

Job Description for Teacher

Primary Task

The Teacher:

- Is called to serve in their office under the Lordship of Christ, faithfully executing the responsibilities detailed in this description.
- Should understand the direction of the School (as articulated by the Board) and serve within the authority of Teacher's office to assist in the realisation of this direction.

Job Details

Responsible to Assistant Principal

Holidays School holidays without deduction of pay, specified public holidays without deduction of pay.

Conditions National Employment Standards (NES) within the Fair Work Act 2009.

Our Vision

Seeking the Kingdom of God in Education

Our Mission

We provide Parent-governed, Christ-centred schooling with learning experiences that challenge each student to actively live for God in His world, while partnering with Christian parents in the nurture of their children at a price affordable to those who are committed.

Preamble

1. Mount Evelyn Christian School's (MECS or "the School") educational objectives are encapsulated in the School's Mission and Vision, the Educational Creed (which seeks to describe a biblical world-view underlying Christian teaching and living) and more specifically in its Transformational Education Framework. The School is a member of the umbrella organisation Christian Education National (www.cen.edu.au).
2. The heart of employment arrangements is to establish a dynamic, Christ-centred and mutually supportive framework between the Teacher and the School (through its appropriate leadership personnel) to assist in fulfilling its mission and vision.
3. The relationship between the School and the Teacher shall be characterised by love, humility and service as taught in the Scriptures. Both share a common mission and a confidence that each will act in the best interests of the other in order that God's Kingdom may be advanced.
4. Employment arrangements between the School and the Teacher presuppose a biblical view of all offices which allows every person, by virtue of being a representative of God, to hold one or more offices to serve the Lord, and for which special competence has been given by the Lord. All such offices acknowledge an appropriate God given authority, which is also recognised, respected and upheld by the school community. These arrangements also presuppose that such arrangements between Christians shall reflect the commitment to one another's welfare, sense of justice and desire to encourage what is taught in the Scriptures. These arrangements are between brothers and sisters in Christ, who recognise the gifts and roles of one another, and who desire that these gifts and roles can be exercised confidently and effectively for the benefit of the whole community.

MECS Teacher Job Description

Mount Evelyn Christian School has the following understanding concerning the role of a teacher within the school. Here we describe the various commitments and duties that we expect from our teachers.

Commitment to a Biblically-based Faith and Worldview

MECS teachers are committed Christians and active members of a local church fellowship (we recognise that such fellowships come in all shapes and forms). They are familiar with the school's Educational Creed and other foundational documents. They seek to be role-models of Jesus and they engage in the faith expressions of the community. They are willing and ready to share their faith with students, particularly as it relates to areas of teaching.

Commitment to the Calling to Teach

MECS teachers view their job as a calling before the Lord. Their ministry of service is one that God has gifted and skilled them for. They seek out ways to engage in personal development so that they are invigorated and stimulated for their task. They think in terms of a career path that brings about personal freshness and vigour for the educational task.

Commitment to Transform Teaching in the Development of Christian Education

MECS teachers seek to transform their teaching so that all areas of the curriculum and the school's life are shaped by a shared biblically informed understanding of the Christian educational task. They undertake further corporate study for the purpose of developing Christian education. They participate in the process of collaborative reflection, review, renewal and appraisal.

The commitment to transformation is the reason why MECS has always provided the unique opportunity of 'workbreak' time for staff. The school invests a significant amount of resources into these 'student-free' weeks for strategic purposes. Workbreaks create the space needed to develop a distinctive and innovative curriculum. Workbreaks are extended times set aside for the purpose of working on the 'out of the ordinary' areas which do not get attention during normal 'day to day' pressures of school operation. These include: staff development and training; long term planning; curriculum development and documentation of developing Christian education. MECS teachers know that workbreaks are not times for ordinary general preparation and planning support.

Commitment to Curriculum Development and Documentation

MECS teachers understand that they belong to a community that is committed to a school-based curriculum. They know that this means they are curriculum developers. They also know that effective curriculum development requires them to practice good documentation. Whilst some time and space is provided for this process within the meeting schedule, there is an expectation that this is a regular and ongoing part of the role of teacher.

Commitment to Professional Development

MECS teachers actively participate in the process of the school's and their own professional development. They complete a professional development plan and participate in a Professional Learning Conversation with one leader of the Teaching and Learning Leadership Team each year. They also appreciate the requirements the school has in terms of study with the National Institute of Christian Education (NICE). NICE professional development activities are balanced with other valuable professional development options.

Commitment to Professional Expertise

MECS teachers are well versed in their own particular field of knowledge. They create rich learning environments where students have the freedom to question and grow. They manage and interact with students in ways that stimulate and enhance learning. They are familiar with the school's 'Standards for Teaching Practice'.

Commitment to Professional Conduct

MECS teachers understand what it means to act and conduct themselves in a professional manner. They are well organised and comply with administrative and documentation requirements.

As employees working with minors in a trust-based partnership with parents, there is a very strong onus on teachers to conduct themselves professionally in all circumstances. MECS teachers know that this goes beyond simply meeting government requirements.

By professional conduct we mean a high quality approach to a whole range of areas of life in the school. These areas include: dress according to the staff dress code, language, conversation, personal space, being alone with a child, physical contact with a child, anger, preparation, marking, records, follow-up, punctuality, personal behaviour & conduct, knowledge of curriculum requirements, professional development & reading, competent classroom management, objectivity/fairness/equity, good judgement, expectations of students, and approachability for students and parents (further details may be found in the MECS Staff Code of Conduct policy).

Commitment to Student Learning

MECS teacher work hard at discerning how students are progressing in their learning. They use effective formative and summative assessment methods that not only measure learning outcomes but also enhance learning itself. They communicate with parents about the progress of students both in particular cases and in the parent teacher interviews that occur twice yearly. Teachers ensure that all parents/guardians attend interviews for their children.

Commitment to Student Welfare

MECS teachers actively pursue the welfare of students. Student Welfare relates to all the school does to promote the well-being of its students. Teachers aim at ensuring that the school creates and maintains a caring environment in which the experience of teaching and learning is enhanced for all students.

MECS teachers provide the primary pastoral care for students. It is one of the reasons we limit class sizes and provide our teachers with professional support through the school welfare officer. That officer also offers pastoral care for children with more complex care needs. Of course, because we are in partnership with families, teachers communicate promptly with parents if there are significant pastoral concerns that may arise in the context of the school. Parents, students and teachers working together usually deal very effectively with most pastoral concerns.

Commitment to Child Safety

MECS teachers are familiar with the MECS Child Safety Policy and are committed to ensuring the safety of all students and reporting any concerns to the contrary to the relevant ChildSafety Officer. MECS teachers are also fully aware of their child protection obligations under the law (see MECS Mandatory Reporting of Children in Need of Protection policy). They also understand their Duty of Care toward students. This is one reason why they have rostered duties for the supervision of students at recesses and lunch times (see MECS Duty of Care policy).

Commitment to Staff Welfare

MECS teachers seek to create a balance between professional and personal life. While expectations are placed on teachers to be committed and dedicated members of the school community, MECS also encourages teachers to be balanced and pro-active in their personal life, allowing for the development of their faith, family, friends and interests. At times, some teachers may feel pressured and unsure if they are able to meet specific deadlines. In this situation, teachers should consult with their Coordinator/Assistant Principal so support may be given. Sharing of needs and concerns with the team leader will also avoid unnecessary pressure. The Principal, Assistant Principals and other members of the Leadership Team are also available to support staff in any area that may be causing concern.

MECS teachers actively participate in the morning staff devotion and prayer times as a significant aspect of their well-being and connection with the staff community.

MECS teachers care about the spaces into which they can withdraw from the classroom – the various staffrooms. The staffrooms are cared for by the staff themselves.

Commitment to Communication

MECS teachers understand that vital communication happens in a variety of ways.

They take the time to read the various written notices, both specific and the weekly staff newsletter. They actively use/check their school based email on a daily basis. They also participate in staff meetings and teachers' meetings. They know that attendance at teachers' meetings is mandatory for all teachers on duty on the day which the meeting is held.

MECS teachers also take time to initiate communication with parents, other colleagues, and the School leadership team.

Commitment to School Facilities

MECS teachers take seriously the need to care for our facilities. That is why they fulfil their duties to keep rooms clean and tidy and lock up at the end of the day. They also participate in and supervise students in various activities to keep the grounds clean.

Commitment to Serve

MECS teachers serve in face-to-face teaching, preparation for that teaching, and many other normal and specially assigned duties. In the Primary school, full time teachers teach face-to-face for approximately 22.5 hours per week and have 15.5 hours per week for non-face-to-face duties. In the Secondary school, full time teachers teach face-to-face for approximately 20 hours per week and have 18 hours per week for non-face-to-face duties. MECS teachers understand that at times their face-to-face load may be slightly higher or lower than this norm to meet timetabling requirements. MECS part time teachers can establish their expected face-to-face teaching time and non-face-to-face duties by multiplying the normal full time teaching load by their full time equivalent (FTE) fraction. It should be noted these full-time 38 hours weekly are nominal and are averaged across an entire year, thus a term time week will require more than 38 hours of actual work time (refer to the Award for information).

MECS teachers also serve in a myriad of small but vital aspects of school life. These "extra duties" are either volunteered for by staff or allocated to staff. A wide range of tasks are needed to be covered and it is very helpful when all share the load over the year and across the duties.

Commitment to the MECS Community

MECS teachers understand the vision, mission, ethos and character of MECS. They work in true partnership with parents, and collaboratively with other teachers in teamwork settings.

Commitment to compliance with public health orders for pandemic control

MECS teachers will comply with requirements for vaccination, mask wearing, and other COVID-19 mitigation measures arising out of public health orders issued by the Victorian government.