

POSITION DESCRIPTION

Secondary Teacher – Design



**MATTHEW
FLINDERS**
Anglican College

JOB CLASSIFICATION

Position title:	Secondary Teacher – Design
Reports to:	Deputy Principal - Academics via the Head of Department
Employment type and tenure:	Permanent, Full-time (1.0 FTE)
Department / School:	Secondary School
Location:	Stringybark Road, Buderim, Queensland
Industrial instrument:	The Queensland Anglican Schools Enterprise Agreement 2024
Position classification pay point:	Teacher
Last updated:	August 2026

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.

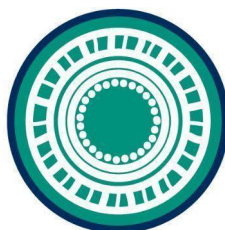
Our Vision

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

The Secondary Teacher of Design is responsible for delivering engaging, contemporary and well-structured learning experiences across the secondary years, including Senior Design. As a member of the Technologies Department, the role supports students to develop creativity, critical thinking and practical problem-solving skills through digital design tools, prototyping and project-based learning, while contributing positively to student wellbeing and the broader life of the College.

Primary relationships

- Report directly to the Deputy Principal - Academics via the Head of Department.
- Work collaboratively with staff in other departments across the College.
- Liaise with parents and families of Students and members of the Flinders community.

Main responsibilities

At Matthew Flinders Anglican College, the **Flinders Framework for Teaching** and the **Flinders Professional Behaviours** documents inform 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:

1. Plan and prepare effective, differentiated teaching and learning programmes using extensive subject domain knowledge, instructional and assessment practices which are responsive to students, data and which are supported by the skilful selection and use of resources.
2. Create a culture of learning through high expectation, support, respect and rapport where student behaviour is monitored and responded to appropriately, and where classroom procedures and physical design, along with positive relationships, support high levels of engagement and achievement.
3. Embed school-based evidence and data-informed assessment and pedagogical instructional approaches which are engaging, flexible, responsive and lead to student mastery of surface, deep and deeper learning.
4. Enact the highest standard of professionalism, always treating all individuals with respect and dignity, and embracing the College vision and values through professional reflection, 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.

Professional Responsibilities

- Act in accordance with the College's Standards of Practice, policies and procedures at all times
- Demonstrate professionalism, integrity and sound judgement in all interactions with students, staff, families and the wider community
- Maintain appropriate professional boundaries in line with the expectations of the College and relevant regulatory bodies

- Contribute positively to the culture and community of the College, supporting a respectful, inclusive and collaborative working environment
- Engage in continuous professional learning and development to enhance capability and effectiveness in the role
- Exercise discretion and maintain strict confidentiality when handling sensitive information
- Comply with all legislative and regulatory requirements relevant to the role
- Follow all reasonable and lawful directions from the Principal and delegated leaders
- Demonstrate a commitment to the College's mission, vision and values in all aspects of work

Child Safety and Protection

- Act in accordance with the Child Safe Standards (Qld) and the College's child safety policies and procedures
- Maintain a current Working with Children Check (Qld Blue Card or Qld Teacher Registration) and comply with "No Card, No Start" legislative requirements
- Demonstrate behaviours that promote the safety, welfare and inclusion of all students
- Maintain appropriate professional boundaries with students at all times, including in digital environments
- Identify, respond to and report concerns regarding student safety and wellbeing in accordance with legislative obligations and College procedures
- Comply with all mandatory reporting obligations, including reporting to the Queensland Family and Child Commission (QFCC) where required
- Participate in required child protection and safeguarding training, including induction and ongoing updates
- Contribute to a culture where the student voice is heard, respected and acted upon
- Support the cultural safety of Aboriginal and Torres Strait Islander students and the inclusion of students from diverse backgrounds
- Understand and comply with the College's obligations under the Reportable Conduct Scheme (Qld) and cooperate fully with any related processes

ABOUT YOU

Person specification

Qualifications and experience

- A relevant tertiary teaching qualification.
- Current teacher registration or eligibility for registration in Queensland.
- Demonstrated experience teaching Design across the secondary years, preferably including Senior Design.
- Strong knowledge of the Australian Curriculum and relevant Queensland Curriculum and Assessment Authority syllabus requirements.
- Experience using contemporary design technologies, digital design tools and prototyping processes.
- Experience delivering project-based learning that develops students' creativity, critical thinking and practical problem-solving skills.

- Demonstrated ability to plan and deliver engaging, well-structured learning experiences for students with diverse learning needs.
- Experience building positive relationships with students and working collaboratively with colleagues.

Knowledge, skills and attributes

The successful applicant will demonstrate:

- Sound understanding of design thinking, design processes, problem-solving and project-based learning.
- Knowledge of materials, tools, equipment and manufacturing processes, including woodwork, metalwork, plastics and composite materials where relevant.
- Knowledge of CAD, 3D modelling, 3D printing, digital fabrication, robotics and emerging technologies.
- Understanding of workshop health, safety and risk-management procedures
- The ability to design engaging and developmentally appropriate learning experiences for secondary students.
- The ability to use a range of digital tools, technologies and learning platforms effectively.
- Strong classroom management skills and the ability to establish a safe, inclusive and supportive learning environment.
- The ability to differentiate teaching and assessment to meet the diverse learning needs of students.
- The ability to use assessment data and feedback to improve student learning outcomes.
- Strong organisational, planning and time-management skills.
- Effective written and verbal communication skills.
- The ability to develop positive and professional relationships with students, colleagues, parents and families.
- A collaborative approach and willingness to contribute to curriculum planning, pastoral care and the broader life of the College.
- A commitment to ongoing professional learning and remaining current with developments in technology and digital education.
- Creativity, adaptability, initiative and a student-centred approach to teaching.

Physical and inherent requirements

- Deliver lessons and actively supervise students in classrooms and other College environments.
- Maintain a safe, inclusive and well-managed learning environment.
- Communicate effectively with students, colleagues and families.
- Use computers, digital devices, software and specialist teaching equipment.
- Move around classrooms and between areas of the College campus.
- Alternate between sitting, standing and walking throughout the day.
- Set up, move and store teaching resources and technology equipment.
- Respond appropriately to incidents, emergencies and student-safety concerns.
- Meet the organisational, cognitive and emotional demands of teaching.
- Participate in meetings, College activities and relevant co-curricular programs

STATEMENT OF COMMITMENT

Safeguarding our Students and Young People

Matthew Flinders Anglican College is committed to taking all reasonable steps to promote the safety and wellbeing of students enrolled at the College and their protection from foreseeable harm. We prioritise student safety and wellbeing in all aspects of our work and do not tolerate any form of child abuse or harm. We act in accordance with the *Child Safe Organisations Act 2024* (QLD) and implement the Child Safe Standards and Universal Principle to create a safe, inclusive, and accountable environment. We listen to students, value their views, and support them to participate in decisions that affect them.

Matthew Flinders Anglican College is committed to the safety and inclusion of all students, including those from diverse cultural backgrounds, students with disability, LGBTQIA+ students, and students who may be experiencing vulnerability. We also make a clear commitment to the cultural safety of Aboriginal and Torres Strait Islander students and to providing an environment where their identities, cultures, and connections to Country are respected and upheld.

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, hazards identified and risks are appropriately mitigated.

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.

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