



ANNANDALE  
CHRISTIAN  
COLLEGE

*the Way, the Truth, the Life*

*Life & Learning through Christ*

## PRIMARY TEACHER - ROLE DESCRIPTION

<b><u>TITLE:</u></b>	Primary Teacher
<b><u>APPOINTED BY:</u></b>	Principal / CEO
<b><u>RESPONSIBLE TO:</u></b>	The Principal via the Deputy Principal - Primary
<b><u>TEAM LEADER:</u></b>	Teaching & Learning Team Leader and Deputy Principal - Primary
<b><u>Role:</u></b>	To assist students and teachers in the College to achieve the College Vision and Mission Statements:

### ***Vision***

*To be a college that celebrates life and learning  
through Christ-centred Education.*

### ***Mission***

*To provide quality, Christ-centred education  
through a partnership of parents, teachers and students  
which recognises the Lordship of Christ  
and the integrity of the Scriptures.*

### **Lines of Management:**

All staff members of Annandale Christian College are responsible to the Principal through an appropriate line of authority. The role of Teacher is managed by the Primary/Secondary or Teaching and Learning Team Leader and is part of the larger Teaching and Learning Team.

### **Award, EBA, Legislation**

Nothing in this Role Description overrides current Awards, EBA or legislation.

In brief, and as explained in more detail below, the role of the teacher is to

- Perform all of the general expectations of a teacher
- Work in partnership with staff, parents and families
- Take an active role in professional development
- Uphold student welfare
- Facilitate appropriate and effective student behaviour
- Perform classroom management duties
- Perform Playground duty
- Perform duties of a Care Class teacher if required
- Ensure the craft of teaching is evident in your practice
- Ensure teaching and learning is from a biblical perspective
- Be actively engaged in curriculum development
- Carry out Assessment, Evaluation & Reporting
- Participate in advancing occupational health and safety
- Follow all policies and procedures
- Report suspected child abuse

### **DETAILS OF RESPONSIBILITY**

#### **1. General Expectations (teachers)**

- 1.1. Be actively involved in the general life and community of the College.
- 1.2. Be punctual to each class and be in your class at 8:30 am at the start of the day.
- 1.3. Attend all meetings required by your Team leader and Principal, including:
- 1.4. College devotions, Weekly support buddy meeting, Weekly staff meeting.
- 1.5. Participate in Parent/Teacher interviews, Assemblies where applicable, Awards night/s, College camps where applicable and other key activities in the College calendar.
- 1.6. Carry out extra duties and class supervision as required by your Team Leader.
- 1.7. Carry out those administrative classroom requirements that are essential to the smooth operation of the College in a way that ensures targets and timelines are met.
- 1.8. Adhere to the specific requirements of a Year Level and Learning Area.
- 1.9. Dress to a standard suited to the profession in accordance with the College's dress code.
- 1.10. Maintain a tidy, organised work environment including prep areas (benches, cupboards, floor).
- 1.11. Ensure the classroom/learning space is tidy and appropriate for learning at the beginning of the activity and restored at the end (your desk, cupboards, benches, floor).
- 1.12. Ensure approval from Team Leaders is obtained before instigating special College programs, e.g. excursions, camps, sports, educational visits as per College Policy and Procedure.
- 1.13. Ensure compliance with other College Documents such as Staff Handbook, Educational Philosophy, Key Principles of Teaching & Learning Framework.

## **2. Partnerships with parents and families**

- 2.1.** Foster and appreciate the close partnership between parents and teachers in the education of children and work closely with parents.
- 2.2.** Understand and respect the distinct and complementary roles that parents and teachers have - that the teacher is not the parent and the parent is not the teacher.
- 2.3.** Contact parents in a timely manner regarding student progress, success celebrations and issues that may be occurring in the class.
- 2.4.** Clearly communicate issues of teaching and learning and ensure it is not shrouded in professional jargon.
- 2.5.** Acknowledge and apologise for mistakes when they happen and take action to avoid repetition.
- 2.6.** Use parents' expertise to enrich teaching and learning where appropriate.
- 2.7.** Respect the confidential nature of parent-teacher discussions, but seek approval for appropriate support staff to be informed.
- 2.8.** Act as a conduit between parents and College.

## **3. Partnerships with other staff and mutual support (Interpersonal Relationships)**

- 3.1.** Cooperate with Colleagues and be a supportive team member.
- 3.2.** Be collegial.
- 3.3.** Ensure prayer, scriptural principles and joy typify the collegial relationship.
- 3.4.** Ensure the College's dispute resolution process is understood and acted upon as needed.
- 3.5.** Honour other staff amongst students and the community.
- 3.6.** Contribute during staff meetings and be willing to learn from others.
- 3.7.** Respect, care for and support the well being of other staff.
- 3.8.** Be teachable – participate in honest, useful, loving dialogue.
- 3.9.** Notify the Team Leader if you notice someone is struggling.
- 3.10.** Be willing to assist others when needed.
- 3.11.** Encourage staff when you see them doing things well.

## **4. Professional Development**

- 4.1.** Increase current knowledge and expertise in areas associated with fulfilling the role – both curricular and/or co-curricular.
- 4.2.** Contribute to the professional development of other staff by sharing knowledge, ideas and resources, and by being prepared to invite others to observe classroom practice.
- 4.3.** Actively participate in the College appraisal process.
- 4.4.** Complete the checklist on PD plan which would have been decided on during staff appraisals the previous year.
- 4.5.** Attend nominated professional development days - teachers are encouraged to further their Christian professional education qualifications.

## **5. Student welfare**

- 5.1.** Respect students as people made in God's image who have a contribution to make
- 5.2.** Assume a pastoral care for students.
- 5.3.** Exercise due care and protect the safety of students at all times.
- 5.4.** Regularly familiarise students with relevant College policy and rules.
- 5.5.** Be accessible to students and encourage them.
- 5.6.** Give, in so far as is possible, the individual attention to which each student is entitled.
- 5.7.** Understand and fulfill requirements regarding mandatory reporting as per College Policy and Procedure.
- 5.8.** Seek and contribute to professional advice regarding students as needed.

- 5.9. Make students feel comfortable asking for help or sharing their thoughts.
- 5.10. Seek to establish rapport with students by engaging with them in a variety of situations both within and without the classroom setting.
- 5.11. Maintain professional confidentiality regarding information about students in accordance with Privacy Act.
- 5.12. Be familiar with students' home situations and cultural backgrounds.
- 5.13. Report situations of concern regarding students' well-being to Team Leaders.
- 5.14. Maintain a professional distance (psychologically as well as physically) from students both in and out of College as per Child Protection Policy.

## **6. Discipline**

- 6.1. Implement discipline in accordance with the College Care & Conduct Policy ensuring control is positively maintained without use of repeated threats.
- 6.2. Ensure students are polite and respect each other, yourself and visitors.
- 6.3. Demonstrate support of College rules in all dealings with students.
- 6.4. Be fair and consistent in enforcing College expectations in the classroom.
- 6.5. Follow-up on discipline personally and take ownership for any discipline required. This does not mean that repeat offenders are not sent to Admin, or that further sanctions cannot be applied.
- 6.6. Ensure appropriate documentation of positive and negative behaviors.
- 6.7. Contact parents for the good things as well as the bad (don't wait for things to escalate).

## **7. Classroom Management Practice**

- 7.1. Admit students to classroom - students are not to enter uninvited for Prep – Year 10.
- 7.2. Begin the day with a short bible devotion and time of prayer.
- 7.3. Close in prayer before lunch and at end of day.
- 7.4. Pray for students and for yourself as a teacher.
- 7.5. Check students' uniform compliance as they enter class and deal appropriately with any infringements.
- 7.6. Check students have required stationery supplies for class.
- 7.7. Accurately record student attendance including: absenteeism, lateness (8:50am) or early leaving from class.
- 7.8. Inform Team Leader of student attendance patterns.
- 7.9. Dismiss the class at the appropriate time - students are not to get up to go until they are dismissed by a teacher.
- 7.10. Insist on courtesy in the classroom,
- 7.11. Ensure classroom discussions are orderly and respectful.
- 7.12. Incorporate a deliberate seating plan for the class and evaluate the plan's effectiveness regularly. Make sure potential student issues are separated. No one in small classes to sit at back of room.
- 7.13. Stand up and move around while teaching and while students are working. Be "classroom aware".
- 7.14. Students should not be eating food in class except for designated times by the teacher, such as veggie snacks.
- 7.15. Ensure that any students failing to submit homework/assignments are held accountable for the work and if necessary hold and administer compulsory catch-up classes during lunch break.

## **8. Playground Duty**

- 8.1. Carry out rostered duties in accordance with College policy and procedure.
- 8.2. Be at your duty areas on time. Duty begins at 8:15 in the morning, includes all recess and lunch times and after school till 3:20pm.
- 8.3. Actively patrol duty area (including toilets if they are in your area).
- 8.4. Don't stay in one area or talk with particular student for too long. Keep moving.

- 8.5. Ensure no students are in a classroom without a teacher.
- 8.6. Ensure that you are wearing a hat and that students are wearing hats when outside.
- 8.7. Be vigilant and investigate suspicious behaviour.
- 8.8. Make sure your duty area is left clean and tidy.
- 8.9. Remember your duty of care applies at break times too.

## **9. Craft of Teaching**

- 9.1. Establish positive classroom management strategies and use positive rewards for excellence, achievement and attitude.
- 9.2. Be poised, confident and well prepared.
- 9.3. Ensure the classroom atmosphere is conducive to learning.
- 9.4. Have high expectations and encourage a high standard of work and an attitude of excellence exhorting students to achieve their best.
- 9.5. At the start of each lesson, communicate to students the clear learning goals to be achieved that lesson.
- 9.6. At the start of lessons, provide to the students a real life purpose for learning goals.
- 9.7. Ensure lesson goals are achieved through the use of success criteria.
- 9.8. Acknowledge the achievement of success criteria.
- 9.9. Encourage learning within the context of a collaborative venture between student and teacher, as well as amongst the students themselves.
- 9.10. Allow maximum learning opportunity for each child using differentiated strategies of: content, process, product, environment.
- 9.11. Encourage students to help each other and work harmoniously together.
- 9.12. Ensure instructions and expectations are appropriate, clearly expressed and students understand and act upon them.
- 9.13. Monitor student's written work and progress, setting learning goals for each student in collaboration with students.
- 9.14. Ensure students are 'on task' participating and engaging with the lesson content.
- 9.15. Ensure the pace of activities is appropriate and adjusted in response to student feedback.
- 9.16. Stimulate and maintain student interest and ensure learning is exciting.
- 9.17. Provide regular positive feedback to all students.
- 9.18. Encourage students to be efficient and effective stewards of the resources available in the College and the Community.
- 9.19. Ensure appropriate, current resources are available to assist learning.
- 9.20. Ensure the noise level is appropriate to the activity.
- 9.21. Communicate expectations of the Code of Conduct to students and provide an environment that facilitates compliance and respect.
- 9.22. Pose a range of low to high order questions which stimulate thoughtful responses.
- 9.23. Cultivate joy and celebration in the learning journey both in students and in the teacher.
- 9.24. Ensure homework provided is for an educational purpose and is not 'busy work' and is set and marked as per Year Level guidelines.

## **10. Life and Learning from a biblical perspective**

- 10.1. Articulate and implement a distinctively Christ-centred perspective for education through all aspects of education including curriculum planning, teaching pedagogy and classroom management in a natural spontaneous way that will foster faith.
- 10.2. Thoughtfully and prayerfully use the Bible outside 'devotions'.
- 10.3. Assist students to become increasingly aware of the biblical narrative.
- 10.4. Assist students to understand and appreciate that there are a range of understandings about issues among Christians.

- 10.5.** Encourage students to ask respectful questions of the teacher and each other.
- 10.6.** Encourage students to respectfully express their beliefs, doubts, and uncertainties without fear.
- 10.7.** Show sensitivity to students who do not currently own for themselves the biblical perspective.
- 10.8.** Demonstrate a confidence about the authority of scripture and a recognition that conclusions and responses to the Bible are distorted by human sin.
- 10.9.** Engage in conversations that challenge and motivate students to seek higher levels of involvement in Christian endeavor.

## **11. Curriculum Development**

- 11.1.** Understand curriculum requirements for your Yr level/subjects.
- 11.2.** Participate in curriculum development with colleagues.
- 11.3.** Have a thorough understanding of, and know how to access, relevant curriculum documentation.
- 11.4.** Ensure learning material given to students is current and meets contemporary expectations.
- 11.5.** Develop unit plans in context of the Australian Curriculum and College unit scope and sequence.
- 11.6.** Discuss any perceived deficiencies in unit planning/ syllabus with curriculum leaders.
- 11.7.** Develop and document courses of learning based on the Christian Worldview of Engage, Critique & Transform which fulfills the relevant curriculum documentation and is aligned with the College Mission Statement, Pedagogical Framework and Educational Philosophy and includes:
  - 11.7.1.** An overview (Term/Unit/ a biblical perspective for the subject matter which forms the basis of the educational experience.
  - 11.7.2.** A consistent and coherent set of learning experiences
  - 11.7.3.** Assessment and evaluation tools
  - 11.7.4.** Weekly/daily planning
- 11.8.** Recognize and use students' background knowledge and experience as a resource for the development of lessons.
- 11.9.** Provide an overview of the curriculum area under study to students so that they have a greater sense of purpose and direction as they progress through their studies.
- 11.10.** Upload current curriculum and teaching documentation in the College Curriculum File
- 11.11.** Have available planning documentation for perusal, e.g. Programs, Records, Daily Work Pad, etc.

## **12. Assessment, Evaluation & Reporting**

- 12.1.** Use a range of assessment and evaluation techniques and instruments based on curriculum standards.
- 12.2.** Provide marking criteria to students as each task is given and used as the basis for marking.
- 12.3.** Provide feedback and a copy of marking sheets to students in a timely manner.
- 12.4.** Explain assessment criteria to students prior to the learning unit, indicating key items and promoting the sensible allocation of time and resources by students to meet these assessment expectations.
- 12.5.** Encourage self-evaluation and critical reflection by students on the work they have completed and on the processes that they are using to achieve their goals.
- 12.6.** Identify students in need of further support and make appropriate referrals to the Head of Learning Support.
- 12.7.** Maintain accurate, comprehensive and current assessments and scores, and records of student progress.
- 12.8.** Communicate student progress to parents in formal written reports and verbally, both at designated parent-teacher interviews and as requested.
- 12.9.** Ensure that student reports are based on documented, observable evidence .
- 12.10.** At the conclusion of a unit of work in collaboration with students, reflect on student achievement, establishing strengths and weaknesses of the unit, and propose possible courses of improvement.

## **Responsibilities for all Staff – Including this role**

### **13.General Expectations**

- 13.1.** Believe and live a life consistent with the ACC Statement of Beliefs.
- 13.2.** Believe and live a life consistent with the ACC Staff Code of Conduct.
- 13.3.** Believe and live a life Consistent with the ACC Staff Lifestyle Requirements.
- 13.4.** Be conversant with, understand and enact the role/job description.
- 13.5.** Assist Team Leaders in budget preparation.
- 13.6.** Accept and respond to the authority of people in leadership positions.
- 13.7.** Attend Staff meetings.

### **14.Occupational Health and Safety Obligations**

- 14.1.** Know the procedures for dealing with emergencies.
- 14.2.** Assist the College Executive team in identifying hazards in the work place.
- 14.3.** Assist with the assessment of risks associated with identified hazards.
- 14.4.** Participate in the development and review of risk assessment management procedures.
- 14.5.** Ensure that, by the employees' individual actions, omissions or negligence, they do not place themselves or other persons at risk of harm or ill-health in the work place.
- 14.6.** Follow risk management procedures when undertaking tasks and projects.
- 14.7.** Follow the reasonable direction of supervisors.
- 14.8.** Not interfere with, or misuse, any device or equipment that has been provided as part of a risk management measure.
- 14.9.** Report as soon as practicable and without delay to your Team Leader-
  - 14.9.1.** any matter that relates to hazard identification or risk assessment that affects the College's capacity to ensure a safe and healthy workplace.
  - 14.9.2.** Any matter that indicates that the risk management procedures are inadequate to control a risk.
  - 14.9.3.** Any incidents or near misses that relate to occupational health and safety.
- 14.10.** If requested, respond and render assistance to any person who is working in the College who is suffering injury or illness.

### **15.Policies and Procedures**

- 15.1.** Be familiar with and comply with all College Policies, Procedures and instructions as provided in various handbooks and relevant legislative requirements as updated from time to time.

### **16.Reporting Suspected Child Abuse**

- 16.1.** Immediately report any suspected case of Child Abuse to the Principal and carry out responsibilities as a mandatory reporter.

### **17.Qualifications, Membership Status and Visas.**

- 17.1.** Ensure your necessary qualifications (eg First Aid), membership status (eg Blue Card or Queensland College of Teachers) and Visas (if you are not an Australian Citizen) are current and payment is up to-date.

## **SELECTION CRITERIA**

- Have a personal commitment to the Lord Jesus Christ and be a regular attendee at church,
- Be in agreement with Association Statement of Faith

- Be in agreement and live a life consistent with Association Statement of Beliefs, ACC Staff Code of Conduct and ACC Staff Lifestyle Requirements
- Support the Christian ethos of the College
- Meet National Professional Standards for Teachers ([www.aitsl.edu.au](http://www.aitsl.edu.au)).
- Hold current *Queensland College of Teacher* registration
- Competence in relevant teaching area

#### SKILLS

- To Be Developed for this Role Description.

Staff Member Sign: \_\_\_\_\_ Principal Sign: \_\_\_\_\_

Staff Member name: \_\_\_\_\_ Principal Name: \_\_\_\_\_

Date: \_\_\_\_\_ Date: \_\_\_\_\_

<b>Purpose:</b>	This position description and role/ responsibilities statement is used to clarify and make explicit the position of <b>Primary Teacher</b>	
<b>Scope:</b>	For Annandale Christian College's Board, Officers, employees and students and parents.	
<b>Version</b>	<b>16 June, 2022</b>	
<b>Status:</b>	Current	<b>Supersedes:</b>
<b>Authorised by:</b>	Principal	<b>Date of Authorisation:</b> 31/1/2022
<b>References:</b>	V:\Executive Team\Role Descriptions\Primary Teacher Role Description v2.8.doc	
<b>Review Date:</b>	Every year	<b>Next Review Date:</b> 16 June 2023