



**Emmaus
Christian
School**

Position Description – Teacher

1. FTE

1.0 or as advertised/negotiated

2. Purpose of the Position

Emmaus' teachers are significant role models and their teaching is more than transferring curriculum and knowledge about the world around us.

It is teaching students how to respond to and live out that knowledge.

Staff at Emmaus are committed Christians who know the gospel and love the Lord Jesus.

This is foundational to who we entrust the teaching of our students to. Emmaus teachers are responsible for preparing lesson plans including the design, delivery and assessment of educational programs to students.

They will maintain a positive and safe classroom learning environment and be involved with student supervision and other related duties.

They ought to keep student good records and carry out associated administration and compliance tasks as per the Staff Handbook.

They participate in school camps, excursions and other co-curricular activities.

Teachers foster strong and engaging partnerships with parent and the wider community, and their conduct reflect a deep consistency between public and private life.

The successful applicant will work in a team of educators to support the early learning of our pre-schoolers and partner with parents for the best outcome for our preschool children.

The educator will work with several key staff, including all members of the Executive Team and the School staff consistent with the school's core values.

3. Reporting Relationships

- Reports to the Executive:
 - through the [Secondary and/or Primary Coordinator](#)

3.1. Other key (non-reporting) relationships:

- Executive
- Other Senior Staff
- Teaching Staff
- Parents

4. Responsibilities

4.1. Demonstrated commitment to:

- A faithful walk with the Lord Jesus Christ and membership of an evangelical Christian church.
- The school's vision, core values and strategic priorities.
- A growing understanding of the place of education, teaching and learning within a Biblical view of the world.

4.2. Specific Responsibilities

- Ensure a distinctive Christian Worldview underpins all teaching programs and relationships.
- Promote an inclusive educational environment that provides additional support for individual students and their learning needs.
- Plan and implement a range of teaching programs and/or courses of study
- Provide a child safe environment in accordance with the child safe standards
- Teach an area of the curriculum or a general curriculum to a year level
- Monitor, evaluate and report student progress in key learning areas
- Implement strategies to achieve targets related to student learning outcomes
- Maintain records of class attendance and recording student progress;
- Implement effective student management consistent with the school's strategic plan
- Implementation and reflection and developing a professional portfolio
- Supervising a range of student activities including support and welfare programs
- Contributing to a range of co-curricular programs
- Ensure a distinctive Christian Worldview underpins all teaching programs, policies and relationships relevant to the Inclusion Support Program
- Staff professional development in the area of inclusion support.
- Development, review of and reporting on Individualised Learning plans with parents, staff and external consultants
- Promote an inclusive educational environment that provides additional support for individual students and their learning needs
- In collaboration with the Assistant Principal - Teaching and Learning, utilise student data to identify students with diverse learning needs. Plan, implement, monitor and review evidence-based interventions.

5. Important Criteria Relating to the Position

- Regular attendance at a Christian Church and demonstrated faith and lifestyle commitment are expected.
- Possess understanding of the independent education sector
- Tertiary qualifications - At least a Bachelor of Education
- Registered with TQI and holding a valid WWVP card
- Demonstrate up-to-date knowledge of pedagogy
- Possess highly developed decision making, analytical, strategic, problem solving, verbal and written skills.
- Have strong organisational and time management skills, with an ability to prioritise tasks, meet prescribed deadlines, and manage competing tasks concurrently
- Possess outstanding interpersonal and communication skills, with demonstrated ability to build rapport and interact effectively at all levels of the organisation, internally and externally – underpinned by patience, active listening and compassion
- Ability to work cooperatively and collaboratively with team members, other teams and other staff.

6. School Structure

