



# **0.5 FTE Primary Specialist Teacher Performing Arts**

EMPLOYMENT PACKAGE

# Positions Vacant

Suncoast Christian College is established as a ministry of Suncoast Christian Church, a member of Christian Outreach Centres Australia.

Situated on the beautiful Sunshine Coast, this well-established Pre-prep to Year 12 co-educational, Christian College of 800 students invites applications from suitably qualified passionate and dynamic applicants with who are supportive of the aims of Christian Education.

This is a 0.5 Full Time Equivalent (FTE) contract position commencing as a Primary Specialist Performing Arts Teacher to replace a staff member on long service leave from Tuesday 16 July to Tuesday 13 August inclusive.

The position is 0.5 FTE working part time on Tuesday and Wednesday and all day Thursday. Primary Dance and/or Music speciality preferred.

The successful applicant will have an appropriate educational qualification in Primary education.

Applications are made by electronic submission. Applicants are to complete and submit the on-line Application for Employment form on the College website. The form enables applicants to attach covering letters and CV and other supporting documentation and then submit their application.

Completed applications must be submitted via the online system prior to 4pm Wednesday 12 June.

Queries about the position can be made to the Principal's Assistant, Ms Michelle Frost, at [mfrost@suncoastcc.qld.edu.au](mailto:mfrost@suncoastcc.qld.edu.au).

Receipt of your application will be acknowledged by email.

## The Selection Process

Short-listing will be undertaken by members of a selection panel. All applicants will be notified of the selection panels' decisions within two weeks of the closing date.

Only short-listed applicants will be interviewed. The interview will consist of a series of questions based on determining the capacity of the applicants to undertake the role description. Applicants will be given the opportunity to explain and expand on the information provided in their application.

Applicants may be required to give examples of how they would handle case scenario situations.

All applicants will be notified of the outcome of interviews and unsuccessful applicants may, at the discretion of the panel, obtain feedback on their application and interview by contacting the selection panel.

# General Employment Conditions

Wages and conditions of employment will be in accordance with the relevant award and the Suncoast Christian College Collective Enterprise Agreement 2018.

Payments are made directly to a bank/credit union account on a fortnightly basis. The College is a smoke and alcohol free environment. No smoking or alcohol consumption is permitted on campus or whilst operating any vehicle.

Policies and procedures are in place for College staff including those required by workplace laws. It is important that these policies and procedures are adhered to.

The College is committed to a safe and healthy workplace and has various policy and procedure documents including a Workplace Health & Safety policy.

All new employees undergo an induction upon commencement of employment.

## Position Description – Primary Specialist Teacher Performing Arts

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| <b>1. POSITION TITLE:</b>               | <b>Primary Specialist Teacher Performing Arts</b>  |
| <b>2. EMPLOYMENT STATUS:</b>            | 0.5 Full Time Equivalent (FTE) part time contract  |
| <b>3. SECTION:</b>                      | Primary School   |
| <b>4. MAIN PURPOSE OF THE POSITION:</b> | To provide quality teaching and learning and pastoral care within the College's Biblical framework and Christian culture |
| <b>5. POSITION IN THE ORGANISATION:</b> | <i>(see Staff Responsibility Flow Chart)</i>   |
| <b>6. DIRECTLY RESPONSIBLE TO:</b>      | Directly responsible to: Head of Primary and members of Leadership Team.   |

### 7. THE POSITION:

Teachers work and operate within a framework of Christian values. The College's five core values arise from its mission. Staff are driven by a desire to provide a Christ-centred education that promotes life-long learning, develops excellence and Christian character, and fosters social responsibility.

What these values mean for staff and their work in teaching and learning, pastoral care of students and their partnership with each other and our families has been developed by staff and this is described in the Staff Handbook.

In addition, the Staff Handbook contains what staff understand to be the impact of our values on curriculum, teaching and learning, what it means to teach for Christian commitment through our curriculum as well as what we believe to be the aims of a Christ-Centred curriculum.

Teachers exhibit godly relationships and maintain good relationships with other staff, students, and parents. She/he adopts a co-operative spirit, sensitively expresses convictions on professional matters and accepts group decisions graciously and abides by same. Teachers use discretion and consideration in speaking of the College or of colleagues and reflect a spirit of Christian love in dealing with students. The teacher provides for individual emotional, physical and social differences and stimulates the development of Christian character inside and outside of the classroom.

### 8. KEY RESPONSIBILITIES:

Consistent with the Biblical basis of the College and its values and culture, teachers are responsible for demonstrating the National professional standards for teachers within the three domains of Professional Knowledge, Professional Practice and Professional Engagement.

These seven responsibilities are to:

1. Know students and how they learn
2. Know the content and how to teach it
3. Plan for and implement effective teaching and learning
4. Create and maintain supportive and safe learning environments
5. Assess, provide feedback and report on student learning

6. Engage in professional learning
7. Engage professionally with colleagues, parents/carers and the community

### **Professional Knowledge**

1. Know students and how they learn

This involves

- a) understanding the ways in which students develop in their understanding of God;
- b) using teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning;
- c) structuring teaching programs using research and collegial advice about how students learn; and
- d) Designing and implementing teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.

2. Know the content and how to teach it

This involves

- a) knowledge of the Bible as it relates to content and the teaching of content;
- b) understanding the philosophical framework(s) influencing the ways in which content is framed and the ways in which a Christian perspective may be taught to students;
- c) applying knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities;
- d) organising content into coherent, well-sequenced learning and teaching programs;
- e) designing and implementing learning and teaching programs using knowledge of curriculum, assessment and reporting requirements;
- f) providing opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander and other histories, cultures and languages;
- g) applying knowledge and understanding of effective teaching strategies to support students' literacy and numeracy achievement; and
- h) Using effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful.

### **Professional Practice**

3. Plan for and implement effective teaching and learning

This involves

- a) appropriate integration of a Christian perspective throughout programs;
- b) setting explicit, challenging and achievable learning goals for all students;
- c) planning and implementing well-structured learning and teaching programs or lesson sequences that engage students and promote learning;
- d) selecting and using relevant teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking;
- e) selecting and/or creating and using a range of resources, including ICT, to engage students in their learning;

- f) using effective verbal and non-verbal communication strategies to support student understanding, participation, engagement and achievement;
- g) evaluating personal teaching and learning programs using evidence, including feedback from students and student assessment data, to inform planning; and
- h) Planning for appropriate and contextually relevant opportunities for parents/carers to be involved in their children's learning.

#### 4. Create and maintain supportive and safe learning environments

This involves

- a) integrating a Biblical understanding of community, human nature, justice and welfare/discipline into policy and practice;
- b) establishing and implementing inclusive and positive interactions to engage and support all students in classroom activities;
- c) establishing and maintaining orderly and workable routines to create an environment where student time is spent on learning tasks;
- d) managing challenging behaviour by establishing and negotiating clear expectations with students and addressing discipline issues promptly, fairly and respectfully;
- e) ensuring students' wellbeing and safety within school by implementing school and/or system, curriculum and legislative requirements; and
- f) Incorporating strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.

#### 5. Assess, provide feedback and report on student learning

This involves

- a) developing a personal philosophy of Christian Education based on Biblical principles;
- b) developing, selecting and using informal and formal, diagnostic, formative and summative assessment strategies to assess student learning;
- c) providing timely, effective and appropriate feedback to students about their achievement relative to their learning goals;
- d) understanding and participating in assessment moderation activities to support consistent and comparable judgements of student learning;
- e) using student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice; and
- f) Reporting clearly, accurately and respectfully to students and parents/carers about student achievement, making use of accurate and reliable records.

### **Professional Engagement**

#### 6. Engage in professional learning

This involves

- a) having knowledge about and engagement with the College, its Christian ethos and vision;
- b) contributing to the development of distinctive Christian practice in the college, profession and wider community;

- c) using the National Professional Standards for Teachers and advice from colleagues to identify and plan professional learning needs;
  - d) participating in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities;
  - e) contributing to collegial discussions and applying constructive feedback from colleagues to improve professional knowledge and practice; and
  - f) Undertaking professional learning programs designed to address identified student learning needs.
7. Engage professionally with colleagues, parents/carers and the community

This involves

- a) complying with the College's Code of Conduct and the ethics and conduct established by regulatory authorities, systems and schools;
- b) understanding the implications of and complying with relevant legislative, administrative, organisational and professional requirements, policies and processes;
- c) establishing and maintaining respectful collaborative relationships with parents/carers regarding their children's learning and wellbeing; and
- d) Participating in professional and community networks and forums to broaden knowledge and improve practice.

## 9. GENERIC WORK SKILLS & DISPOSITION:

### a) Interpersonal Relationships

- Works effectively and co-operatively with other team members.
- Considers impact of own actions on other team members, students and parents.
- Is committed to behaviour that reflects the Fruits of the Spirit and in a manner that fosters a positive team approach.

### b) Professionalism

- Attendance at meetings.
- Punctuality and adhering to timelines.
- Dress standard.
- Engagement and contribution.
- Adherence to code of conduct.

### c) Analysis & Problem Solving

- Breaks information into component parts, patterns and relationships whilst maintaining a sense of big picture and purpose.
- Seeks further information or a greater understanding of a situation.
- Uses logical and rational judgement and criteria.
- Approach is underpinned by Christian worldview.
- Thinks and works ethically and wisely.

### d) Communication

- Confidently represents self and the College.
- Effective in verbal, written, and electronic communication within and outside the College.
- Adjusts style to suit the person and the scenario.

### e) Forward Thinking & Planning

- Anticipates tasks, situations and future events taking into account the College calendar, colleagues and others.
- Manages time effectively.
- Anticipates implications due to changed circumstances.

- f) Responsibility & Accountability**
  - Demonstrates initiative.
  - Responds positively to accountability and direction.
  - Is accountable for their decisions and individual outcomes.
- g) Adaptability**
  - Adopts a flexible approach to new or changing situations.
  - Is open to suggestions for doing things differently.
  - Encourages others to embrace new ways of doing things.
- h) Decisiveness**
  - Prepared to make decisions.
  - Makes timely decisions.
  - Commits to a definite course of action.
  - Decisions and actions taken are appropriate to the situation.
- i) Productivity**
  - Has processes to achieve required outcomes.
  - Maintains quality at all times.
  - Uses assigned resources to achieve desired objectives.

## 10. WORK HEALTH & SAFETY:

- a) promote a positive safety culture in the College;
- b) support the Principal in the establishment of a WHS Management System and in the carrying out of various roles and responsibilities in WHS;
- c) assist with the integration of the WHS Management System with other management functions of the College;
- d) comply with the College's WHS policy, safe work procedures, instructions and rules;
- e) identify any unsafe behaviour, or unsafe or unhealthy conditions and report these to the Head of Primary;
- f) adopt risk management strategies to minimise risk of injury to people and property in the workplace;
- g) be responsible for own health and safety and for the health and safety of others in the workplace who may be affected by acts or omissions at work;
- h) cooperate with the Principal or other person so far as is necessary to enable compliance with any requirements under the *Work Health and Safety Act 2011* and the regulations that are imposed in the interests of health, safety and welfare of the College or any other person;
- i) attend WHS education and training opportunities, as provided and apply learning;
- j) report or make such recommendations as they deem necessary to eliminate or minimise any hazards of which they are aware, regarding working conditions or methods;
- k) ensure own work areas are tidy and safe; and
- l) specific WHS roles and responsibilities include:
  - perform duties in a safe and responsible manner;
  - comply with reasonable instructions from the Head of Primary to carry out a safe work procedure;
  - wear supplied personal protection equipment;



- be familiar with the safety data sheets (SDS) for any chemicals used and abide by the directions therein, particularly for use and storage;
- seek approval from the Head of Primary prior to the purchasing of chemicals/equipment;
- do not bring unapproved chemicals on site; and
- cooperate in the annual WHS auditing process.

#### 11. OTHER TERMS & CONDITIONS OF POSITION:

- Confidentiality** - The College's affairs are to be treated as confidential and are not to be discussed or disclosed to unauthorised persons or entities and you must undertake to preserve this confidentiality at all times whether or not employed by the College.
- Personal Development** - You shall undertake such in-service training or other professional development seen as necessary by the College to maintain high standards and shall participate in the College's performance review program and bring to the attention of the Head of Primary any needs for personal professional development.
- Inherent Requirements** - You are required to acknowledge that it is an inherent requirement of the position to conform with the doctrines, tenets, beliefs or teachings of Christianity as espoused and interpreted by the College.
- Working Hours** – Your working hours are according to the above days and times. The College may require you to work for reasonable periods out of hours in relation to extracurricular activities. Time off in lieu in exchange for these periods is to be taken within six months of the activities.
- The terms of the **Suncoast Christian College Enterprise Agreement (EA)** apply to your employment.
- The College retains the **right to re-allocate or change your duties** as the need arises.



**SUNCOAST**  
CHRISTIAN COLLEGE

