

Position Description

Title: Teacher of Industrial Technology Skills

QLD Anglican Schools – Teacher Classification



This Position Reports to: Head of Department – Technology

Deputy Head – Head of Learning and Teaching

Department: Technology Faculty

Date: November 2023

PREAMBLE

As you join the staff of The Southport School, it is crucial that you understand the underpinning philosophy and aims of this school, its routines and administration, and more importantly, that you actively support the Anglican Ethos of the School.

The School Prayer gives a clear understanding of the School Aims.

*Make us a truly Christian Community where education embraces the whole of life.
With the school may we find acceptance, healing and growth through faith in
Christ and in turn service to others.*

OUR TSS VALUES

We are a TEAM

We work together in a spirit of trust, loyalty, inclusion and mutual respect. We persist and encourage each other to do our best each day.

We are a community of SCHOLARS

We learn every day and our interests and different approaches bring diversity of opportunity and enrich our understanding of the world.

We are here to SERVE

We contribute positively to our classes, our teams, our school, our families, and our communities, learning to lead and to improve the world in which we live.

PURPOSE OF THIS DOCUMENT

To provide the team member with a list of the duties of the job, together with the framework against which your performance on the job will be assessed.

If you do not possess the skills needed to perform your duties, the Headmaster will be responsible for the provision of further training, supervision and instruction to ensure your level of performance improves.

As part of the team you will be expected to know the policies and procedures that govern some of the tasks you will be performing.

STUDENT PROTECTION IN ANGLICAN SCHOOLS

Anglican Schools and Education & Care Services are committed to providing environments where children and young people receive the highest standard of care, where their rights are supported, and they have opportunity to thrive and be fruitful. Such environments nurture and safeguard the intelligence, dignity, safety and wellbeing of each child or young person, by placing them at the centre of thought, values and actions.

As reflected in our Ethos, our vocation is education, driven by a vision of humanity, shaped by the image of God made visible in Jesus, present in every human being.

- Every child: made in the image and likeness of God.
- Every child: loveable and loved, unique and unrepeatable.
- Outstanding education for the flourishing of people and the good of community.

Our faith is lived. We are hospitable and welcoming communities, who embody compassion, kindness, fairness, justice and love, and where exceptional pastoral care is practiced.

Working and serving the best interests of children and young people is in everyone's best interest. This is achieved through sustaining living and learning environments that are safe, supportive and stimulating. Specifically, we:

- place emphasis on genuine engagement with children and young people;
- create conditions that reduce the likelihood of harm to children and young people;
- create conditions that increase the likelihood of identifying harm where it exists; and
- respond swiftly and appropriately to any concerns, disclosures, allegations or suspicions.

This commitment is sought to be consistently reflected through the decisions and behaviour of all persons within the School or Service, who are guided by effective governance, policies, tools and processes. This fosters a child safe culture, where acting in children and young people's best interests is at the heart of what we do.

DUTIES AND RESPONSIBILITIES FOR THE POSITION

This part of the document outlines the responsibilities required to competently perform the duties of the position. Of course, you will also be required to perform any other duties that your School Executive Management or their delegate may direct you to perform, and which could reasonably be considered relevant to the position.

DUTIES PERTAINING TO THE SOUTHPORT SCHOOL

Goals: To ensure all school policies and procedures are complied with by:

- Complying with legal obligations of an education establishment.
 - Compliance with the Student Protection Policy and Procedures
 - Complying with established industrial relations practices and requirements.
 - Delivering a high quality of service.
 - Identifying and assessing the needs and expectations of others.
 - Encouraging the achievement of individual educational excellence with students.
 - Ensuring the high standards expected of students in dress, manner and behaviour are adhered to.
 - Ensuring that the well-being of all students in the program is closely monitored, and any concerns are reported to the appropriate support and leadership staff.
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- Understanding that at no time does any worker have the authority to reprimand any student or any co-worker, but to take responsibility to report any issue to the Dean of Students or any member of the School's senior management panel.

GENERAL DUTIES AND RESPONSIBILITIES

Overview:

The role of a Teacher in The Southport School plays a crucial role in shaping the academic and personal development of students. They are responsible for planning and delivering engaging lessons, imparting knowledge across various subjects, and promoting critical thinking and problem-solving skills. This role will provide guidance and support to students, helping them navigate through challenges and develop a love for learning as well as create a positive and inclusive classroom environment, fostering a sense of belonging and respect among students.

Additionally, teachers assess student progress, provide feedback, and collaborate with parents and colleagues to ensure the overall success and well-being of their students.

Key responsibilities:

The role of a Teacher of Industrial Technology skills is to:

- Plan and deliver effective Industrial Technology lessons that align with the curriculum.
 - Teach and explain curriculum concepts, principles, and problem-solving strategies.
 - Create a supportive and engaging learning environment for students.
 - Use a variety of instructional methods and resources to cater to diverse learning styles.
 - Provide clear explanations and examples to enhance student understanding.
 - Facilitate class discussions and encourage student participation.
 - Assign and grade homework, projects, and assessments.
 - Assess and evaluate student performance, providing constructive feedback.
 - Identify areas of improvement and develop strategies to address student challenges.
 - Encourage critical thinking and problem-solving skills in Industrial Technology.
 - Differentiate instruction to meet the needs of students with varying abilities.
 - Collaborate with colleagues to develop and align Industrial Technology curricula.
 - Communicate effectively with students, parents, and guardians about student progress.
 - Maintain accurate records of student attendance, grades, and behaviour.
 - Provide extra support and guidance to students who are struggling.
 - Stay updated with current trends, research, and best practices in Industrial Technology skills education.
 - Attend professional development workshops and conferences to enhance teaching skills.
 - Foster a positive and inclusive classroom environment, promoting respect and teamwork.
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Communication and student behaviour responsibilities

- Establish and enforce clear expectations:

Be active in setting and communicating clear expectations for student behaviour. Establish classroom rules, routines, and procedures that promote a positive and respectful learning environment.

- Teach and reinforce positive behaviour:

Responsible for explicitly teaching and reinforcing positive behaviour. This involves teaching students social and emotional skills, such as empathy, self-regulation, and conflict resolution. Incorporate character education and promoting positive values, and help students develop the necessary skills to navigate social interactions and contribute positively to the classroom community.

- Implement behaviour management strategies:

Deploy effective behaviour management strategies for maintaining a productive learning environment. A range of strategies can be deployed, such as positive reinforcement, individual behaviour plans, and restorative practices, to address and redirect challenging behaviours. Address disruptive behaviours promptly and consistently, teachers can minimise distractions and maximise instructional time. Seek pastoral care support and guidance from the Deans of Students and/or Boarding and Day Housemasters and refer to the relevant Student Behaviour Codes of Conduct and Management protocols.

- Foster positive relationships:

Build positive relationships with students crucial for both behaviour and academic outcomes. Develop good relational connections with the students, demonstrating care, empathy, and respect. Establish a supportive and trusting relationship, and create an environment where students feel valued and motivated to engage in their learning.

- Collaborate with parents and support staff:

Collaborate with parents and other support staff. This is vital in addressing behaviour issues and promoting academic outcomes. Maintain open lines of communication with parents, sharing both positive achievements and areas for improvement. Work together with parents, and other key staff to develop strategies to support students' behaviour and academic progress. Collaborate with school Counsellors, Housemasters, and other specialists to help provide additional resources and interventions to address behaviour challenges effectively.

Student protection and child safety

The role of a Teacher in an Anglican School will bear a significant responsibility for student protection. A teacher is responsible for creating and maintaining a safe and secure environment where students feel physically and emotionally protected. This involves implementing safety measures, supervising students, and promptly addressing any potential risks or hazards. A teacher in an Anglican School will also be trained to recognise signs of abuse, neglect, or other forms of harm, and they have a legal obligation as a mandatory reporter to report any suspicions of harm or disclosures to a Student Protection Officer, or the Director of Student Protection, or the Headmaster. Furthermore, teachers play a vital role in educating students about personal safety, empowering them to understand and assert their boundaries and seek help if they feel unsafe.

Key responsibilities include:

- Ensuring a comprehensive understanding of the reporting protocols at The Southport School.
- Creating a safe environment.
- Recognising signs of abuse, neglect, harm, and inappropriate behaviours and conduct of students, staff, volunteer, visitor and other persons engaging with the students.
- Immediately report concerns and disclosures as a mandatory reporter.
- Educate students about their own personal safety as well as providing guidance to colleagues and other staff members regarding risky behaviours or conduct.
- Please refer to and ensure a comprehensive understanding of all relevant policies, procedures and guidelines.

KRA: WORKPLACE HEALTH AND SAFETY

Goals: To ensure a safe and healthy work environment is provided for students, employees and visitors to The Southport School and that all areas in the control of the Facilities Manager are in compliance with the current legislation by:

- Complying with the Workplace Health and Safety Legislation and Regulations.
- Complying with The Southport School Workplace Health and Safety Policy
- Implementing documented basic safety practices.
- Implementing documented basic security practices.
- Implementing hygienic practices through adherence to policy and procedures.
- Preventing hygiene risks and problems through adherence to policy and procedures.

KRA: EMPLOYEE RELATIONS

Goals: To display positive interpersonal skills needed for the delivery of quality service, with a particular emphasis on communication and teamwork by:

- Communicating effectively one on one in the workplace.
 - Communicating effectively in the workplace.
 - Participating effectively as a member of a team.
 - Presenting a positive image of the School.
 - Providing confidential employee and client relations for counselling and any grievance procedure that may take place.
 - Presenting a professional and dynamic image to employees, clients and visitors to The Southport School at all times.
 - Initiating and driving the business forward by directly representing the School's ethos and motto.
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KRA: SELF MANAGEMENT

Goals: To demonstrate the very highest level of personal insight, initiative and maturity in all that is done and to display a sense of flexibility and willingness to work as an integral member of the team.

QUALIFICATIONS AND EXPERIENCE:

- **Education and Degree:**
Obtain a bachelor's degree in education with a specialisation in xxx or a related field. The degree program should be accredited by the Queensland College of Teachers (QCT) and recognised by the Queensland Curriculum and Assessment Authority (QCAA).
- **Teaching Qualification:**
Complete a recognised teacher education program, such as a Master of Education (Secondary), which provides the necessary pedagogical knowledge and practical teaching experience. This program should be approved by the QCT.
- **Teacher Registration:**
Apply for teacher registration with the QCT. This involves meeting the registration requirements, which may include academic qualifications, English language proficiency, and suitability to work with children.
- **Practical Experience:**
Gain practical teaching experience through supervised placements or practicums in secondary schools. These experiences provide opportunities to apply teaching methods, classroom management techniques, and assessment strategies in a real classroom setting.
- **Subject Knowledge:**
Demonstrate a strong foundation in Industrial Technology skills through academic transcripts and coursework. A solid understanding of the Queensland Industrial Technology curriculum, including the essential curriculum concepts and skills at the secondary level, is essential.
- **Professional Development:**
Engage in ongoing professional development to enhance teaching skills, keep up-to-date with curriculum changes, and stay informed about best practices in Visual Art education. Participation in workshops, conferences, and professional learning communities can contribute to continuous growth as a teacher.

Additional requirements:

- Provide a recent criminal history check certificate – must be within 2 months of appointment.
 - Hold a current First Aid Certificate that includes CPR
 - Any other related qualifications.
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