



# YIRARA COLLEGE

## POSITION DESCRIPTION & PERSON SPECIFICATION

<b>College Department:</b>	Teaching & Learning
<b>Position Title:</b>	Teacher
<b>Position Code:</b>	PD EDUTL02
<b>Position Classification:</b>	Generalist Teacher
<b>Tenure:</b>	Continuing

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### 1. Summary of the broad purpose of the position in relation to the College's goals.

(Expected outcome and how it is achieved.)

The Teacher takes responsibility to apply skills associated with coordinating, developing, and delivering Curriculum throughout the College. This includes working collaboratively with Lutheran School Officers (LSO) and other staff to provide a learning environment that is creative, engaging and in which student learning outcomes are targeted and achieved.

As a Teacher operating in a Christian College for Indigenous secondary age students, there is a requirement to support a climate of mutual respect and understanding in a cross-cultural community. The role requires excellent communication skills and a capacity to develop sincere and productive relationships with students. The Teacher delivers the core curriculum within the context of authentic and life skills learning.

The role encompasses skills in research, unit and lesson planning and evaluation, effective and appropriate pedagogy, creation of teaching aids, database management, and administrative activities. The Teacher is required to maintain effective and ongoing communications with all persons associated with their role to ensure the timely delivery of necessary outcomes. All tasks have anticipated outcomes and a number of these are measured through Key Performance Indicators in a Performance Review process.

In relation to a Teacher operating in an area of Specialty Teaching, an addendum to this Position Description states the expectations of the role and of the person filling that role.

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### 2. Reporting / Working Relationships

(To whom the person reports, staff for whom the person is responsible and other significant connections and working relationships within the College.)

The immediate report for the Teacher is the Director of Teaching & Learning. They receive direction from the Director of Teaching & Learning in all aspects of the role. The Teacher works as a professional in a cooperative and collegial relationship with other staff.

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### 3. Special Conditions

The Teacher is employed under the conditions specified in the *Lutheran Schools NT Enterprise Agreement 2018*. The Teacher may be required to accompany students and other staff where a College external trip is organised. This may include working additional hours, travelling, and being away from home for short periods.

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#### 4. Extent of Authority

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In the teaching environment, the Teacher is responsible for student and classroom management. As such, the Teacher is to ensure that other staff working with them understand what is required and expected of them as they work alongside the teacher.

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#### 5. Statement of Key Outcomes & Associated Activities

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(Grouped into the Key Result Areas (KRAs), and as major areas of responsibility and activity.)

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Separate KRAs have been identified to encompass the major areas of responsibility and activity for the role of Teacher as follows:

##### **College Community & Future**

##### **Teaching**

##### **Administration**

##### **Resource Management**

The responsibilities of the Teacher in each KRA include:

##### **College Community & Future** (Christian Ethos, College Life & Future)

- Reflecting the Christian ethos of the College in a professional and compassionate capacity.
- Actively participating in the spiritual life of the College including praying with students and staff, and setting an example of Christian living.
- Actively engaging with the College Vision and Strategic Plan.
- Undertaking a personal commitment to the Staff Engagement Charter, outworking its elements in a manner of integrity, accountability and responsibility.
- Undertaking to support and promote the College Creed and assist other staff and students to do the same.
- Appreciating and respecting the Core Values of the College, practicing them in daily College life.
- Actively promoting the College within Indigenous communities and the wider community when possible.

##### **Teaching** (Curriculum & Learning Programs, Planning to Delivery, Student Support)

- Fostering a culture of collaboration, professionalism, collegiality and open communication with other staff, in particular with SCOs.
- Developing and providing an engaging and challenging program of teaching and learning using EAL/D (English-as-an-Additional Language/Dialect) methodology.
- Developing English oracy skills, particularly with regard to the use of English in a range of socio-cultural contexts.
- Developing innovative and effective curriculum delivery methods in collaboration with colleagues.
- Developing and delivering integrated units of learning in a manner that result in positive student engagement.
- Incorporating Pastoral Care activities into the teaching and learning environment.
- Teaching classes as directed by the Director of Teaching & Learning.
- Utilising and integrating ICT resources as effective tools in the learning process.
- Monitoring, assessing and reporting student learning.
- Ensuring the effective management of all WH&S requirements within the individual workspace, the teaching environment and wider College context.
- Having a comprehensive understanding and working knowledge of the College Wellbeing & Behaviour Framework.

- Undertaking ongoing training in dealing with and de-escalating serious student behaviours.
- Helping students to monitor and manage their behaviour to maximise learning opportunities for all.
- Making every effort to foster a safe and uplifting work environment.

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## **5. Statement of Key Outcomes & Associated Activities (Cont'd)**

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### **Administration** (Record-keeping, Documentation, Policies & Procedures)

- Maintaining efficient records and student information on QUAD database and as required.
- Creating reports and other documents utilising ICT resources, database software and MS Office Suite.
- Ensuring the development and recording of units of work, lesson materials and other relevant resources.
- Contributing to meetings of Teaching & Learning staff with ideas and suggestions for improved learning outcomes for students.
- Ensuring awareness of the College's policies and procedures and following them as required.
- Reporting to the Director of Teaching & Learning as required, in a structured meeting environment.

### **Resource Management** (Research, Resource Management, Media & ICT)

- Evaluating resources in the light of Christian principles, relevance to the curriculum and appropriate pedagogical practices.
- Researching, evaluating and purchasing resources as required whilst also maintaining a high standard of resource organisation and presentation.
- Engaging with Media and ICT staff to ensure appropriate technologies and resources are incorporated into planning and learning experiences.
- Utilising the allocated resource budget effectively and managing the College's resources according to requirements.

## **PERSON SPECIFICATION**

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### **1. Educational / Vocational Qualifications**

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In accordance with the *Lutheran Schools NT Enterprise Agreement 2018*, the qualifications required include:

- Minimal level of Graduate Teacher or Proficient Teacher.
- Hold or be able to obtain NT Teacher Registration.
- Current Working With Children Clearance (Ochre Card)
- Current Criminal History Check.
- Hold or be willing to gain accreditation required by Lutheran Education Australia.

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### **2. Personal Skills, Abilities & Aptitude**

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#### **Skills**

- Demonstrated effective skills in;
  - Undertaking general administrative tasks, accurate database entry and maintenance.
  - Interpersonal relations, verbal and written communications.
  - Utilising appropriate Media & ICT applications.
  - Organisational capabilities -planning, time management, leadership and problem solving.

- Working collaboratively with other members in a team.
- Suitable understanding of current MS Office applications (Word, Excel, PowerPoint) to support the role.

#### Abilities

- Support a climate of respect and understanding in a cross-cultural community.
- Be committed to advancing the wellbeing, prospects and interests of Indigenous youth.
- Professionally reflect on efficacy of one's own teaching practice.
- Foster a culture of continual improvement, professionalism and collegiality.
- Work in a team and autonomously (where required), prioritise work and meet required deadlines.

#### Aptitude

- Be willing and able to actively participate in the spiritual life of the College community, including participating in worship and acting consistently with the Core Values of the College.
- Having a strong commitment to student learning and working relationally with staff and students.
- Being a lifelong learner, undertaking mentoring and following instruction effectively.
- Demonstrating enthusiasm, patience, maturity, non-judgemental attitude and flexibility in work practices.
- Demonstrating empathy and respect for Indigenous people and their culture.

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### 3. Experience

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- Previous experience as a Teacher (highly preferred)
- Having experience with English-as-an-Additional Language/Dialect (EAL/D) learners is preferred.
- Previous experience in working closely with Indigenous students is an advantage and desirable.

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### 4. Knowledge

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- A sound understanding of adolescent development, and student management and engagement.
- An effective knowledge and use of technology applications.
- Knowledge of current curriculum directions and initiatives, the ability to evaluate and apply relevant aspects to create learning that is relevant, meaningful and engaging.
- Knowledge of and proven ability to apply relevant monitoring, assessment, reporting and pedagogy to the learning environment.

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### 5. Classification Level & Evaluation Factors

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The position of Teacher carries a Classification Level of Lutheran Schools Teacher. In accordance with *Schedule 1 - Teacher Classifications* of the *Lutheran Schools NT Enterprise Agreement 2018*, the Evaluation Factors at this Classification Level are in accordance with the seven standards as set down in the Australian Professional Standards for Teachers.

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### 6. Performance Standards & Review

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An annual Performance Review is undertaken with the Director of Teaching & Learning to determine capacity to meet the demands of the role, where additional skills training is required, and what level of satisfaction is being obtained. The basis of the Performance Review is utilising the Key Performance Indicators (KPIs) identified in Appendix A.

## COLLEGE DIRECTION & VALUES

### Our Vision

As a Lutheran College that reflects the message of Christ with passion and commitment, staff and students journey with each other in authentic learning through inspired delivery; are challenged to discover and develop their gifts and abilities whilst also discovering God's masterpiece in themselves within a place that is conducive to safe, respectful, encouraging and uplifting living.

### Our College Creed

How we live and learn at Yirara as *'One Family – God's Family'*

We love, respect and serve God, others and ourselves by:

- |                                               |                  |
|-----------------------------------------------|------------------|
| <b>Working together</b>                       | (Cooperation)    |
| <b>Looking after each other</b>               | (Empathy)        |
| <b>Acting safely</b>                          | (Responsibility) |
| <b>Making it right (when things go wrong)</b> | (Restoration)    |

*"Do to others as you would have them do to you."*

### Our Core Values

At Yirara we;

- live the message of God's love and salvation;
- accept and affirm each individual as loved of God;
- create a safe, inclusive and meaningful learning environment;
- empower individuals as lifelong learners; and
- value partnership with families.

**STAFF ENGAGEMENT CHARTER**

At Yirara College it is essential that all staff participate in the life of the College in a spirit of unity and commitment to the processes and wider vision of the College. Without this commitment a culture of individualism and division will ultimately arise which will compromise the capacity of the College to operate in a unified manner and provide the desired education for its students.

To ensure that all staff engage in a manner that is consistent with the values and objectives of Yirara College (as articulated in this *Staff Engagement Charter*), all staff are required to agree to and abide by the Engagement Charter:

**Staff Engagement Charter**

1. I understand the contents of this charter and the commitment I make by signing it.
2. I agree to
  - 1) live the message of God’s love and salvation
  - 2) subscribe to the Vision and Core Values of the College
  - 3) actively promote the College Creed
  - 4) work towards successful implementation of the College Strategic Plan
  - 5) treat others with dignity, and provide encouragement and support for those around me
  - 6) journey with other staff and students in a spirit of unity
  - 7) contribute to and engage positively in an environment of authentic learning
  - 8) be objective and positive in my contribution to change within the College environment
  - 9) uphold and follow the policies and procedures of the College
  - 10) respect leadership within the College

<p><b>Agreement</b></p> <p>As an employee of Yirara College, I agree to discharge my responsibilities as outlined in the Position Description and Person Specification, and to abide by the Staff Engagement Charter.</p>	
<p>-----</p> <p>(Print Name)</p> <p>Date:</p>	<p>-----</p> <p>(Signature)</p>
<p><b>Chris England</b></p> <p>-----</p> <p>Principal</p> <p>Date:</p>	<p>-----</p> <p>(Signature)</p>

PERFORMANCE MANAGEMENT (Appendix A)

In relation to setting goals and managing performance, Key Performance Indicators (KPIs) are put in place within each Key Result Area (KRA) so that effort can be measured and performance rewarded.

College Community & Future KPIs
Actively participates in the spiritual life of the College and sets an example of Christian living.
Actively engages with the College Vision and Strategic Plan.
Provides support to and promotes the College Creed and Core Values.
Actively participates in and contributes to the professional growth of the College community.

Administration KPIs
Maintains records, student information and reports in an accurate, timely and appropriate manner.
Actively participates and contributes to meetings of academic staff.
Manages budget and resource allocation effectively.

Resource Management KPIs
Evaluates resources in light of Christian principles and relevance to curriculum and pedagogical appropriateness.
Includes appropriate technologies and resources in both planning and providing learning experiences.
Enacts the College requirements in relation to resource management.

Australian Professional Standards for Teachers KPIs	Professional Knowledge
<b>Standard 1 - Knows students and how they learn.</b>	
1.1 Knows physical, social and intellectual development and characteristics of students. 1.2 Understands how students learn. 1.3 Demonstrates knowledge of students with diverse linguistic, cultural, religious and socioeconomic background. 1.4 Knows strategies for teaching Aboriginal students. 1.5 Differentiates teaching to meet the specific learning needs of students across the full range of abilities. 1.6 Knows strategies to support full participation of students with disability.	

Australian Professional Standards for Teachers KPIs	Professional Knowledge
<b>Standard 2 - Knows the content and how to teach it.</b>	
2.1 Knows content and teaching strategies of the teaching area. 2.2 Knows content selection and organisation. 2.3 Knows curriculum, assessment and reporting. 2.4 Understands and respects Aboriginal students to promote reconciliation. 2.5 Knows literacy and numeracy strategies. 2.6 Knows and uses Information and Communication Technology.	

## PERFORMANCE MANAGEMENT (Appendix A)

Australian Professional Standards for Teachers KPIs	Professional Practice
<b>Standard 3 - Plans for and implements effective teaching and learning.</b>	
3.1	Establishes challenging learning goals.
3.2	Plans, structures and sequences learning.
3.3	Uses teaching strategies.
3.4	Selects and uses resources.
3.5	Uses effective classroom communication.
3.6	Evaluates and improves teaching programs.
3.7	Engages parents/carers in the educative process.

Australian Professional Standards for Teachers KPIs	Professional Practice
<b>Standard 4 - Creates and maintains supportive and safe learning environments.</b>	
4.1	Supports student participation.
4.2	Manages classroom activities.
4.3	Manages challenging behaviour.
4.4	Maintains student safety.
4.5	Uses ICT safely, responsibly and ethically.
4.6	Knows and uses Information and Communication Technology.

Australian Professional Standards for Teachers KPIs	Professional Practice
<b>Standard 5 - Assesses, provides feedback and reports on student learning.</b>	
5.1	Assesses student learning.
5.2	Provides feedback to students on their learning.
5.3	Makes consistent and comparable judgements.
5.4	Interprets student data.
5.5	Reports on student achievement.

Australian Professional Standards for Teachers KPIs	Professional Engagement
<b>Standard 6 - Engages in professional learning, actively participating in the profession.</b>	
6.1	Identifies and plans professional learning needs.
6.2	Engages in professional learning and improves practices.
6.3	Engages with colleagues and improves practices.
6.4	Applies professional learning and improves student learning.

Australian Professional Standards for Teachers KPIs	Professional Engagement
<b>Standard 7 - Engages professionally with colleagues, parents/carers and the community.</b>	
7.1	Meets professional ethics and responsibilities.
7.2	Complies with legislative, administrative and organisational requirements.
7.3	Engages with parents/carers.
7.4	Engages with professional teaching networks and broader communities.