

## JOB DESCRIPTION

<b>POSITION:</b>	Secondary Classroom Teacher
<b>REPORTS TO:</b>	Faculty (KLA) Coordinator
<b>DEPARTMENT:</b>	Subject Faculty
<b>KEY RELATIONSHIPS:</b>	<ul style="list-style-type: none"> <li>• Faculty Coordinator / Faculty staff</li> <li>• Students / Parents</li> <li>• DOTAL</li> <li>• Office Staff</li> </ul>

Covenant Christian School was founded in 1978. It is a non-denominational Christian co-educational day school, with over 850 students from Preschool to Year 12. Covenant works in partnership primarily with Christian parents to be an extension of the Christian home, where God is honoured and served.

All staff are committed Christians seeking to provide a nurturing and caring environment. Teachers provide an academically rigorous Christ-centred and biblically grounded school curriculum that engages the world we live in. Covenant provides a supportive community, where the welfare of students is of great importance.

**Vision:** To faithfully serve in God's plan to restore all things under the Lordship of Jesus Christ.

**Mission:** To assist parents in the nurture of their children, by providing a Christ-centred, biblically grounded, culturally engaging and academically rigorous education to equip the children to live for God's glory.

### ROLE STATEMENT

The class teacher is responsible for implementing the vision and mission of the school in the context of the classroom and other areas of the school in which they work. Teachers are to show godly leadership to the children, expressing the outworking of their faith not only in the way they relate to students, but with all the interactions they have in their capacity as classroom teacher especially with staff and parents.

A classroom teacher should strive to understand the curriculum they teach and to communicate the content from a Christian perspective in an age appropriate manner. It is expected that a teacher will seek out and take up opportunities to develop their teaching practice.

The teacher is also expected to be involved in the wider life of the school whilst maintaining a proper work/life balance.

## KEY REQUIREMENTS

- Committed Christian, of a reformed evangelical persuasion
- Suitably qualified for the teaching position
- Can develop a culture of learning
- Well developed classroom practices

## ROLE RESPONSIBILITY

The teacher is responsible to their coordinator. In some cases they may be responsible to a number of coordinators, and then to the Deputy Principal Curriculum (7-12) who is responsible to the Principal.

## ROLE ACCOUNTABILITY

### Team member

As a member of a team of teachers and other staff, the teacher is responsible to ensure that they work cohesively in a team (or teams) of teachers responsible to relevant coordinators in line with the organizational structure of the School.

### Culture of Learning

To develop a culture of faithful use of gifts in student academic performance through the promotion of an effective climate of quality learning, teaching, academic achievement and collaborative relationships between teachers, students and parents. The learning taking place ought to be in an environment where students are valued for who they are rather than what they can do. Teachers ought to actively explore ways to differentiate the learning experiences (including assessments) in their classroom.

### Vision

- to collaborate with the members of the Team in the development and articulation of a shared Vision, Goals and Strategies for the operation of the Team
- to take up opportunities to develop an understanding of the Faculty Vision for Christian Education and develop appropriate implementation strategies
- to share the Vision with colleagues in order to collectively strive for a consistency of expectation of students and teachers across all faculties and areas of the school

### Curriculum

#### *In regard to the teaching and learning that occurs within the faculty*

- to aid the coordinator in ensuring that all subjects and courses have appropriate programs that are designed to meet the needs of the students and the requirements of BOSTES and the School
- that the programs, rationales and assessments encourage students to think biblically about the area of academic studies under their oversight
- to be aware of, and compliant with, all BOSTES requirements in regard to course specifications, mandatory hours, assessment tasks, assessment criteria and accurate record keeping and standards of the School
- to work in collaboration the faculty coordinator to provide students with special needs with effective access to the curriculum and to ensure those students with particular gifts and talents in relation to faculty courses are appropriately identified, supported and challenged

- to implement effective practices for the regular monitoring of student progress and academic standards
- to renew themselves academically by taking on courses, in-service activities and reading
- to monitor and report on the academic progress of each student within the guidelines set out by the faculty/team leader

## **Pastoral Care**

### **In working with children in and outside of the classroom**

#### **Teachers need to:**

- to have a genuine care and interest in their pupils welfare
- ensure that the classroom is orderly and implement the school's discipline policy
- report any concerns regarding the well-being of students in their care to their faculty leader or Pastoral Care Coordinator or to the Deputy Principal Pastoral Care (7-12) in cases where children may be at risk of significant harm
- be aware of their obligations as mandatory reporters of children at risk of significant harm

## **Other**

#### **Teachers need to:**

- ensure that they follow the schools dress code for staff
- ensure that they leave appropriate work for students when absent from school
- meet all deadlines that are set
- make sure that they are able to complete all the work expected of them
- inform the school if they no longer hold to the statement of faith of the school

Mr W Rusin (Principal)

July 2018