



**BRINDABELLA**  
CHRISTIAN COLLEGE

# Teacher

**PRIMARY**



## [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, 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
- 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.

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## 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.

## Position – Primary Teacher

We are seeking an exceptional person to join our College as a primary classroom teacher. The position is full-time for 2025.

## Position Description/Responsibilities

The Primary School Teacher is responsible for delivering a well-rounded education across all key learning areas for primary students, with a focus on integrating Science, Technology, Engineering, Arts, and Mathematics (STEAM) principles into the curriculum. This role involves creating an engaging and inclusive classroom environment that supports students' academic, spiritual, and social development. As part of a collaborative teaching team, the teacher will incorporate a biblical worldview and Christian values into lessons, fostering curiosity, creativity, a love for learning, and a desire to honour God. The successful candidate will bring a passion for STEAM education, inspiring students to think critically and explore God's creation through inquiry-based learning.

## Key Responsibilities:

1. Curriculum Planning and Delivery
  - Plan and deliver engaging lessons across all primary key learning areas, integrating STEAM concepts and activities where appropriate.
  - Design learning experiences that encourage critical thinking, creativity, and problem-solving, providing hands-on projects to enhance understanding.
  - Develop and implement differentiated lesson plans that cater to the diverse needs, abilities, and interests of students.
2. Classroom Management and Student Engagement
  - Create a safe, respectful, and Christ-centred classroom environment that promotes positive behaviours, active participation, and collaborative learning.
  - Utilize classroom management techniques that support a calm, focused learning environment while fostering a sense of responsibility and independence in students.
  - Build relationships with students, encouraging them to develop confidence, curiosity, and resilience in both academic and personal pursuits.
3. Assessment and Reporting
  - Assess, record, and report on students' progress in all learning areas, using a variety of assessment methods to gauge understanding and skill development.
  - Provide meaningful feedback to students and parents, highlighting strengths and areas for growth and recommending strategies for continued learning.
  - Maintain accurate records and prepare formal progress reports in accordance with school policy and standards.
4. Christian Faith Integration and Spiritual Guidance
  - Model Christian values and incorporate faith-based discussions into the curriculum, encouraging students to explore their beliefs and understand Christian teachings.
  - Actively participate in school devotions, prayer, and other faith-based activities, fostering a supportive spiritual environment.
  - Encourage students to see connections between their learning and Christian principles, promoting a sense of wonder about God's creation and their place within it.
5. Collaboration and Professional Development
  - Work closely with colleagues and school leadership to align teaching practices and curriculum with school goals, particularly in the area of STEAM integration.

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- Participate in professional development opportunities to stay informed on current best practices, especially in primary education and STEAM fields.
  - Engage with parents and guardians as partners in education, communicating openly and constructively about student progress, classroom activities, and school events.
6. STEAM Integration and Innovation
- Design and implement STEAM projects that encourage hands-on learning and foster curiosity, aligning with the curriculum and Christian values.
  - Use technology and digital tools to enhance learning experiences, supporting students in developing digital literacy and problem-solving skills.
  - Foster an innovative mindset in students, guiding them to explore real-world applications of STEAM concepts in ways that reflect responsible stewardship and creativity.

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  - Work closely with colleagues and school leadership to align teaching practices and curriculum with school goals, particularly in the area of STEAM integration.
  - Participate in professional development opportunities to stay informed on current best practices, especially in primary education, literacy, numeracy, and STEAM fields.
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- Use technology and digital tools to enhance learning experiences, supporting students in developing digital literacy and problem-solving skills.
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## Essential Selection Criteria

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

1. Qualifications and Experience
  - Teaching qualification recognised in the ACT, with experience teaching in a primary school setting.
  - Proven ability to teach across all primary learning areas, with a solid understanding of integrating STEAM into the primary curriculum.
  - Demonstrated knowledge of the Australian Curriculum and the ability to design lessons that meet educational standards and student needs.
2. Commitment to Christian Faith and Values
  - Active Christian faith with a commitment to the values, vision, and mission of the school.
  - Ability to integrate Christian principles into daily teaching and interactions, modelling a faith-filled, Christ-centred life.
3. Knowledge of STEAM Integration
  - Strong understanding of STEAM education principles and experience integrating science, technology, engineering, arts, and mathematics into primary learning.
  - Knowledge of inquiry-based and project-based learning approaches that encourage exploration and problem-solving.
4. Classroom Management and Relationship-Building Skills
  - Effective classroom management techniques, with a focus on creating a safe, supportive, and inclusive learning environment.
  - Strong communication and interpersonal skills, with the ability to build positive relationships with students, parents, and colleagues.
5. Assessment and Reporting Proficiency
  - Experience in using formative and summative assessment methods to evaluate student learning and provide constructive feedback.
  - Skilled in recording and reporting on student progress, with attention to detail and accuracy in preparing formal reports.

Each criterion should be addressed concisely with examples stating how your current and/or recent experience meet the essential and desirable criteria in addition to your CV.

## Desirable Criteria

1. Additional STEAM Skills or Certifications
  - Formal training or certification in STEAM fields, particularly in areas relevant to primary education, such as coding, robotics, or digital literacy.
  - Experience in using educational technology tools (e.g., 3-D printers, interactive whiteboards, coding software) to enhance STEAM learning.
2. Experience in Faith-Based Education
  - Experience working in a Christian school or faith-based education setting, with a clear understanding of the unique needs and priorities in such an environment.
  - Previous experience in leading prayer, devotions, or other spiritual activities within the classroom.
3. Understanding of Social-Emotional Learning (SEL)
  - Knowledge of SEL strategies that support student well-being, resilience, and interpersonal skills, creating a nurturing environment where students thrive academically and personally.

## Personal Skills and Attributes

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

1. *Empathy and Compassion*

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- 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.

### Reporting lines

Reports to either the Head of Primary, Head of Junior School, or Head of Middle School, and ultimately to the Principal.

### Faith Basis of Employment

- Demonstrated ability to ensure that the Biblical World view 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 school's website)

### 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-based appraisals on agreed criteria. The appointment is 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.

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

### Specific Position Enquiries to:

Elliot Davis  
Deputy Principal  
Brindabella Christian College  
Phone: +61 (2) 6190 7300  
Or Email [jobs@bcc.act.edu.au](mailto:jobs@bcc.act.edu.au)

### Lodgment of Applications:

Applications can be lodged electronically by email to:  
Email to [jobs@bcc.act.edu.au](mailto:jobs@bcc.act.edu.au)

### Closing Date:

Applications close on **6 December 2024**. 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.