



Teacher – SECONDARY ENGLISH

POSITION IDENTIFICATION

Title: Secondary Teacher

Location: Bairnsdale, 3875

Hours: Full Time/Part Time - negotiable

Reports to: Principal

1. REQUIREMENTS

1. Demonstrated knowledge of the Victorian English curriculum and VCAA English Study Designs, including the ability to incorporate the teaching of literacy and numeracy skills.
2. Demonstrated experience in responding to student learning needs.
3. Demonstrated experience in planning for and implementing high impact teaching strategies, guided by how students learn, and evaluating the impact of learning and teaching programs on student learning growth.
4. Demonstrated experience in monitoring and assessing student learning using data to inform teaching practice.
5. Demonstrated experience in providing timely and continuous feedback on student learning growth and achievement to students and parents.
6. Demonstrated interpersonal and communication skills.
7. Demonstrated experience in establishing and maintaining collaborative relationships with students, parents, colleagues, and the broader school community to support student learning, agency, wellbeing, and engagement.
8. Demonstrated behaviors and attitudes consistent with the college values and statement of faith.
9. Demonstrated experience in reflecting upon practice and engaging in professional learning to continually improve the quality of teaching.
10. Demonstrated ability to collaborate effectively within teams to drive the vision of the College.

2. CHILD SAFETY STATEMENT

Bairnsdale Christian College has a zero tolerance for any form of child abuse. We believe **ALL** children are fearfully and wonderfully made. Therefore, we are committed to promoting and providing a child safe environment where children and young people are safe, feel safe, and their voices are heard.

We value and support diversity, inclusion and equality and are committed to promoting cultural safety for all children. Every person involved in Bairnsdale Christian College has a responsibility to understand the important and specific role he/she plays individually and collectively to ensure that the wellbeing and safety of all children and young people is at the forefront of all they do and every decision they make.

3. MINIMUM QUALIFICATIONS

- Bachelor of Education - Secondary English
- Current Victorian Institute of Teaching registration

4. MAIN QUALITIES AND OBJECTIVES

- Have a personal and active relationship with God, fellowshipping regularly with other Christians and living a life, consistent with biblical values, the College Statement of Faith, Vision, Mission, Values and Code of Conduct.
- Have a sense of calling from God to be a teacher and to serve Him at BCC.
- Have an understanding of the distinctiveness and philosophy of Christian Education and deliver a curriculum which is filtered through a Christian Worldview and inspired to reveal the heart, character and revelation of God.
- Being willing to reveal God in all practices of the classroom, playground, staffroom etc. in and around the school.
- Ability to differentiate curriculum to meet individual student needs.
- Be willing to work as part of a team - building positive and professional relationships with colleagues, students, parents, and visitors in the college.
- Possess high level ICT skills, being familiar with Compass, Office 365 and other learning software as required.

5. PURPOSE OF SECONDARY CLASSROOM TEACHER

1. The primary focus of the classroom teacher is on the planning, preparation, and teaching of programs to achieve specific student outcomes:
 - Direct teaching of groups and/or individual students as required.
 - Contributing to the development, implementation and evaluation of a curriculum area or other curriculum program within the college
 - Undertaking other classroom teaching related and organisational duties as determined by the Principal.
 - Participating in activities such as parent/teacher meetings; staff meetings; camps and excursions
 - Undertaking other non-teaching supervisory duties as determined by the Principal

2. The classroom teacher engages in critical reflection and inquiry in order to improve knowledge and skills to effectively engage students and improve their learning.
3. As the classroom teacher gains experience his or her contribution to the school program beyond the classroom increases; participating in professional learning activities that are designed to ensure the integration of curriculum, assessment, and pedagogy across the school

In relation to Teaching and Learning:

1. Being able to critically evaluate teaching and learning programs, curricula, practices, etc. from a Christian perspective.
2. Manage both the learning program and classroom behaviour effectively, positively reflecting current best practice strategies.
3. Ensure the full range of curriculum areas are planned for and taught as set down in the Victorian curriculum and scope and sequence for each particular year level.
4. Competently integrate technology in the classroom where appropriate and be willing to update skills in this area.
5. Participate in collaborative curriculum development, review and evaluation and regular moderation and monitoring of the effectiveness of teaching and learning practices in the school.
6. Maintain effective student records:
 - Noting student and parent interactions, and other incidents on Compass.
 - Developing IEPs and ILP, noting progressive adjustments for all identified students in conjunction with the Disability Inclusion and Wellbeing Leader.
 - Compiling a portfolio of samples of student work to justify assessment.
 - Reporting student achievement and progress on Compass to students and parents through assessment tasks, both formative and summative

In Relation to Students:

1. Implement and support college policies and rules e.g., Uniform, SunSmart, eSmart, Code of Conduct:
 - Pastorally care for students, leading daily prayer and devotions, and maintaining effective communication between families and the college.
 - Model appropriate behaviour in your approach teaching and learning.
 - Maintain a caring, organised, and personalised classroom characterised through the development of a positive and consistent approach in setting learning goals, managing behaviours, and responses in line with the College values.
 - Provide opportunity and support to encourage students to reflect on their own learning.
 - Diligently fulfil the college and teacher's Duty of Care responsibilities in playground supervision, classroom activities and out of school events and excursions.

In Relation to Professional Standards:

1. Work to achieve and maintain full registration and currency with the VIT (Victorian Institute of Teaching) necessary to teach in the State of Victoria
2. Demonstrate a high standard of professionalism, meeting the current [Australian Professional Standards for Teachers](#)
3. Be accountable to the College Leadership (Principal/principal delegate)
4. Communicate respectfully, prioritising relationships with students, parents, other staff members, college visitors and members of the wider community.
5. Be familiar with and adhere to the college policies and procedures - See [Staff Handbook](#).
6. Keep updated with educational practices and philosophies both within Christian Schools and other systems.
7. Maintain and respect confidentiality regarding matters relating to individual students, families, and staff.
8. Be familiar with and regularly update knowledge of the [Child Protection Policy, Staff Code of Conduct and Mandatory Reporting Policy](#)
9. Diligently ensure that each child is kept safe according to the guidelines and procedures of the [Child Protection policy](#).

In Relation to Professional Growth:

1. Be willing to continue learning regularly both professionally and spiritually.
2. Participate in regular professional development as identified through reflection and evaluation of your practice against the Australian Professional Standards for Teachers.

In Relation to Community:

1. Actively contribute to the college community through participation in P&F (Parents and Friends) activities, extra-curricular activities, and community events.
2. Willingly contribute and participate in staff prayer, devotion, and chapel services
3. Be prepared to participate, attend, and conduct evening and after school activities such as parent/teacher meetings, staff meetings, seminars, professional development activities as directed by the Principal or School Board from time to time.