
**MELTON
CHRISTIAN
COLLEGE**



Position Description

Secondary Teacher

Melton Christian College

Position Description: Secondary Teacher

Appointed by: Principal

Reports to: Head of Primary/Secondary, indirectly to Principal

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ORGANISATIONAL PROFILE:

Melton Christian College is a leading P-12 school of over 900 students. We are highly regarded, specialising in nurture, excellence and Christ-centred schooling. We are committed to building a dedicated team of Christian educators and support staff, equipping them to invest in the lives of the students they serve. Our team are enthusiastic and positive who love teaching and are committed to the mission, vision and values of the College.

POSITION PROFILE:

Each Secondary Teacher is one member of a team of Teachers who enable success for students and teachers in their separate but interconnected tasks. Secondary Teachers support each other's effectiveness. The Secondary Teachers report to their respective Head of Primary/Secondary, who in turn reports to the Principal. Secondary Teachers collaborate with each other (P-12) to ensure the ethos and vision of the College is implemented through daily operations. They ensure that the teaching and learning in their year levels is well organised and consistent with the Christian worldview standpoint of the College.

POSITION OBJECTIVES:

- To ensure smooth day-to-day functioning of their year levels
- To build strong connectedness and morale among their students and staff
- To build a culture that espouses the College's shared values, in particular: Christ-centredness, Community, Respect, and Excellence
- To offer support and guidance for teachers in their discipleship and management of students
- To implement excellent administration and communication, and constructive school-to-home relationships
- To oversee and be responsible for the discipline and wellbeing of their students, including behaviour, appearance, manner, presentation and other standards

POSITION RESPONSIBILITIES:

- Staff effectiveness and professionalism, and student success within their year levels
- Overseeing student discipleship, welfare and management within their year levels
- Establishing and maintaining successful partnership and liaison between school and home
- Tone and tenor of their year levels: student uniform, assemblies, events, communication and conflict resolution
- Goals, agendas and facilitating meetings within their staff team
- Collaboration and goal alignment throughout the College

Specific Activities and Duties

Regarding Educational Leadership:

- Creating a God-honouring spiritual and emotional atmosphere that encourages connectedness among both staff and students in the year levels and through the College community

- Being actively involved in identifying year level staff and/or student weaknesses and enacting improvements
- Communicating effectively, considerately and constructively with staff, students and families so as to enhance the reputation of the College, and increase goal alignment
- Upholding the dignity and authority of the position before staff, students, parents and the community
- Modelling and imparting passion for Christ-centred teaching practices among the year-level staff team
- Collaborating with Head of Prim/Sec and other Coordinators to build and guide the annual events calendar
- Assist daily implementation of routines e.g. covering classes and duties for unexpected events during the day
- Assist in planning particular school programs relevant to year levels, e.g. parent information sessions, camps, course selection evenings, orientation program, special focus events
- Assigning leadership and coordination roles for year-level camps, briefing and equipping these teams
- Contributing to appraisal and induction of year level staff

Regarding Management within the Year levels:

- Staying thoroughly in touch with the goings-on in classes and lessons of the year levels, and supporting teachers in their management of classes
- Ensuring records of staff and/or student incidents are documented and stored in central files
- Responding to parent concerns in such a way that win-win outcomes are achieved
- Supporting implementation of new technologies to enhance welfare and management of students
- Guiding the implementation of Christ-centred classroom and management practices
- Setting year-level goals, setting agendas, and chairing year-level staff team meetings

Regarding Collaboration within the Year-level Coordinator Team:

- Supporting the work and effectiveness of the Head of Primary/Secondary
- Attending and reporting to Year-level Coordinator Team meetings and developing and maintaining effective communication with other members of the Year-level Coordinator Team
- Collaborating with Head of Primary/Secondary for the guidance and mentoring of staff as appropriate
- Assisting with the effective induction of new staff, especially in relation to student welfare and management of classes, and supporting pre-service teacher placements
- Contributing to editing Staff Handbook, Parent Information Handbooks, College Yearbook, Annual Report, Weekly Newsheet, Website updates, etc

Regarding Students and Staff in everyday Operations of the College:

- Ensuring staff adhere to policies and procedures
- Being the second point of contact for parents on questions about behavioural matters (class/subject teacher is the first point of contact) and liaising between staff and parents if needed
- Keeping updated on current educational management and leadership trends, and coaching staff on student welfare and class management
- Holding an adequate level of knowledge of curriculum content so as to communicate accurately with parents and students regarding courses

- Contributing to solutions regarding integration of students with special needs in conjunction with Education Support staff
- In conjunction with other Coordinators, monitor that suitable homework is set by teachers
- Take responsibility to monitor school uniform and student presentation
- Where applicable, conduct or coordinate weekly assemblies including the facilitation of delivery of a suitable devotion, and support the weekly assemblies including sports reports and performance items
- Assist new students in their orientation

Expectations Regarding Christ-Centered Leadership

Successful leadership at MCC will be defined according to Jesus' example of non-judgmental guidance, calmness, fearlessness, empowering of others, humility, honesty, sacrifice, selflessness, patience.

"The kings of the Gentiles lord it over them; and those who exercise authority over them call themselves Benefactors. But you are not to be like that. Instead, the greatest among you should be like the one who serves." (Luke 22:25-26)

Authority

The Secondary Teacher has the authority to, and is expected to:

- Provide guidance and mentoring for year-level staff
- Discipline (reprove restoratively) students and liaise with parents of students
- Recommend that students repeat, be transferred to another class, or suspended from school
- Recommend staff professional development particularly in relation to student welfare and class management.

Accountability

The Secondary Teacher reports directly to the Head of Primary/Secondary, and indirectly to the Principal and as such will be accountable through both written and spoken communication to the Head of Primary/Secondary.

Teaching Allocation

An appropriate balance of face-to-face teaching and release-time allocation will be determined by the Principal and reviewed annually on the basis of overall College capacity to provide balanced release time to the various leadership roles.

Conditions of Service

As a leadership position, it is important that applicants be aware that it is not unlikely that Secondary Teachers will be needed to take part in training and induction days or half-days during student term-breaks at times.

Occupational Health and Safety

The Secondary Teacher has delegated managerial responsibility from the Principal (for a designated work group of employees, and classrooms, plant, equipment and facilities associated with their designated year levels) to:

- Ensure that College Health and Safety Policy and procedures are communicated to all employees in the year levels and are deployed within the area of responsibility
- Ensure that safe operating procedures are developed and implemented which are appropriate for the hazards and risk profile of the activities of the year levels

- Ensure that College safety systems are implemented and compliance is regularly audited and monitored (e.g. hazard reporting, hazardous materials storage and documentation, plant and equipment purchasing, audits etc.)
- Ensure that health and safety is a scheduled agenda item within each year-level team meeting
- Ensure that all employees for whom the Secondary Teacher has managerial responsibility satisfactorily complete all health and safety training identified for him/her/them to complete
- Ensure that all hazards which are observed, and any incidents which may occur to any person within his/her area of responsibility are reported, documented, investigated and corrective actions are implemented as identified for action
- Ensure that Health and Safety issues are identified, planned for and resources required to manage health and safety issues are included in budgets
- Support Management and Colleagues in performing their roles in relation to health and safety matters
- Ensure that regular workplace inspections and audits are carried out in accordance with College safety systems

Child Safety and Wellbeing Policy

The Secondary Teacher has delegated managerial responsibility from the Principal to:

- Work towards embedding an organisational culture of child safety, including effective leadership in and beyond their year levels
- Be familiar with and promote familiarity with the College Child Safety and Wellbeing Policy
- Be familiar with and promote familiarity with the VIT Code of Conduct, and the additional points that establish the College's expectations for appropriate behaviour with children
- Take part in screening, supervision, training and other human resources practices that reduce the risk of child abuse by new and existing personnel
- Be familiar with and promote familiarity with processes for responding to and reporting suspected child abuse
- Always work to identify and reduce or remove risks of child abuse
- Always work towards appropriate participation and empowerment of children