

# Position Description

## Chaplain

Berwick Campus

2026

### RELATIONSHIPS AND NETWORKS

ACCOUNTABLE TO	<ul style="list-style-type: none"><li>• Executive Principal</li><li>• Campus Principal</li><li>• Head of Education</li></ul>
LED BY	<ul style="list-style-type: none"><li>• Senior Chaplain</li><li>• Head of Faculty (teacher)</li><li>• Head of Teaching and Learning (teacher)</li></ul>
COLLABORATES WITH	<ul style="list-style-type: none"><li>• Heads of Section</li><li>• Heads of Teaching and Learning</li><li>• RAVE Faculty</li></ul>
KEY WORKING GROUPS	<ul style="list-style-type: none"><li>• Campus Chaplaincy team</li><li>• College Chaplaincy team</li><li>• Section teaching teams</li></ul>
EXTERNAL GROUPS	<ul style="list-style-type: none"><li>• Parents</li><li>• Alumni</li><li>• School and faith-based networks</li><li>• Anglican Diocese of Melbourne/Synod</li><li>• Uniting Church of Victoria</li></ul>
POSITION CONDITIONS	<ul style="list-style-type: none"><li>• This is a full-time ongoing position commencing Term 1 2026</li><li>• Teaching Religious and Values Education from Grade Prep to Year 10 Ethics</li><li>• This role requires a VIT registration</li><li>• This role has a position of responsibility (POR) which includes 12ppc time release, equating to approximately 0.80 FTE teaching load</li><li>• Graduates are welcome to apply</li></ul>



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- We welcome expressions of interest from final-year student teachers who may be eligible for consideration under the Permission to Teach.
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#### REFERENCE DOCUMENTATION

- Education BluePrint
  - Staff Handbook
  - Staff Code of Conduct
  - College Policies and Practices
  - Report Style Guide
  - Inclusion Framework
  - Positive Learning Environment Framework
  - Leading Learning That Matters Framework.
  - Continuous Engagement and Development (CEAD) program.
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## PRIMARY PURPOSE OF THE POSITION

### CHAPLAIN - LEADING A SCHOOL-BASED MINISTRY

The Chaplain is responsible for ensuring the Christian education provided by Beaconhills remains relevant and ultimately impactful and meaningful in the lives of young people who belong to a diverse and multi-cultural community of Christian faith, different faiths and of no faith, to contribute to Beaconhills being a contemporary Christian Community school.

In collaboration with the Senior Chaplain, the Chaplain leads the celebration of faith of our community to grow minds and open hearts that creates peace, joy and love in line with our associations to the Anglican and Uniting Churches.

The Chaplain also provides critical pastoral care for all staff, regardless of their faith, and provides critical support as part of the College's crisis response.

As a member of the Religious and Values Education (RAVE) department, the Chaplain is responsible for the design, development and delivery of the RAVE curriculum from Prep to Year 10.

The Chaplain will contribute to the College citizenship and service "Beacon of Hope" programs.

The Chaplain will foster and maintain connections with the Anglican Diocese of Melbourne/Synod and of the Uniting Church of Victoria and along with the Senior Chaplain is the College's representative at Deanery and where necessary, Synod level. The Chaplain will act as a delegate for the Senior Chaplain as required.

## KEY RESPONSIBILITIES OF THE CHAPLAIN

The key responsibilities of the Chaplain are to:

1. Lead and arrange worship services which includes House chapel and other services, and contributions to Assemblies, in conjunction with the Senior Chaplain
2. Lead voluntary prayer, Bible study groups and lunch time programs
3. Contribute to major school publications
4. Conduct baptisms, funerals and weddings as directed by the Senior Chaplain
5. Maintain active and regular contact with Diocesan and Presbytery organisation and local churches
6. Engage with members of our community as required including staff, students, alumni, families and external networks.
7. Contribute to staff briefings, staff services and reflections
8. Provide pastoral care support during community crisis management as required.

## CRITERIA FOR CHAPLAIN

- Demonstrated mature Christian faith, and a calling to be part of a school-based ministry.
- Demonstrated alignment with the Christian Mission of the College 'to shine the light of the Christian faith for our Beaconhills College' and vision 'to be a community that actively lives the Christian values'.
- An alignment to the Anglican and Uniting Church.
- Demonstrated commitment to the theological ethos and guiding statements of the College.
- Demonstrated support of the College's inclusion statement where 'everyone is welcome at Beaconhills College. We are strengthened by the diversity of our community and guided by our values of Respect, Compassion and Integrity.'
- Demonstrated alignment to the Christian Community School ethos of the College to be inclusive of a diverse, multi-cultural community of Christian faith, different faiths and of no faith.
- Demonstrated ability as a leader of public worship and pastoral liturgy (marriage, baptism and funeral services).
- Demonstrated proactive contributions to the life of school, such as co-curricular programs, camps or other school-based student opportunities.
- Demonstrated positive, proactive approach to student wellbeing, and the ability to develop trusting relationships with students, staff and families.
- Demonstrate the ability to work collaboratively with others in a team setting.
- Demonstrated leadership capabilities in line with our servant-based approach.



## TEACHER - TEACHING STUDENTS RAVE

The primary responsibility of the teacher is to promote high quality student learning and utilise effective teacher practices to support student growth. The role of the Teacher is to teach students how to effectively learn, promote student wellbeing, and to facilitate and evaluate a learning program consistent with the Beaconhills six pillars of learning that matters and the Victorian Curriculum. The teacher will collaboratively develop and design curriculum, learning, teaching practices and evidence of learning within the understanding by design framework to inspire students to fulfil their potential.

## KEY RESPONSIBILITIES OF THE TEACHER

The key responsibilities of all teachers are to:

1. Support our students in their learning through:
  - Providing meaningful feedback on learning to the learner and designing instruction that provides feedback to the teacher that informs the next steps in learning and instructional design
  - Provide students with meaningful feedback on their evidence of learning
  - Continually designing Learning That Matters for our students within the curriculum
  - Supporting learning outcomes of students through well designed curriculum and effective teaching pedagogy
  - Ensuring students are provided with a positive learning environment
  - Continually supporting the wellbeing of students, including reporting any issues as required
2. Establish trusting and respectful relationships with students and parents
3. Work collaboratively with teachers in the shared design of curriculum
3. Act as a positive role model for young learners
4. Continually engage in informed reflective practice and professional learning activities that support personal and professional growth as well as support of ongoing innovations of the College

## TEACHER AS LEARNER

In this position, the teacher is required to learn how to:

- design curriculum in alignment with the Beaconhills Curriculum Framework which includes the use of Understanding by Design
- effectively develop and implement evidence of learning and feedback practices including the use of continuous reporting
- use effective teaching pedagogy and practices (Beaconhills College effective teaching practices)
- engage in professional learning cycles through the design of a problem of practice that supports reflective practices and collaborative dialogue
- use technology to support teaching and learning in the classroom
- support the wellbeing of students within our programs
- support the individual learning needs of our students

- develop and implement teaching strategies that support the development of our students' Learning Mindset

## TEACHER IN TRAINING

The training needs for this position are:

1. College protocols and procedures (eg Operoo for excursions and risk management, Synergetic, duty of care)
2. College policies and compliance requirements
3. Digital Learning Platforms (Microsoft Teams, OneNote, M365, and Seesaw)

## CRITERIA FOR TEACHER

### CURRICULUM

- Demonstrated understanding of Religious and Values Education curriculum.
- Contemporary approaches to curriculum design and teaching practice, including the effective use of technology.
- An effective understanding of knowledge and context-based curriculum utilising Understanding by Design and Learning That Matters
- Design evidence of learning that is for, as and of learning
- Effectively plan evidence of learning that supports feedback practices of our continuous reporting and feedback cycles
- Use relevant data to reflect on the effectiveness of curriculum design
- Contribute to the development and identification of effective learning resources
- Design learning and curriculum that meets the needs of students including making adjustments for students with special needs.

### TEACHING PRACTICE

- Use effective teaching practices in line with our Education Blueprint and Instructional Model
- Active engagement in our Continuous Engagement and Development Program utilising the Professional Learning Cycle
- Use evidence of student learning to inform teaching practices
- Design and document lesson plans
- Provide meaningful feedback, feed forward and feed up opportunities for students
- Supporting individual student learning needs in line with the requirements of NCCD and the College's approach to personalised learning
- Integrate aspects of student wellbeing into teaching practice and classroom management
- Use the gradual release of responsibility model in line with our instructional practices
- Leverage a range of technologies to facilitate learning and support evidence of learning practices
- Maintain a positive learning environment conducive to learning in the classroom
- Facilitate age-appropriate behavioural strategies in the classroom to support student learning

## STUDENT MANAGEMENT

1. Communicate with parents around student learning when necessary
2. Attend student progress meetings (parent-teacher interviews)
3. Update communication records in Synergetic
4. Maintain up-to-date attendance records
5. Provide feedback on students of concern
6. Develop student IEPs as required

## OTHER DUTIES

In addition to face-to-face teaching duties and related duties, other duties include, but are not limited to, tutor group, extras, assemblies, yard duties, staff meetings, open/information days/nights, professional development activities, meetings with parents, student progress meetings, the wellbeing program, co-curricular responsibilities and the outdoor education and camps programs.

Attend camps as part of the Beacon Explorers program.

## PROFESSIONAL LEARNING AND GROWTH

1. Attend College professional learning workshops
2. Attend relevant external workshops
3. Participate in section-based professional learning and reading
4. Conduct student surveys/feedback
5. Develop professional growth goals
6. Routinely engage in reflective practice as part of the CEAD Program
7. Seek feedback from colleagues

## QUALIFICATIONS

The successful application must hold (or be in the process of obtaining):

1. A current registration with the Victorian Institute of Teaching (VIT)
2. A current *National Police Check* (NPC) issued within the last 3 months
3. A current first aid certificate (or a willingness to obtain)
4. Tertiary qualifications in education (in religious education would be an advantage)
5. Bearer of the Archbishop or Moderator's license
6. Be ordained, be in the process of or interested in being ordained by a Christian Church (affiliation with the Uniting or Anglican Church would be an advantage)
7. Theological qualifications or education obtainment.

## PHYSICAL CAPABILITIES

1. Sitting (occasional 1-33%)
2. Standing (frequent 34-66%)
3. Walking (frequent 34-66%)
4. Talking (frequent 34-66%)
5. Listening (occasional 1-33%)
6. Steps/stairs (frequent 34-66%)
7. Carrying (occasional 1-33%)

## WORKPLACE HEALTH AND SAFETY RESPONSIBILITIES

8. Ensure that any hazards, incidents (including near misses) and injuries are reported immediately to relevant management
9. Co-operate in relation to activities taken by the College to comply with Work Health and Safety (WHS) legislation
10. Participate in consultation, meetings, training and other health and safety activities where required
11. Ensure only authorised, adequately trained staff undertake assigned tasks
12. Take reasonable care for personal health and safety and the health and safety of others in the workplace

## CHILD SAFETY AND EQUAL OPPORTUNITY STATEMENT

Beaconhills College has zero tolerance for child abuse. Beaconhills is a child safe employer and is committed to the welfare of children and their protection.

Beaconhills has systems to protect children from abuse and will take all allegations and concerns very seriously and respond to them consistently, in line with our policies and procedures.

All potential employees and volunteers will be required to comply with the College's *Child Safe Policy* and *Code of Conduct*, which are available on our website [here](#). Beaconhills performs thorough assessments of potential and existing employees in accordance with the legislated Child Safe Standards. The assessments will be used to ascertain whether the potential or existing employee is a fit and proper person and is suitable for work in a school environment and in the position applied for or held. The screening process includes, but is not limited to, criminal record checks, *Working with Children Check* (WWC \Check) and checks of social media accounts.

Beaconhills College is committed to Equal Employment Opportunity principles and is committed to the principles of merit-based selection, equity, diversity and procedural fairness in our recruitment process.

Aboriginal and Torres Strait Islander peoples are encouraged to apply for all positions at Beaconhills College.