

Job and Person Specifications

DETAILS

Position Title:	Classroom Teacher
Line Manager:	Principal
Reports To:	Head of School
Commencement Date:	21 January 2019

DIMENSIONS OF POSITION

- To assist the Principal and other College staff in fulfilling the aims and purposes of Tatachilla Lutheran College, and to support and maintain the philosophy and ethos of the College;
“Teaching the Love of Christ for a fulfilling life which values self worth pursues excellence and serves others.”
- Model service as shown to us by our Lord and Saviour Jesus Christ;
- Work in a team with Year Level Coordinator(s) and other staff in supporting the individual needs of students;
- To deliver a differentiated curriculum that suits the learning needs of students; and
- Be guided by the College Pastor in spiritual matters.

POSITION OBJECTIVES

The Classroom will:

- (a) assist the Principal in fulfilling the aims and purposes of Tatachilla Lutheran College, supporting the philosophy and ethos of the College; and
- (b) accept the delegated responsibility and authority vested by the Principal.

ACCOUNTABILITY

The position is accountable to the Principal through the Head of School.

JOB DESCRIPTION

The following responsibilities and accountabilities will be undertaken by the Classroom Teacher:

The Classroom Teacher will:

General

1. embed the core Lutheran Education Australia (LEA) values: love, justice, compassion, forgiveness, service, humility, courage, hope, quality and appreciation;
2. be committed to undertaking out-of-hours activities related to promotional and educational aspects of the College, and carry out all duties in a spirit of Christian compassion; and
3. perform such other duties as the Principal may assign from time to time.

Specific Responsibilities

4. provide challenging, dynamic instruction that actively engages students and promotes their joy of learning, that is concurrent with age appropriate methodologies and learning requirements;
5. develop students' academic abilities through a diverse, differentiated and integrated curriculum that meets the needs of students and participation in co-curricular programs;
6. strengthen students' faith development through participation in devotion/worship and teaching Christian Studies within the curriculum (as required);
7. encourage and assist students to develop attitudes, values and relationships that are consistent with the Christian Faith through the good example of peers and staff and by their involvement in programs of pastoral care and counselling;
8. encourage and assist students to pursue individual and school excellence by following positive role models and having a commitment to College activities;
9. develop students' initiative and enhance self-esteem and worth by accepting opportunities for responsible leadership and decision making;
10. monitor, evaluate, record and report on the learning process of individual students by effectively using the established assessment and reporting processes;
11. participate in co-curricular and extra-curricular activities as required;
12. be involved in the Professional Development Program of the College and display a commitment to continuous self-evaluation and lifelong learning;
13. assume Home Class and Yard Duties as required;
14. work collaboratively with others within Pastoral Care (Counsellor, Pastor, Youth Worker and others) for the development and welfare of students, including the implementation of effective behaviour support strategies;
15. ensure compliance with OHSW policies and procedures;
16. be up to date with and promote the various policies of the College;
17. attend all staff meetings and other appropriate committee meetings as negotiated with or directed by the Principal or Head of School; and
18. work in a collaborative way with other staff members teaching within the sub-school.

Equity principles underpin all College policies and procedures. The College is committed to Equal Employment Opportunity principles and values cultural diversity and recognises that all its employees have a contribution to make in ensuring an equitable and harmonious working environment.

PERFORMANCE MANAGEMENT

In relation to setting goals and managing performance, Key Performance Indicators (KPI's) are mapped against the position description so that performance can be measured and acknowledged.

LEADERSHIP	
Strategic Plan	Innovative, well researched and student focussed initiatives are developed and implemented
Curriculum	Diverse and integrated curriculum that meets the needs of the students
Ministry	A high level of spiritual leadership is evidenced through daily interactions with staff, students and parents

STAFF / STUDENTS / PARENTS	
Parental Communication	Proactive contact with parents to strengthen home/school partnerships.
Communicate	Actively and regularly distribute information to staff using a variety of communication methods

ADMINISTRATION	
Feedback	Continuous, timely and professional feedback is provided to parents and student.
Planning	Documented and planned curriculum programs are provided in a timely manner to students, parents and colleagues.



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Selection Criteria

SKILLS AND EXPERIENCE

The teacher will:

- be registered (or qualified to register) to teach in South Australian Schools (this includes current police check and mandatory reporting notification requirements);
- hold tertiary qualifications for the relevant teaching area;
- demonstrate experience and success in effective teaching, learning and assessment practices within the relevant year level(s);
- demonstrate sound pedagogical skills through the use of student centred and inclusive learning methodologies and assessment tasks that meet the needs of all students, particularly those with special needs; and
- demonstrate sound organisation, administration and record keeping skills.

PERSONAL QUALITIES

The teacher will:

- display a commitment and enthusiasm for teaching students;
- show a willingness to support and promote the Christian ethos of the School;
- have an ability to work in a team environment; working collaboratively with colleagues;
- be able to communicate effectively and work with staff, students and parents; and
- serve the wider goals of the school community and that of their own in developing a professional learning community.

KNOWLEDGE

The teacher will have knowledge of:

- current pedagogical practices relevant to the sub-school;
- demonstrated ability to relate effectively to a diverse range of staff and students;
- and understanding of the Framework for Lutheran Schools and its application to ministry and care;
- competent usage and application of ICT within the classroom and teaching administrative duties; and
- classroom organisation and behaviour support strategies appropriate to age level.

CLASSIFICATION LEVEL

- As per Lutheran Schools Enterprise Agreement

SELECTION CRITERIA

- **SC1** Evidence of active involvement in a Christian denomination and/or ability to support the Christian ethos of the College, including worship and devotional life;
- **SC2** Demonstrated personal and interpersonal skills that strengthen effective partnerships with parents and staff;
- **SC3** Demonstrated ability to develop warm, caring relationships with students while maintaining a positive, focussed learning environment. An understanding of the particular needs of students and demonstrated skills in meeting these needs in the context of the classroom and in pastoral care;
- **SC4** Demonstrated use of a range of effective learning strategies to ensure the needs of all students' needs in the classroom is met. Evidence of a personal commitment to continuous self-evaluation and lifelong learning;
- **SC5** Demonstrated skills in and understanding of the development and implementation of integrated units of work; including the use of documented planning assessment procedures to ensure high standards of learning occur;
- **SC6** Demonstrated skills needed to support the College's co-curricular and extra-curricular program; and
- **SC7** Demonstrated levels of confidence, flexibility, initiative, perseverance and resourcefulness necessary to contribute to a professional learning community which values teamwork and teacher leadership.



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