



LINDISFARNE
Anglican Grammar School

Position Description

Position:	Classroom Teacher
Immediate Supervisor:	Head of Junior School
Subordinates:	None
Award/Agreement:	Independent Schools NSW Teachers (Hybrid Model) Multi-Enterprise Agreement 2017
Classification:	Teacher

Our Vision

Lindisfarne Anglican Grammar School is a high quality, Independent, Anglican co-educational Grammar School that serves the southern Gold Coast, Tweed Coast and northern New South Wales. We seek to provide the distinctive identity, relationships, learning and leadership that support our staff and families to work together to meet our high expectations for the achievement and holistic development of our students in our local, national and international communities.

Our Values

Within our Anglican tradition, we value:

- **Compassion:** Building genuine relationships through generosity of spirit and care for others.
- **Wisdom:** Gaining the knowledge, understanding, skills and character that comes from learning.
- **Respect:** Appreciating all within our environment and leaving an honourable legacy for those who follow.

Our Culture

We cultivate learning through relationships, expert teaching, educational research and innovation that focus on:

- **Leadership:** Creating the competencies that equip us with hope, clarity and direction.
- **Standards:** Establishing high expectations that empower student involvement, development, achievement, service and voice.
- **Collaboration:** Working together within aligned structures, processes, practices and systems that enable our desired ethos and strategy.

Our Strategic Domains

- **Achievement**

Our Aspiration: A great school privileges the disciplined pursuit of achievement; encourages challenging individual and collective goals; asserts confidence in the capability of all to be successful and seeks out the best processes by which this might be attained; and measures its effectiveness in attaining the best possible outcomes.

- **Relationships**

Our Aspiration: A great school builds robust and resilient learning relationships within supportive environments that inspire learners to grow in knowledge, skills and character so that they are equipped, empowered and enabled to assume responsibility for making a positive contribution to the world.

- **Communication**

Our Aspiration: A great school listens to its community carefully and consistently, connecting and communicating with it by creating a credible narrative of the school that honours the legacy of its past, frames the complexity of its present and projects a compelling rationale for a preferred future that serves 21st century learning needs.

- **Initiatives**

Our Aspiration: A great school invests significant hope, resources and commitment into research and development by planning, conducting and evaluating intentional projects and initiatives that are aligned to the school's mission, realise the school's vision and demonstrate the school's values in action.

- **Reputation**

Our Aspiration: A great school earns a strong reputation as a great school that exceeds expectations with relation to the quality of its outcomes; the efficiency and efficacy of its processes; its engagement with its community; the consistency of application of its ethos; and the execution of its strategy across the domains of achievement, relationships communications and initiatives.

The Role

The Classroom Teacher is responsible for creating a positive and supportive learning environment in:

- The classroom
- Co-curricular activities
- Interacting informally with students.

In this way, each student is challenged to grow in knowledge and maturity, according to his/her potential in all aspects of his/her life.

Areas of Responsibilities

The Classroom Teacher is responsible for:

- Promoting the mission and ethos of the School, participation in the liturgical life of the School, and modelling of appropriate standards of behaviour
- Maintaining a positive and effective learning environment through:
 - Well-prepared and varied lessons, which cater to the range of student abilities and interests
 - Setting of realistic and challenging academic standards of student performance
 - Providing timely and constructive feedback to students that promotes a growth mindset
 - Demonstrating knowledge, competence and confidence across all Key Learning Areas
 - Demonstrating high levels of professionalism in all activities
- Demonstrating commitment to teacher professional development through interest and attendance at appropriate in-service courses, commitment to a program of professional study and/or reading, and ongoing links with relevant Professional Associations including the NSW Education Standards Authority and the NSW Association of Independent Schools
- Providing data in relation to each student required for the School recording and reporting system
- Maintaining standards of student care and discipline in and outside of the classroom, through support for and implementation of the School Discipline Policy and Procedures and attention to rostered duties, e.g. yard supervision and excursions

- Supporting the Head of Sub-School and Coordinators in the administration of each Key Learning Area including:
 - Curriculum planning and development
 - Writing programs and maintaining registers, as required
 - Writing student academic reports per guidelines and within published time-frames
 - Keeping abreast of statutory requirements in curriculum expressed by the NSW Education Standards Authority and other professional bodies
 - Implementing the Pastoral Care Policy and Program, in particular:
 - Building rapport with individual students
 - Encouraging the growth of self-esteem in each student
 - Identifying academic and personal issues which are impacting on the growth and development of each student
 - Referring matters of concern in relation to students to the Head of Sub-School
 - Attending and participating in the co-curricular life of the School through the sporting and cultural calendar.

Key Considerations

A member of the Lindisfarne Anglican Grammar Team is:

- Emotionally intelligent
- A strategic and visionary thinker
- A successful communicator
- A goal orientated achiever
- A sensible risk taker
- A capable decision maker
- A resourceful facilitator
- A visible role model
- A life-long learner
- An astute and agile leader

Workplace Health and Safety

All staff are responsible for their own health and safety and for the health and safety of any other person around them. They have a responsibility to comply with all statutory health and safety rules applying to their position and must therefore:

- Read and understand all School Health and Safety regulations applying to their position.
- Comply with standard working practices to ensure all work is performed in a safe manner within the extent of their control over the work situation.
- If within their authority to do so, take personal action to eliminate, avoid or minimise hazards of which they are aware.
- Comply with all workplace health and safety instructions.
- Make proper use of relevant safety devices and personal protective equipment.
- Seek information and advice where necessary before carrying out new or unfamiliar work.
- Maintain dress standards appropriate for the work being done and wear uniforms if supplied.
- Be familiar with emergency and evacuation procedures and the location, and use, of emergency equipment.
- Bring to the attention of their immediate Supervisor any sub-standard situation or procedure they observe.

Performance Indicator

Areas of responsibility must be met as an indication of performance and failure to meet these may lead to a performance review.

Note: This Position Description must be read in conjunction with the full Strategic Intent document of the School.

The duties and responsibilities may vary from time to time at the discretion of the Principal.

I have read and fully understand the contents of the Position Description.

Teacher

Signed: _____

Date: _____