POSITION DESCRIPTION

Secondary Teacher – Biology

About St John's Anglican College

St John's Anglican College is the leading Kindergarten to Year 12 coeducational school in south west Brisbane. St John's offers personalised learning for exceptional achievement and is a place for the development of the mind, innovation, creativity, inspiration and wellbeing for the nurturing of the spirit shaped by Christian values. Our graduates are well educated, respectful, resilient and compassionate; equipped to be people of influence in their communities. Our teachers care about their students and are leaders in learning, focused on providing the best possible educational environment and ensuring that each child's academic potential is maximised. We value and acknowledge the skills, energy and commitment of our employees. Accordingly, we seek to attract, develop and retain staff of the highest calibre and provide a working environment that enables them to maximise their contribution to achieving the College's vision, mission and values.

Student Protection

Anglican schools support the rights of children and young people and are committed to ensure the safety, welfare and wellbeing of students. Anglican schools are therefore committed to responding to allegations of student harm resulting from the conduct or actions of any person including that of employees. This commitment includes the provision of a safe and supportive living and learning environment for all students and requires all employees, volunteers and visitors to model and encourage behaviour that upholds the dignity and protection of students from harm.

POSITION DETAILS			
Department:	Science	Location:	Secondary campus
Position reports to:	Head of Department, Science		
Positions reporting to this role:	Nil		
Status:	Permanent, Full-Time		
Salary Level:	Teacher Classification Structure		
Academic Qualifications required:	Tertiary qualifications appropriate to Teaching		
Registration Requirements:	Provisional or Full Registration with Queensland College of Teachers		
Required experience:	Demonstrated teaching experience including the delivery of Biology and other subject area programs to all year levels.		

Purpose of the position

Responsible to the Principal and under the direction of the Deputy Principal the Teacher contributes to the College's aims and philosophy of developing and delivering a contemporary, innovative curriculum which is underpinned by clear expectations about high quality learning outcomes and standards to be achieved and which is appropriate to a modern, technological and culturally diverse society. The Teacher nurtures self-esteem, encourages self-reflection and develops compassion, respect, and tolerance as a foundation on which children may build their lives in a school environment that values education within a sustaining and life giving Christian community significantly underpins the daily work of the school and the development of the curriculum.

Duty of Care

The Teacher will contribute to the College's duty of care for both staff and students by adhering to all requirements relating to the development of an environment which is free from the risk of injury, harm and/or disease as required by the Work Health and Safety and Child Protection Acts and relevant College policies and practices.

College Expectations

Teachers at St John's Anglican College will be:

- Supportive of the Aims and Philosophy of the College
- Supportive of the Christian values and ethos of the College
- Focused on the needs of the College's clients
- Committed to the holistic education of the students in their care
- Active participants in the professional learning community
- Continuously improving their teaching practice and professional knowledge base
- Facilitators of positive and productive community relationships
- Focused on developing a culture of excellence

DOMAINS OF PROFESSIONAL RESPONSIBILITY	
The Teacher is responsible for meeting the following domains of professional responsibility. These responsibilities should be read within the context of the Statement of Principles of Learning and Teaching below and are expanded on the Teachers Standards of Practice to reflect the context of teaching in an independent school.	
Student Protection:	The Teacher will know, understand, apply and abide by all requirements of the Student Protection in Anglican Schools Policy and Procedures.
Commitment to the College Vision and Goals:	The Teacher demonstrates a commitment to the College aims and philosophy in holistic education and supports the College's worship and value based approaches. This commitment includes actively supporting and participating in the College extra curriculum program. The Teacher will embrace change and support College development, with a particular focus on building positive and productive relationships with children and their families.
Commitment to Students and Student Learning:	The Teacher designs, documents, implements and evaluates contemporary, innovative and informed curriculum programs; creating a learning environment that encourages students to be problem solvers, decision makers and lifelong learners who are contributing members of society. The Teacher demonstrates a commitment to the pastoral care and personal development of all students;

	treating students equitably, with respect and sensitive to factors that influence individual student learning and achievement.
Collaboration within the Learning Community:	The Teacher promotes and participates in the creation and maintenance of a collaborative and supportive learning community; upholding the values and standards of the learning community. The Teacher works collaboratively as a member of multi-disciplinary teams to enhance student learning and achievement; talking collegially about practice – frequently, continuously and precisely; observing one another engaged in the practice of teaching and administration – reflecting and talking about action; teaching one another what they know about teaching, learning and leading.
Reflective Practice and Ongoing Professional Renewal:	The Teacher will demonstrate a commitment to professional development by actively engaging in ongoing professional learning; applying it to their professional practice. The Teacher refines their professional practice through regular inquiry, learning and reflection; engaging in self-directed learning informed by experience, research and collaboration with other professionals; and actively participates in the Professional Review and Learning Program.
Professional Knowledge:	The Teacher maintains and enhances their knowledge of subject discipline; develops thorough understanding of the stages of child and adolescent development and how best to support the development of students academically, physically, socially and spiritually. The Teacher knows and develops a variety of effective teaching and assessment practices and knows and develops a variety of effective classroom management strategies.
Professional Practice:	The Teacher intellectually challenges student learning experiences with teaching strategies, techniques and plans that value the diversity of the learning experience; maintaining a strong language literacy and numeracy focus. Teachers assess and report constructively on student learning and communicate effectively with parents, students and peers. Teachers use appropriate information and communication technology in their teaching practice and related professional responsibilities.
All employees recognise and accept that multi-skilling is an essential component of employment with the College and that they may be required to undertake duties that are outside their normal position description but within their skills, competency and capability.	

SELECTION CRITERIA/COMPETENCIES
The ideal candidate will possess the following competencies, skills, qualifications and experience.
• Ability to design, document, implement and evaluate contemporary, innovative and informed curriculum programs. • Thorough knowledge of relevant subject content, syllabi; a sound understanding of the QCAA syllabus particularly for Biology. • A thorough understanding of the stages of child and adolescent development and how best to support the development of children academically, physically, socially and spiritually. • Ability to utilise a range of teaching strategies to meet the learning needs and styles of a wide range of students. • Ability to implement effective behaviour management strategies to support an optimal learning environment. • Ability to integrate information and communication technology into teaching and learning. • Sound interpersonal and communication skills; ability to build positive and co-operative relationships with students, peers, parents and colleagues. • Ability to work effectively in teams.

- Commitment to and participation in the co-curricular and extracurricular programs of the College, particularly the coaching of sporting teams, attendance at camps and support of various out-of-hours activities.
- Sound organisation and time management skills; well-organised, with the ability to meet deadlines.
- Commitment to the Christian ethos of the College and take a role in the College's Pastoral Care program.
- Must be registered with the Queensland College of Teachers

St John's Anglican College Statement of Principles of Learning and Teaching

The College believes that effective learning occurs both in the classroom and beyond when:

- The Teacher has a growth mindset.
- There are high expectations of success.
- The Teacher is enthusiastic and knowledgeable.
- Students receive constructive feedback and recognition.
- Students are motivated and take responsibility for their learning.
- Students believe that effort makes a difference.
- Students feel safe and able to take risks.
- Habits of learning are fostered through meaningful homework.
- Students have personal ownership of their own learning.
- Tasks are action orientated and inquiry based.
- Tasks are reflected in real life experiences.
- Consistent with the ethos of the College, the students' sense of worth is fostered.

It follows that effective teaching must incorporate:

- Teachers setting high expectations for student achievement.
- Teaching strategies which provide for rigour, challenge and engagement.
- The use of a wide range of teaching strategies and approaches including:
    - Active learning and inquiry based methods.
    - Opportunities for cooperative learning.
    - Providing frequent and timely feedback on student progress.
    - Project based and problem solving activities.
    - The setting and marking of meaningful homework and encouragement of good study habits.
    - Differentiated assessment techniques to extend student learning.
    - Opportunities for students to gain control over their learning through:
        - The teaching of thinking skills and other meta-cognitive processes.
        - The use of teaching strategies which embrace different learning styles.
        - A focus on the teaching of thinking skills and processes.
        - The use of frameworks such as work plans and schedules.

- A focus on strong communication between student and the Teacher characterised by encouragement, constructive feedback and recognition.
- A strong focus on high levels of literacy and numeracy.
- A positive and safe learning environment which fosters self-worth and risk taking.

Important information

People who work for St John's Anglican College must comply with the Code of Conduct, relevant legislation, policies and procedures.

- A Safe Ministry Check will be conducted on recommended candidates in relation to any circumstances which exist that may conflict with the candidate's employment at St John's Anglican College.
- People appointed to teaching positions must have current registration with the Queensland College of Teachers and the ability to maintain their registration in accordance with the *Education (Queensland College of Teachers) Act 2005*.