



MELTON CHRISTIAN COLLEGE Primary Teacher

How the Position fits within the overall Teaching Team

Each Primary Teacher is one member of a team of Teachers who prepare and deliver MCC's curriculum and programs with enthusiasm and passion to engage students with learning and achieve specific student outcomes. MCC Teachers support each other's effectiveness. Primary Teachers report to their respective Level Coordinator, Faculty Team Leaders, and Head of Primary. It is an inherent requirement that MCC Teachers be fully committed to the ethos of MCC and be a role model for students through a life of Christian service.

Main Objectives of the Role

- To love children, to love teaching, and to love helping children learn.
- To build learning culture around the College's core values: Christ-centredness, Community, Respect, Excellence and Passion for Teaching and Learning
- To ensure that teaching and learning in their classes/subjects is well organised and consistent with the Christian worldview standpoint of the College.
- To fulfil the inherent requirement of Christian education to teach and model Christian lifestyle and values in every area of the operation of the College, not only in instructional teaching.

Teachers are responsible for:

- Their own professionalism in
 - Bible knowledge and application of Christian values and lifestyle
 - Curriculum knowledge and excellent pedagogy including Christ-centered teaching.
 - Professional reputation including the values of the College.
- The learning, progress, behaviour, welfare, and management of their students
- Establishing and maintaining successful partnership and liaison between school and home
- Planning, teaching, assessing, and reporting on student progress.
- The tone and tenor of their class: student behaviour, wearing uniform, attending assemblies, participation in events, inter-student communication and conflict resolution.
- Communicating effectively, considerately and constructively with staff, students and families so as to enhance the reputation of the College and increase goal alignment.
- A Biblically, God-honoring model of teaching, behaviour and lifestyle in all aspects of College life

Specific Activities and Duties

Regarding Teaching and Students:

- Accurately recording student attendance as required
- Actively identifying weaknesses in student-learning and implementing improvement strategies, and identifying and providing for students with special needs
- Enforcing school uniform policies
- Implementing Christ-centred classroom and management practices
- Making excellence desirable among the students

- Providing pastoral care for their students, and supporting any new students through orientation
- Recording and reporting student performance accurately and considerately
- Responding to parent concerns in such a way that win-win outcomes are achieved
- Setting homework according to College protocol
- Staying free from bias or favoritism
- Teaching, speaking, and acting in a way that inspires children to love learning.
- Competently using a range of methods, practices, and resources to engage students effectively

Regarding Teaching and Curriculum:

- Excellent teaching from a Christian perspective
- Initiate and participate in co-curricular activities to enhance the students' learning
- Maintaining excellent knowledge of curriculum so as to communicate accurately to parents and students
- Participating in developing a distinctively Christ-centred curriculum for the College
- Preparing and delivering high standard teaching programs which reflect best educational practice
- Preparing excellent short & long term documented curriculum plans
- Teach all subjects from a Biblical perspective, reflecting the inherent requirement of Christian education to teach and model Christian lifestyle and values in every area of the operation of the College, not merely in instructional teaching

Regarding Wider Responsibilities:

- Attending and participating in scheduled meetings including year level, staff-team, and other meetings
- Working both independently, and collaboratively as part of a team
- Intentionally support Colleagues, Level Coordinators, Faculty Team Leaders, and Head of Primary
- Ordering materials required within budget limitations and assisting with budget preparations
- Participating and planning co-curricular activities; including camps and excursions, parent information sessions, orientation program, Open Days, tutoring, other special events
- Participating in all professional development activities arranged by the College
- Positively influence the morale of staff and students
- Supporting and implementing College policies, protocols, and procedures
- Taking personal responsibility to improve their own professionalism, including professional knowledge
- The teacher is a professional colleague who is expected to preserve the reputation of other staff, share in the responsibilities and duties of all staff, and cooperate with other staff to implement College values

Authority

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

- Discipline students by reproofing restoratively
- Liaise directly with parents
- Make recommendations regarding students
- Order and disburse materials within budgetary guidelines

Accountability

The Primary Teacher reports directly to the Faculty Team Leaders, Level Coordinators and Head of Primary, and indirectly to the Principal.

Teaching Allocation

An appropriate balance of face-to-face teaching and release-time allocation will be determined by the Principal and may be reviewed annually.

Conditions of Service

All Teachers are awarded four weeks' annual leave which shall always be deemed to be taken during the student holiday-breaks. Notwithstanding that, the College generally does not require Teachers to be on-campus during student holiday-breaks at other times. At rare times there may be professional training or events that Teachers are required to attend during student holiday-breaks and the College reserves the right to expect Teachers to attend these should it be requested by the Principal.

Occupational Health and Safety

The Primary Teacher has delegated responsibility from the Principal (for a designated group of students, and classrooms, equipment and facilities associated with their designated class) to:

- Ensure that College Health and Safety Policy and procedures 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 class/classroom
- 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 any staff team meeting
- 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 Safe Culture

The Primary Teacher has delegated responsibility from the Principal to:

- Work towards embedding an organisational culture of child safety, including effective leadership in and beyond their class/classroom
- Be familiar with and promote familiarity with the College child safe 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 or volunteers
- 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