



## POSITION DESCRIPTION

<b>Position Title</b>	Secondary Teacher
<b>Employment Type</b>	Term of appointment included in contract: Continuing/Fixed Term, Full-time/Part-time/Casual
<b>Classification</b>	Teacher classification in Accordance with Catholic Employing Authorities Single Enterprise Collective Agreement – Religious Institute Schools of Queensland
<b>Reports to</b>	Principal

### OUR ORGANISATION

Based at Indooroopilly, Brigidine College is a Year 5-12 Catholic girls' school. As a Kildare Ministries' school in the Brigidine tradition, we are committed to providing a holistic education that creates authentic, compassionate and dependable women keen to make a difference in the world since 1929.

Brigidine College fosters a positive and supportive environment within the context of Christian values. While maintaining a commitment to excellence, we pride ourselves on promoting a safe and inclusive school community, cultivating a culture of continual improvement, and supporting staff to model wellbeing, and formation. Becoming a member of the Brigidine team means working with others who are passionate about learning and enjoy working in a strong, values driven culture.

#### Our Vision

We are a sustainable presence in the community providing an innovative education for young women in the Brigidine tradition.

#### Our Mission

An inclusive community of faith and learning that challenges and inspires young women to be active voices of Strength and Gentleness.

#### Our Values

Kildare Ministries	Brigidine College Indooroopilly
<b>Justice:</b> Making the needs of the vulnerable paramount	Be faithful to our Catholic heritage
<b>Wonder:</b> Celebrating all that is good with joy and gratitude	Welcome all people, especially the most vulnerable
<b>Courage:</b> Speaking and acting with integrity	Celebrate all that is good with joy and gratitude
<b>Compassion:</b> Walking with and having empathy for all	Engender a love of learning, hope and a sense of purpose
<b>Hope:</b> Bringing a sense of purpose	Model and practise justice and service
<b>Hospitality:</b> Welcoming All	

# POSITION DESCRIPTION



## Our Touchstones

*Living the Brigidine tradition and Catholic Mission in a contemporary way. This vision is to be achieved through active engagement in the four Touchstones for Learning:*

Faith and Mission	<i>Theology in the Contemporary World</i>
Teaching and Learning	<i>Educating the Whole Person</i>
College Community	<i>Formation and Wellbeing</i>
Sustainable Presence	<i>Sustainable Community Infrastructure and Resourcing</i>

## POSITION OVERVIEW

Teachers play a crucial role in the delivery of an outstanding education and in promoting a safe and inclusive school community where students can achieve their potential.

Teachers are the most vital factors in determining the degree to which the vision of the College is realised for its students. It is what teachers believe, know and do that enables the vision to become a reality.

Teachers are accountable to the Principal through the various curriculum, pastoral care and community development structures within the College for their ethos, academic, pastoral, professional developmental and administrative responsibilities.

## KEY ROLE ACCOUNTABILITIES

### Religious and Community

Supports and implements the vision and ethos of the College:

- Gain a thorough knowledge of the ethos of the College as expressed in the Mission Statement and College policies.
- Support the Principles of Teaching in a Catholic School.
- Apply the Brigidine philosophy in all interactions with students and members of the school community.
- Articulate the College ethos and policies and procedures in relation to students' responsibilities.
- Support the Wellbeing Policy.
- Participate in liturgies, classroom prayers and other religious rituals.
- Support the cocurricular and community life of the College.

Values and supports the individual differences and potential of each student:

- Implement strategies gained in collaboration/consultation with educational support staff.
- Cater for the range of individual student abilities and cultures.
- Encourage students to strive for the highest standard according to their abilities.
- Record pertinent information about the achievement of students.
- Provide high quality feedback to students on their learning.
- Provide prompt and regular feedback.

Strives to establish positive, supportive relationships which empower students and actively supports the House Leaders in the pastoral house system:

- Be an effective Home Room teacher.
- Help students to develop positive self-concepts.
- Create an environment in which interactions are considerate and respectful.

- Establish with students, clear expectations of standards of conduct.
- Use constructive methods of monitoring and managing student behaviour seeing all complex problems through to resolution.
- Provide a safe learning environment.
- Show an active interest in meeting the needs of students.
- Maintain appropriate confidentiality.
- Observe the College professional standards of student care and protection.
- Facilitate co-operation and working in teams.

## Teaching and Learning

Focuses on teaching and learning according to the College Learning Framework:

- Model learning for students and convey enthusiasm for the curriculum area.
- Facilitate student-directed learning.
- Set goals which convey high expectations for student achievement.
- Encourage students to develop higher order thinking skills.
- Co-operate with other staff in planning schedules of activities.
- Create an open, ordered and supportive classroom in which opportunities for students to learn are maximised.
- Show flexibility in reflecting upon and in carrying out teaching activities.

Implements unit plans in consultation with other team members:

- Collaborate in the writing of unit plans.
- Participate in team meetings.
- Make short and long-range curriculum plans for classes.
- Plan appropriate sequencing of learning experiences.
- Develop and implement effective assessment tasks.
- Moderate student results in consultation with the relevant staff.
- Contribute to the implementation of required QCAA procedures.

Strives to motivate students to learn:

- Generate a sense of enthusiasm among students.
- Motivate by constructive feedback and praise.
- Be responsive to the differing learning styles of students.
- Provide opportunities for student expression in a variety of ways.
- Relate curriculum to situations within the experience of students.
- Develop learning activities that are challenging and interesting to students.
- Stimulate students to participate constructively in class discussions and activities.

Monitors student performance and progress within classes:

- Maintain an effective system for recording student results.
- Adhere to record keeping procedures.
- Monitor the development of students over time according to appropriate learning indicators in consultation with Leaders of Learning.
- Monitor the results of individual students to ensure that their individual needs are met through modification of strategies as required, or, in liaison with the Leaders of Learning through the modification of programs.
- Report to parents according to College procedures.

## Professional Learning and Development

Reflects on teaching with a view to improvement:

- Participate in the Professional Learning and Development process within the College.
- Participate in the development of school policies and procedures.

Maintains and models current knowledge of curriculum, theories of learning and assessment of programs:

- Seek opportunities for professional development to enhance curriculum knowledge and teaching skills.
- Share expertise and skills during staff development programs.

Mentors and supports other teachers:

- Participate in appropriate induction programs.
- Assist beginning and new teachers to become familiar with the vision and procedures of the College/ department.
- Share ideas, materials and methods with professional colleagues.

## Administration

Completes administrative and organisational tasks efficiently and consistently:

- Communicate effectively with parents.
- Adhere to procedures which implement duty of care responsibilities in the classroom, out of classroom activities and playground duty.
- Carry out procedures relating to classroom and home room duties.
- Keep accurate records.

Manages resources safely and effectively:

- Implement risk management strategies and WHS procedures.
- Be aware of resources available within the College.
- Adapt available resources to the individual needs of students.
- Take special care that classrooms are in order and tidy with special care to be taken in the efficient use of lighting, fans and air-conditioners.
- Model special care for the environment.

## OTHER KEY ACCOUNTABILITIES

### Student Protection

- Student protection is everyone's responsibility. At Brigidine College all persons undertaking work for or on behalf of the College, have a shared responsibility for contributing to the safety and protection of children. All persons are required to be familiar with the content of our Student Protection documents, including but not limited to Policies, Procedures, Codes of Conduct and Guidelines and their legal obligations with respect to the reporting of child abuse. It is each individual's responsibility to be aware of key risk indicators of child abuse, to be observant, and to raise any concerns they may have relating to child abuse. All individuals are required to fully participate in and understand the content of any training provided.

### Risk Management

- Risk Management is the responsibility of all persons undertaking work for or on behalf of the College. Workers must comply with the risk management roles and responsibilities associated with their position and adhere to Brigidine College's Risk Management Procedures.

## Workplace, Health and Safety

- Actively participate in the promotion of a safe and healthy workplace by performing all tasks in accordance with safety instructions, adhering to responsibilities as outlined in the Workplace Health & Safety Policies, and proactively identifying and reporting all hazards, incidents and injuries to managers.

## Shared Behaviours

- Be committed to the goals, ethos and Mission of the College as a Catholic School in the Brigidine tradition.
- Display a high level of professional competency and ensure that behaviour and personal presentation reflect the College's values and professional expectations.
- Have an awareness of and support for the policies, procedures and practices of Brigidine College Indoors.
- Maintain a high degree of confidentiality in all work-related matters and compliance with organisational policies and procedures.

## Other Duties

- Perform any other duties associated with Brigidine College objectives as reasonably directed by the Principal or delegate.

## KEY SELECTION CRITERIA

### Essential:

- Current full registration, or current provisional registration with eligibility for full registration as a teacher in Queensland.
- Demonstrated competence against the Australian Professional Standards for Teachers across professional knowledge, practice and engagement.
- Ability to apply appropriate knowledge in order to plan and prepare innovative teaching and learning programs in your nominated area/s which meet the diverse characteristics, needs and learning styles of students; and are consistent with relevant syllabi, curriculum policies, unit plans and education trends.
- Knowledge of and the ability to implement effective learner-centred and inclusive teaching and learning processes, including the use of learning technology and assessment, to establish a challenging learning environment in which students are encouraged to work towards attainment of their potential.
- Ability to communicate effectively with students including the use of appropriate interpersonal skills, and the ability to plan and apply appropriate behaviour management strategies that contribute to the establishment and maintenance of a supportive learning environment.
- An understanding of the need to work collaboratively with school staff and members of the wider community in order to establish productive partnerships and achieve educational outcomes.
- Proactively engage with professional learning to enhance student learning outcomes.