

# POSITION DESCRIPTION

Primary Teacher



**MATTHEW  
FLINDERS**  
Anglican College



## JOB CLASSIFICATION

<b>Position title:</b>	Primary Teacher
<b>Reports to:</b>	Head of Primary
<b>Employment type and tenure:</b>	Permanent, Full-time (1.0 FTE) Position
<b>Department / School:</b>	Primary School
<b>Location:</b>	Stringybark Road, Buderim, Queensland
<b>Industrial instrument:</b>	The Queensland Anglican Schools Enterprise Agreement 2025
<b>Position classification:</b>	Teacher - Schedule 3
<b>Last updated:</b>	August 2025

## ORGANISATIONAL CONTEXT

Matthew Flinders Anglican College is a co-educational College that cares for more than 1400 students in P-12 and 140 Early Learning Centre children. The College was established in 1990 and is located on the Sunshine Coast in Buderim. The College has extensive facilities, comprehensive sporting and co-curricular programs and is committed to using technology to enhance educational opportunities.

### Our Mission

Through transformational learning experiences, we inspire our students to achieve academic excellence, develop a profound sense of humanity and be motivated to create positive change in the world around them.

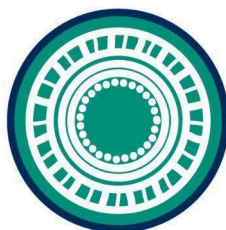
### Our Vision

To Educate for Excellence in Learning and Life.

### Our Values



**Compassion:** We are aware of suffering and are motivated to treat others with kindness, care and understanding.



**Courage:** We act bravely to overcome our fears, accept challenges and learn from our mistakes.



**Integrity:** We act with honesty, moral strength and grace, guided by humility and compassion.



**Respect:** We have a high regard for self and others, and for the wider community, and treat each other accordingly.

# ABOUT THE POSITION

## Position summary

At Matthew Flinders Anglican College, the Flinders Teaching and Learning Framework informs our daily practice and outlines the professional expectations for the role of a teacher. All teaching staff are expected to have a deep commitment to developing high level competence as outlined in the Framework:

- Plan and prepare and deliver effective, responsive teaching and learning programmes using extensive subject domain knowledge, data, and instructional and assessment practices which are responsive to students, informed by the principles of cognitive science, enhance deep application of learning and which are supported by the skilful selection and use of pedagogical approaches and resources .
- Create a culture of learning through high expectation, low variance routines, organisation, support, respect and rapport where student behaviour is monitored and responded to appropriately, and classroom procedures and physical design, along with positive relationships, support high levels of student attention and achievement.
- Embed school wide and evidenced data-informed assessment and pedagogical instructional approaches which are engaging, flexible, responsive and lead to student mastery of surface, deep and deeper learning.
- Enact the highest standard of professionalism through; treating all individuals with respect and dignity at all times; embracing the College vision and values through professional reflection and a proactive approach and involvement with professional learning and the broader co-curricular life of the College; respectful and timely communication; accurate record keeping; and the ability and desire to work collaboratively and collegially to achieve stated goals and ongoing improvement.

The position of Teacher in the Primary School has the following primary objectives:

- a) to develop students' potential academically, pastorally, culturally and socially;
- b) to interpret the syllabus and collaboratively translate this into an effective curriculum that aligns with statutory regulations;
- c) to prepare students for life beyond school.

## Primary relationships

- Reports directly to the Head of Primary
- Works closely with the other Teachers in the Primary school and maintains collegial relationships with all co-workers.
- Supervises and provides leadership support to Teacher Assistants.
- Liaises with students and parents and other members of the Flinders community.

## Main responsibilities

- Embed evidence-informed pedagogical practices, informed by the Cognitive Science research in all programs.
- Collaboratively plan, deliver and assess a responsive curriculum which extends students' engagement and achievement, and accurately report on achievement.

- Collaboratively, collate, analyse and use class and cohort data to inform teaching and assessment, and moderate within and across year levels to ensure accuracy in assigning achievement grades.
- Actively reflect on teaching practice and deliver effective, evidence-informed instructional strategies and pedagogies.
- Engage fulsomely in instructional coaching and commit to ongoing development and enhancing your expertise in teaching. Create a supportive classroom environment which exemplifies learning, relationships and supports students to achieve stated learning outcomes.
- Ensure thorough record keeping and action, all administrative tasks required of a classroom teacher, as expected by the College, are completed in a timely, professional and organised manner.
- Work collaboratively and respectfully with all colleagues and cooperatively plan, teach, assess and moderate tasks which reflect the school direction, programs and imperatives.
- Actively engage with the College Professional Development program and self-drive professional learning to continuously improve professional practice.
- Provide responsive pastoral care to students and collaborate with support staff to enhance students' social and emotional development.
- Initiate and respond to communication in a timely, professional and informed manner to support effective home-school connections, collegial relationships and broader community connections.
- Actively support and attend College, curriculum, co-curricular and professional learning events as required by the College.
- Initiate and lead curricular and extra-curricular activities which support a broad educational experience for students, for example: excursions; camps; resource development; projects; year level and school-based initiatives; clubs; service learning opportunities; etc.
- Contribute to initiating managing, leading or running co-curricular activities as directed by the College.
- Positively promote Flinders to the wider community, reflecting College core values and professionalism.

## ABOUT YOU

### Person specification

#### Essential qualifications

- Current Teacher Registration with the QLD College of Teachers, or ability to achieve registration
- Degree level qualification
- Post graduate qualifications (desirable, not essential)
- At least three years teaching experience
- Year level leadership experience or experience in leading instructional coaching highly desirable.
- Eligibility to work in Australia

#### Knowledge, experience and attributes

- Ability to engage evidence and data-informed instructional strategies and a deep understanding of students, curriculum and assessment practices to plan, deliver, assess and report on student achievement.
- Ability to create a culture of learning and achievement through effective planning, student management, classroom resource organisation and evidence-informed learning strategies.

- A pro-active and self-driven commitment to professional learning and development, and actively collaborates with colleagues to enhance collective teacher efficacy to benefit student attention, engagement and achievement.
- Exemplary professional manner, interpersonal and communication skills, demonstrated team leadership and membership skills and an overt desire and willingness to work positively within a team.
- Enthusiastic desire and resolute commitment to contribute to the culture, values and broader professional co-curricular and extra-curricular life of the school.
- A spirit of innovation and initiative to achieve the very best learning outcomes for students in the classroom and beyond.

## STATEMENT OF COMMITMENT

### Safeguarding our Students

Matthew Flinders Anglican College supports the rights of children and young people and is committed to ensure the safety, welfare and wellbeing of Students. Matthew Flinders Anglican College is therefore committed to responding to allegations of student harm resulting from the conduct or actions of any person including that of employees.

To ensure the safeguarding of our students, all employees must have a current Employee Working with Children Check (Qld Blue Card or Qld Teacher Registration) before commencing work. In addition, included throughout the recruitment process are checks of suitability for employment with children.

### Workplace Health and Safety

Matthew Flinders Anglican College is committed to ensuring the physical and psychological health, safety and wellbeing of our people. Employees (including contractors and volunteers) must comply with all legislative requirements in respect to Workplace Health and Safety and follow all policies, procedures and codes to ensure a safe and accident-free workplace is maintained.

### Equal Employment Opportunity

Matthew Flinders Anglican College is an equal opportunity employer. We recognise that teams who reflect a diversity of lived experience, identity, perspective, and background help us to create a healthy and inclusive working culture where our staff, students and community can thrive.

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*A position description is not intended to limit the scope of a position but to highlight the key aspects of the position. The requirements of the position may be altered to meet the changing operational needs of the College.*





**Matthew Flinders Anglican College**

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**[www.mfac.edu.au](http://www.mfac.edu.au)**

*"Surrounded by our past, united by our future." Artwork by David Williams of Gillingbarr.*