



# ST JOHN'S

## Anglican College

## POSITION DESCRIPTION

### Learning Enhancement and Support Teacher - Secondary

#### Overview of St John's

St John's Anglican College is the leading Kindergarten to Year 12 coeducational school in south west Brisbane and is an International Baccalaureate World School for the Primary Years Program. St John's Anglican College strives to provide an extraordinary, globally innovative and future-focused education from Kindergarten to Year 12. 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 mission, vision and values.

#### Mission

St John's inspires lifelong learning by living faith with the courage to lead self and serve others.

"where learning comes alive"

#### Vision

Every learner is empowered to excel and equipped to embrace the challenge of any future.

"developing people of good character"

## Values

**Faith** – We are guided by faith in God, our community and our self.

**Hope** – We believe in the power of mindset and attitude. We foster a positive, safe, optimistic and empowering environment.

**Love** – We flourish by demonstrating cooperation, encouragement, compassion and joy.

**Courage** – We grow by being brave, confident, determined, resilient and putting in the effort.

**Community** – We are service-led and do so with respect by nurturing and celebrating relationships and traditions.

**Justice** – We stand for inclusivity, equity, acceptance of diversity and are stewards of the environment.

## Student Protection

The following Statement of Commitment seeks to provide a foundation to reflect, encourage and support a child safe culture.

The Statement is to be implemented by all persons within an Anglican School or Education and Care Service.

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 centre 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.

POSITION DETAILS			
Department:	Learning Enhancement and Support	Location:	Secondary Campus
Position reports to:	Deputy Principal, Curriculum and Innovation		
Positions reporting to this role:	Learning Enhancement and Support Teacher Aides		
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 secondary teaching experience and significant experience working within a Learning Enhancement and Support environment.		

## Purpose of the position

Responsible to the Principal, and under the direction of the Deputy Principal, Curriculum and Innovation, the Learning Enhancement and Support Teacher contributes to the College's aims and philosophy of developing and delivering a contemporary, innovative Learning Enhancement and Support program. This 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 Learning Enhancement and Support Teacher nurtures self-esteem, encourages self-reflection and develops compassion, respect, and tolerance as a foundation on which children may build their lives.

## Duty of Care

The Learning Enhancement and Support 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 Learning Enhancement and Support 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 Learning Enhancement and Support 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 Learning Enhancement and Support 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 Learning Enhancement and Support Teacher designs, documents, implements and evaluates a contemporary, innovative and informed Learning Enhancement and Support program; creating a learning environment that encourages students to be problem solvers, decision makers and lifelong learners who are contributing members of society. The Learning Enhancement and Support 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 Learning Enhancement and Support 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 Learning Enhancement and Support 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 Learning Enhancement and Support Teacher will demonstrate a commitment to professional development by actively engaging in ongoing professional learning; applying it to their professional practice. The Learning Enhancement and Support 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 My Professional Development Program.
Professional Knowledge:	The Learning Enhancement and Support 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 maintains and enhances their knowledge of the QCAA SATE system and the ACARA Australian Curriculum. The Learning Enhancement and Support 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 Learning Enhancement and Support 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 learning enhancement and support programs.
- Thorough knowledge of learning enhancement and support programs, syllabi; a sound understanding QCAA syllabus and the Australian Curriculum.
- An understanding of, and adherence to the AITSL Professional Standards for Teachers.
- 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*.