



BRINDABELLA
CHRISTIAN COLLEGE

English Teacher

Secondary



[Introduction to Brindabella Christian College, Canberra](#)

Vision Statement

The vision of Brindabella Christian College is to advance a community of Wisdom, Integrity, Service and Excellence in and through Christian Education.

Background

For over forty years Brindabella Christian College, formerly the O’Connor Christian School, has provided a holistic approach to education based on Christian values and beliefs.

Preparing young people in a changing world which can be volatile, uncertain, complex and ambiguous, demands that the significant adults in a young person’s life lead and learn alongside them with purpose, compassion and humility. The College seeks to actively influence the lives of a greater number of young people. It believes that the most authentic way of achieving access to those students is via the offering of a high-quality, excellent education program. This is the core business of Brindabella Christian College.

The College supports Christian families, and those supportive of the Christian worldview, to raise their children in a safe and caring environment. The school aims to partner with parents in the education of their children, through a Christian education program, supported by Christian staff.

The College is a member of Christian Schools Australia, and the Association of Independent Schools, ACT.

Values

As a Christian school, we value – *Wisdom, Integrity, Service, and Excellence*

Mission

Our mission is to offer high quality Christian education where parents and staff partner together to make a difference in our students’ lives, by helping them grow in wisdom, live life with integrity, be empowered to serve, and to cultivate an excellent spirit.

Immutable Tenets

An important component of the ethos of the College is a set of tenets which Brindabella Christian College holds as sacrosanct. These are central to the identity and tradition of the school and will not be compromised under any circumstance. These include:

- Christian education where God is present in the daily life and work of the College
- Upholding of traditional, conservative Biblical values
- Co-education from Early Learning to Year 12
- Service to others
- Non-selective entry school
- Individual focus on each student achieving their personal best
- Strong community connection.

Operational Philosophy of the School

The core work of Brindabella Christian College is to provide to students a high-quality education through a Christian worldview, from the infant developmental stage to the completion of the secondary years.

In order to achieve this, the College is aiming to regularly review and improve academic programs respond operationally to best meet emerging needs, conduct regular staff reviews to improve targeting of professional development for staff, maintain pastoral care for students, and employ high quality staff to support the teaching and Christian philosophies of Brindabella Christian College and its future growth.

Governance

Brindabella Christian College is governed by a Board of Directors. The Directors are responsible for setting the strategic view, the schools’ policies, philosophy of the school and regulatory compliance.

Role Responsibilities

The desire of the Board and the Principal is to appoint an English Teacher for the secondary school year levels who reports to the Head of English and ultimately the Principal for the provision of dynamic English teaching and learning programs, consistent with the College's strategic plan, vision, values, mission and tenets.

Faith Basis of Employment

Appointment to this position is conditional upon you having and retaining during the term of the appointment a firm personal belief consistent with the Statement of Faith attached to your letter of offer from the College. This is inclusive of an active commitment to and involvement with a Christian Church holding a doctrinal position consistent with the Statement of Faith, this being an essential condition and inherent requirement of your appointment and continuing employment.

Should you cease to have a firm personal belief consistent with the Statement of Faith or cease to maintain an active commitment to and involvement with an appropriate Christian Church you must inform the Principal and/or Board immediately. In such an event the College may terminate your employment opportunity summarily in accordance with the provisions outlined in your letter of appointment

Teaching Position – English Teacher

We seek a dedicated and passionate teacher of English. The successful candidate will have a strong commitment to teaching excellence, be aligned with the school's Christian faith and values, and foster a supportive and engaging learning environment that promotes spiritual and academic growth. The English teacher will inspire students to appreciate language and literature, develop critical thinking skills, and excel in communication. This role involves teaching students from year 7 -12 and contributing to the school's mission by integrating Christian principles into classroom teaching. The position is full-time from 2025 or earlier.

Key Responsibilities

At Brindabella Christian College all staff are expected to support the strategic direction of College, its Board, staff, students and families. They will:

- Deliver engaging and effective English lessons aligned with the Australian Curriculum, Board of Senior Secondary Studies syllabus, and the school's Christian ethos.
- Develop students' skills in reading, writing, speaking, listening, and critical analysis of literature.
- Prepare lesson plans, assessments, and resources that foster creativity, critical thinking, and comprehension
- Integrate a biblical Christian worldview, Christian values and perspectives, into lesson content and classroom discussions
- Actively support students' academic and spiritual growth, providing guidance and mentorship
- Participate in school events, staff devotions, faculty meetings, and professional development opportunities
- Collaborate with other faculty members to develop interdisciplinary projects and school-wide initiatives
- Provide regular feedback on student progress and maintain accurate records of assessments
- Exhibit good classroom control which allows each child to learn unimpeded by others
- Expect high standards of achievement commensurate with student ability
- Display proper care and use of College resources and facilities
- Maintain registration as a teacher in the ACT with the Teacher Quality Institute
- Comply with relevant legislative requirements, codes of ethics and conduct established by regulatory authorities and the College
- Maintain professional reading and learning to ensure awareness of best practice
- Lead or support a co-curricular program
- Perform other duties as required by the Principal.

Essential Selection Criteria

Applicants for this role should address the following key criteria within a two-page response:

1. *Qualifications*
 - Bachelor's degree in English, Education or a related field.
 - Teaching qualification (such as a Graduate Diploma in Education or Master of Teaching).
 - Registration or eligibility for registration with the ACT Teacher Quality Institute (TQI).

2. *Experience and Pedagogy*
 - Proven experience teaching English in a secondary school setting.
 - Thorough understanding of the Australian Curriculum for English and best practices in English education.
3. *Christian Faith and Values Alignment*
 - Commitment to the school's Christian mission and ability to integrate faith-based perspectives within the curriculum.
 - Active engagement in a Christian community and alignment with the values and teachings of the school.
4. *Communication and Interpersonal Skills*
 - Strong communication skills and ability to interact effectively with students, parents and colleagues.
 - Demonstrated ability to build positive relationships with students, fostering a respectful and inclusive classroom environment.
5. *Student-Centred Approach*
 - Passionate about supporting students' individual learning needs, fostering resilience, and encouraging critical thinking.
 - Skilled in using assessment data to inform and adapt teaching strategies.

Each criterion should be addressed concisely with examples reflecting the applicant's suitability for supporting students' pastoral and spiritual wellbeing within the Christian school community.

Desirable Selection Criteria

1. *Pastoral Care Experience*
 - Experience in providing pastoral care or mentorship to students, encouraging both academic and spiritual growth.
2. *Professional Development*
 - Willingness to pursue ongoing professional development, especially in areas of Christian education, student well-being, and instructional technology.
3. *Extracurricular Involvement*
 - Willingness to contribute to extracurricular programs, such as literacy clubs, school productions, or writing competitions.
4. *Familiarity with Educational Technology*
 - Experience using educational technology tools (such as Google Classroom, LMS platforms, or virtual learning environments) to enhance learning outcomes.
5. *Experience with Differentiated Instruction*
 - Ability to differentiate instruction to accommodate diverse student needs, including students with learning difficulties or advanced learning requirements.

Teaching Duties

Teaching duties will be assigned by the Principal, or delegate, and will be stated in the employment contract.

Appraisal/Review Conditions

All teaching staff will undertake annual performance appraisals.

Faith Basis of Employment

- Demonstrated ability to ensure that the Biblical worldview is integrated into the curriculum and teaching based on the infallible Word of God
- Act consistently with the Christian content within the 'Faith Basis of Employment' and the 'Lifestyle Agreement and Intention to Continue' statements within the College letter of offer and the Multi-Enterprise Agreement (all documents are available from the College website)

Personal Skills and Attributes

Applicants for the role of English teacher should demonstrate the following personal skills and attributes:

1. *Empathy and Compassion*
 - A caring and understanding approach towards students with diverse needs, with the ability to build trust and provide support that respects individual differences.

2. *Commitment to Christian Values*
 - Active participation in a Christian church community
 - A strong personal faith and commitment to Christian principles, with the ability to integrate these values into everyday interactions, fostering a positive spiritual environment within the school.
3. *Strong Communication Skills*
 - Excellent written (including spelling and language conventions) and verbal communication skills, with the ability to engage clearly and positively with students, staff, and parents, as well as the confidence to present training and workshops.
4. *Collaborative Team Members*
 - Proven ability to work effectively in a team, fostering collaboration and building positive relationships with colleagues across departments and with external professionals.
5. *Problem-Solving and Initiative*
 - Ability to think creatively and proactively to find solutions for diverse learning challenges, as well as to make informed decisions that support student wellbeing and academic success.
6. *Resilience and Adaptability*
 - A calm and resilient approach, able to handle complex situations with patience, and to adapt strategies to meet the evolving needs of students and the school community.
7. *Organizational and Time Management Skills*
 - Strong ability to manage multiple responsibilities efficiently, maintain accurate records, and meet deadlines in a busy school environment.
8. *Analytical and Reflective Thinking*
 - Strong analytical skills, with the ability to assess student needs, evaluate program effectiveness, and use data to drive continuous improvement in learning support and enrichment.
9. *Attention to Detail and Compliance*
 - Detail-oriented with a strong commitment to ensuring compliance with all relevant standards, and requirements and the accurate documentation of adjustments and support plans.
10. *Passion for Inclusive Education*
 - A genuine passion for supporting diverse learners, with a vision for fostering an inclusive school culture where all students are encouraged and empowered to reach their full potential.

These personal qualities are essential for supporting a caring, inclusive, and Christ-centred educational environment that aligns with the school's mission and values.

Terms of Appointment

The remuneration package includes an attractive annual salary commensurate with the applicant's qualifications and experience. Consideration will be given to special superannuation arrangements and salary packaging.

There will be regular performance reviews based on agreed criteria. The appointment is for full-time and ongoing with a 6-month probationary period.

The College reserves the right to fill the position by invitation or to re-advertise the position.

Salary Range

Base: \$84,000 - \$124,000 (Base salary is related to years of teaching experience)

Other Documents

Please note that the following documents are available on the College website for your reference:

1. Faith Basis of Employment Statement
2. Lifestyle Agreement and Intention to Continue Statement
3. Multi Enterprise Agreement

Applications

Applicants for the advertised teaching position at Brindabella Christian College are required to complete the teachers application form found on the [BCC website](#).

Specific Position Enquiries to:

Mrs Reena Bhatnagar
Head of Faculty, English, Brindabella Christian College
Phone: +61 (2) 6190 7300
Or Email jobs@bcc.act.edu.au

Lodgment of Applications

Applications can be lodged electronically by email to:
Email to jobs@bcc.act.edu.au

Closing Date

Applications close on 12 January 2025. Applications will be reviewed and interviews will be held shortly after.

College Employment Interview Process Outline

The interview process for applicants seeking employment at the College is designed to ensure a fair, comprehensive evaluation while accommodating candidates from various locations, including interstate and overseas. The process aims to assess applicants' professional qualifications, alignment with the school's values, and suitability for the specific role.

1. Initial Application Review

- *Screening:* The hiring team reviews each application to ensure applicants meet the essential qualifications and experience for the role.
- *Shortlisting:* Candidates whose backgrounds align well with the position requirements are shortlisted and contacted regarding the next steps.

2. Preliminary Interview (Online or In-Person)

- *Format:* Shortlisted candidates are invited to a preliminary interview, typically conducted via video conference for remote applicants or in-person for local candidates.
- *Objectives:* This interview serves to assess:
 - The candidate's understanding of and alignment with the school's values and mission.
 - Key qualifications, experience, and skills relevant to the position.
 - Basic behavioral and situational responses to determine the candidate's approach to challenges they might encounter in the role.
- *Preparation:* Candidates are advised of the format and provided with general questions and topics to help them prepare.

3. Second Interview - Panel Interview

- *Format:* For interstate and overseas applicants, this interview is held online with a panel. Local candidates will need to attend in person.
- *Panel Composition:* Typically includes the Principal, Head of School, relevant department heads, and a representative from Human Resources.
- *Topics Covered:*
 - Teaching philosophy, classroom management strategies, and examples of past achievements.
 - Faith-based and ethical scenarios (for Christian schools) to evaluate the candidate's approach to integrating faith with education.
 - Specific situational questions tailored to the position.
- *Follow-up Questions:* This stage allows the panel to ask follow-up questions on the candidate's prior experience and responses given in the preliminary interview.
- *Interaction Assessment:* The panel will observe the candidate's interpersonal skills, clarity in communication, and potential cultural fit within the school community.

4. DISCRETIONARY STEP- Practical Component (Teaching Simulation or Project)

- *For Teaching Roles:* Candidates are asked to prepare and deliver a sample lesson (either recorded or live) to demonstrate their teaching style, classroom management, and engagement strategies.

Overseas and interstate candidates may submit a video of the lesson or conduct it via a virtual classroom.

- *For Administrative Roles:* Candidates may be given a scenario-based project or case study to complete, which assesses their problem-solving abilities, decision-making skills, and alignment with the school's policies and mission.
- *Feedback:* The hiring team assesses the performance on various criteria and, where possible, provides feedback to the candidate.

5. Reference Checks and Verification

- *Reference Checks:* Contact the candidate's references to verify employment history, teaching or administrative skills, and overall fit for a faith-based school environment.
- *Additional Checks for Overseas Applicants:* For international applicants, additional verification (e.g., credential validation, background checks) may be required.

6. Final Interview (Optional)

- *Purpose:* For positions where a further in-depth conversation is needed, or when interviewing overseas candidates who may need to meet with additional senior staff.
- *Format:* Conducted online if the candidate is interstate or overseas.
- *Topics Covered:* Often focuses on logistics, expectations for relocation (if applicable), and clarification of any final questions from either the candidate or the school.

7. Offer and Onboarding

- *Offer Stage:* Successful candidates receive a formal offer, detailing the terms of employment, start date, and next steps.
- *Relocation Support:* If required, the school may assist with resources to support the relocation process for interstate or overseas hires.
- *Onboarding:* Once the offer is accepted, the candidate will be guided through the school's onboarding program to ensure a smooth transition into their new role.

Considerations for Overseas and Interstate Applicants:

- *Flexibility in Timing:* Time zone differences are accommodated in scheduling interviews.
- *Remote Participation:* All stages are accessible via online platforms to ensure remote applicants receive the same evaluation opportunities.
- *Relocation and Adjustment Support:* Where possible, the school may provide resources to help candidates and their families transition smoothly to their new community and role.

This interview process ensures that each candidate is evaluated thoroughly and fairly, regardless of location, while upholding the school's commitment to a supportive and professional hiring experience.