the Common Learning Framework, The Centre for Realms of Thinking, Curriculum Leaders, Head of Career Pathways and Heads of Studies;
- Attend professional development aligned to the School priorities and other individually required training to develop teaching effectiveness, pastoral skills and knowledge;
- Work collaboratively as a member of the teaching team to ensure the best possible outcomes for the students;
- Work collaboratively with a Coach to continue to grow practice, identify focus areas for development and respond to feedback;
- Attend Learning Area, Year Level, House Tutor and Staff meetings.

Classroom Management

- Apply effective classroom management techniques which are based on recognised theories and practices of relationship building and positive behaviour management;
- Have knowledge of and advise students of the School's Code of Conduct and Character Framework;
- Encourage students to meet expectations for appropriate behaviour;
- Work with students in a courteous, firm, consistent and fair manner at all times;
- Take responsibility for managing inappropriate student behaviour;
- Be punctual to all duties, manage time, planning and assessment schedules efficiently;
- Establish a learning environment where students feel safe to risk full participation and make an active contribution;
- Demonstrate strategies to create a positive environment supporting student interest, motivation, effort and learning;
- Monitor student progress and liaise with the appropriate supervisors regarding student individual learning needs.

Pastoral Care

- Take responsibility for the pastoral needs, duty of care and standards of behaviour of all students inside and outside the classroom;
- Report irresponsible or improper behaviour that is beyond normal classroom management techniques to the relevant supervisor i.e. Director of Junior School, House Tutor or House Leader depending on the situation;
- Be active and responsive in the duty of pastoral care;
- As a House Tutor (7-12) and/or Junior School teacher build strong, positive and meaningful relationships with students and parents/carers. Know your students academically, emotionally and pastorally.

Other

- The undertaking of Extra-Curricular activities each Semester is encouraged;
- Supervise additional classes as required within the scope of the Queensland Anglican Schools Enterprise Agreement;
- Be familiar and comply with all of the School's current policies, which are available on the School's portal (intranet) and website. Particular attention is drawn to the School's Code of Conduct, Privacy Policy, Workplace Bullying, Anti-Discrimination, and Sexual Harassment policies. Also of particular note and importance are the Student Protection policies and procedures documented on the Student Protection page of the School's website;
- Exhibit personal behaviour reflective of the ethos and Christian foundations of the School;
- Follow Workplace, Health and Safety procedures;
- Perform other reasonable duties as directed by the Headmaster.

KEY SELECTION CRITERIA:

Qualifications

- A degree in the relevant subject area, educational qualifications and current Queensland College of Teachers registration.

Essential

- A commitment to life-long learning and a passion for teaching;
- An enjoyment of working with young people;
- A proven understanding of recent teaching methodology including differentiation of the curriculum;
- High level of communication and interpersonal skills (written and verbal);
- Excellent organisational skills;
- A willingness to be a member of a team and work collegially with other staff members;
- A strong desire to be involved in the education of the whole child, socially, emotionally, spiritually and academically;
- High level of professional standards and conduct;
- Willing support for the Anglican ethos of the School;
- Agree to undergo a Criminal History/Police Check conducted by the School;
- Agree to be checked against the Anglican Church's National Professional Standards Register;
- **Must be an Australian resident and eligible to work in Australia.**

Desirable

- A Master's degree in a specialised area of education or other post graduate qualifications;
- A commitment to the Christian faith;
- A sense of innovation and creativity.

Criminal History Checks

- The School will conduct a Criminal History/Police Check on the successful applicant;
- The offer of this position is subject to the successful outcome of the Police Check;
- Should the Police Check reveal a negative outcome, any offer of employment will be immediately withdrawn.

ATTACHMENT – ST PAUL’S SCHOOL

ETHOS STATEMENT

The School’s Purpose is “to prepare resilient, global citizens, who are innovative thinkers, with a heart for servant leadership.”

The School’s Vision is “Transforming educational thinking and practice.”

The School’s Values are:

By **Faith** and by **Learning** we strive to grow in **Community** with God and each other, valuing each person and celebrating individual excellence.

We value Faith believing where:

- Each person is a unique creation of a loving, redeeming God and able to be empowered and sustained by the Holy Spirit through the teaching and life of Jesus Christ.
- Each person can have a relationship with God, through Jesus Christ, demonstrated by modeling one’s life on Christ, serving others and participating in the traditions and practice of the Anglican Church.

We value Learning where:

- Students are encouraged and supported as they strive to reach their intellectual, creative, physical, social, moral, emotional, and spiritual potential in a balanced and disciplined way.
- Students fully explore a range of topics, themes and concepts which have relevance, real-world application and a focus towards the future.
- A variety of student dispositions to learning are fostered through our Realms of Thinking Framework which are embedded from PP-12 across all Learning Areas.

We value Community where:

- Students, staff, and families support the aims, purpose, and mission of the School and serve one another using their God-given gifts.
- Students, staff, and families grow together in faith and learning, promoting love, justice, and mercy - at home, at School and in the wider world.
- Students remain connected to the St Paul’s community when they graduate, through a vibrant Past Students’ Association.

SCHOOL EXPECTATIONS

All employees are bound by the requirements of the School's policies and procedures as they apply from time to time, and are expected to act with integrity, and in a way that demonstrates a proper concern for the public interest expressed with a framework of a Christian educational organisation.

As such, employees at St Paul's School are expected to embrace the following statements.

As well as comply with all federal and State legislation as they apply from time to time as well as any relevant Canon Laws or Diocesan policies.

Much of the information gleaned by employees during the course of their duties is confidential and should be treated as such. Employees 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 and cause harm or detriment to any person, body, or the School.

Proof of qualifications as well as a disclosure on any matter which may affect your employment in this position will also be required prior to commencement.

LEADERSHIP EXPECTATIONS

"If a leader's actions are driven by service and dedication to a cause or a relationship then they are a servant leader."

Leadership at St Paul's is based on the philosophy of individual and School "wholeness", collaboration, teamwork and transparent decision-making. The model of leadership reflects the values central to St Paul's School, that of Faith, Learning and Community.

Leadership Principles underpinning the Leadership at St Paul's:

- St Paul's School leadership structure is **student-centred** and reflects our agreed values of Faith, Community and Learning.
- The leadership structure is **learning-centred** for both students and staff, providing opportunities for open and transparent communication and decision-making.
- Collaborative leadership based on teams enabling of ideas to be brought forward by anyone through a variety of formal and informal routes (everyone's voice deserves to be heard).
- Education of the whole person in which the intellectual, spiritual, emotional and physical development are all-important and integrated.
- The importance of creating an environment which encourages high academic achievements at senior levels by ensuring appropriate methodologies and subject content.
- The concept of St Paul's School as a single whole School, made up of three Sub-Schools each with some degree of autonomy whilst sharing many common elements.

ANGLICAN SCHOOLS COMMISSION - STATEMENT OF COMMITMENT

Anglican Schools and Education & Care Services are committed to providing environments where children and young people receive the highest standard of care, where their rights are supported, and they have the opportunity to thrive and be fruitful. Such environments nurture and safeguard the intelligence, dignity, safety and wellbeing of each child or young person, by placing them at the centre of thought, values and actions.

As reflected in our Ethos, our vocation is education, driven by a vision of humanity, shaped by the image of God made visible in Jesus, present in every human being.

- Every child: made in the image and likeness of God
- Every child: loveable and loved, unique and unrepeatable
- Outstanding education for the flourishing of people and the good of community

Our faith is lived. We are hospitable and welcoming communities, who embody compassion, kindness, fairness, justice and love, and where exceptional pastoral care is practised.

Working and serving the best interests of children and young people is in everyone's best interest. This is achieved through sustaining living and learning environments that are safe, supportive and stimulating. Specifically, we:

- place emphasis on genuine engagement with children and young people;
- create conditions that reduce the likelihood of harm to children and young people;
- create conditions that increase the likelihood of identifying harm; and
- respond to any concerns, disclosures, allegations or suspicions.

This commitment is sought to be consistently reflected through the decisions and behaviour of all persons within the School or Service, who are guided by effective governance, policies, tools and processes. This fosters a child safe culture, where acting in children and young people's best interests is at the heart of what we do.