



FRASER COAST
ANGLICAN COLLEGE

Role Statement

ROLE TITLE:

Teacher

RESPONSIBLE TO:

Principal

WORKPLACE AGREEMENT

The Queensland Anglican Schools Enterprise
Agreement 2021

AWARD

Educational Services (Teachers) Award

DATE PREPARED:

September 2009

DATE REVISED

December 2020 / January 2022

ORGANISATIONAL ENVIRONMENT:**College's Mission Statement**

We are a Body, Mind, Spirit community. We seek to provide our students with a contemporary education that encompasses all aspects of life – Body, Mind and Spirit. Our learning community values the education of the whole child and encourages our students to be architects of their own future and to look beyond the ordinary to achieve the extra-ordinary. We challenge our students to use the gift of education to help others and for the benefit of their community.

Vision

We aim to be the school of first choice for families in the Wide Bay region, achieving outstanding academic results and renowned for our innovative K-12 curriculum which engages all students.

ORGANISATIONAL EXPECTATIONS:

A Teacher is expected to support the College community (Principal, staff, students and parents) in the continued promotion of the philosophy of the College which is founded on the Mission Statement. All employees are expected to respect the confidentiality of the individual, and to treat all members of the College community with courtesy.

All employees are bound by the requirements of the College's policies, procedures and any other practices (such as the Code of Conduct) and are expected to provide appropriate support and pastoral care to students of the College.

Fraser Coast Anglican College is committed to maintaining a healthy and safe work environment. Everyone must adhere to the *Work Health and Safety Act 2011*.

Teacher

Updated January 2022
Private and Confidential

Teaching staff are also required to maintain their Teacher Registration.

Note that staff are required to familiarise themselves with the College Child Protection Policy.

All employees recognise and accept that multi skilling is an essential component of the College and all employees may be required from time to time to undertake duties that are outside their normal position description but within their skills, competency and capability.

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

Proof of qualifications will also be required prior to commencement.

APPOINTMENT

- Teachers are appointed by the Principal in consultation with the Executive Leadership Team and after discussion with the Head of Primary School, Head of Secondary School or the Head of Department (Senior) in which the teacher will be appointed. The appointee is responsible to the Principal, Head of Secondary School, or the Head of Primary School.
- The position will attract a salary and teaching load as determined through discussion on appointment and will be reviewed by the Principal on the basis of the current Workplace Agreement.
- Teachers are required to provide quality education in support of the ethos of the College, by managing classes and students effectively; ensuring cognisance of the syllabus and work program expectations; promoting learning as something to be enjoyed and maximised for each student throughout every lesson; fulfilling the "teacher's role" in and out of class; maintaining good order and discipline; and providing a caring environment.

KEY ACCOUNTABILITIES:

Curriculum

- Teach the allocated timetables of classes in the Junior, Middle or Senior Schools as applicable.
- Be innovative where appropriate and make best use of the College's resources in teaching.
- Accept that there exist individual differences in ability, personality, need and learning styles in students, and always attempt to cater for these differences.
- Give students regular feedback (oral and written) on academic performance and behaviour.
- Keep abreast of changes in content, methodology, techniques for evaluation and measurement in pertinent teaching areas, subjects or discipline/s.
- Attend professional development programs to enhance teaching skills and knowledge.
- Follow College policy in relation to academic matters, including the work programs, assignments and testing, and QCAA requirements.
- Undertake tasks assigned by the Heads of Primary, Secondary School or the Head of Department (as applicable) including course trialling and development, assessment preparation, resource development, organisation of subject days, competitions etc.
- Participate in the College, Outdoor Education Program.
- Provide reports to parents at meetings, interviews and in writing as required.

- Supervise other classes as required.

Organisation

- Be a good role model for students in personal expectations, dress, demeanour and support of the Christian values and Anglican ethos of the College.
- Know and implement emergency and accident procedures.
- Accept responsibility for the pastoral needs of students inside and outside the classroom. This includes students not actually in timetabled classes.
- Actively support the College Behaviour Management Policy and insist on acceptable standards of behaviour, including dress, in students.
- Encourage students to take responsibility for their own actions and make them aware of the need to show respect for others in interpersonal relationships.
- Be punctual to classes, tutor groups, house meetings, assemblies, chapel services, playground duties and other areas of supervision.
- Deal with irresponsible or improper behaviour in the first instance or report same. Recurring problems should be reported to the Principal, Heads of Primary, Secondary School.
- Report student's academic problems to the Head of Department or the Head of Primary, Secondary School.
- Report continuing or significant behavioural problems and academic problems to the parents at the earliest opportunity.
- Report disciplinary issues and failure to complete homework to parents as and when it occurs, through the Student Diary.
- Note and report absent students.

Pastoral Care

- Take an active role in the pastoral care of all students.
- Fulfil the role of Tutor within the House structure (Middle and Senior Schools only).
- Insist on just actions and encourage consideration, kindness and integrity in interpersonal relationships.
- Encourage students to use the pastoral care and personal development opportunities provided.
- Report promptly student needs in the appropriate way.
- Ensure that the College environment remains clean and pleasant.
- Insist that litter be placed in the bins to promote a healthy physical environment.
- Participate in the Co-curricular life of the College including House activities, worship, open days and other identified functions.
- Participate in the College's Extra-curricular program.

Admissions

- Support the College's Admissions program by publicly and privately supporting the College to past, present and future families.
- Support the Admissions program wherever possible by attending specific events. i.e. public shows etc.

Other

- Carry out other duties as required by the Principal.



FRASER COAST ANGLICAN COLLEGE

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 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 center 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 practiced.

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 where it exists; and
- respond swiftly and appropriately 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.

Source: Working with Children in Anglican Education Policy v1.0 (2020)

Enriching Body, Mind & Spirit