

Ignite ambition



John Paul College
Unity | Christ | Learning



Position Title	JPIC Teacher
Department/Faculty	John Paul International College (JPIC)
Classification	John Paul College Enterprise Bargaining Agreement (EBA2025)
Employment Type	Permanent Full-time
Reporting Manager	Head of JPIC
Prepared	May 2026

About John Paul College

John Paul College (JPC) is one of Queensland's largest independent co-educational schools, offering a seamless learning journey from Early Learning to Year 12. Established in 1982 by the community for the community, our motto – Unity | Christ | Learning – continues to guide our mission of nurturing exceptional individuals with courage, integrity and a commitment to enrich society.

Our diverse community includes more than 2,400 students from ELC to Year 12, including our John Paul International College English Language Pathways. We develop ethical, creative and service-oriented thinkers who thrive in an increasingly complex global environment, grounded in Christian Ecumenical values welcoming all faiths and backgrounds.

Set on 33 hectares in Daisy Hill, Logan, our campus combines outstanding facilities with a future-focused education. Innovative learning spaces, sporting ovals, aquatic centres and a highly accredited Outside School Hours Care program support every aspect of student growth.

Guided by our mission to accelerate a dynamic learning community and ignite excellence in all, we nurture learners who are confident, adaptable and compassionate, ready to lead and serve in a multicultural, multi-faith global society.

Our Values

Mutual Respect: We show mutual respect by:

- Accepting others, celebrating our diversity and individuality
- Ensuring fairness and equity in every interaction
- Being patient and tolerant with each other.

Integrity: We act with integrity by:

- Demonstrating honesty and truthfulness

- Leading honourable lives with humility
- Taking responsibility and meeting our obligations.

Compassion: We live with compassion by:

- Showing kindness and love to others
- Caring for the vulnerable and marginalised in our community
- Generously giving of ourselves through active service

Excellence: We strive for excellence by:

- Seeking knowledge and a deep understanding of the world
- Rising to the challenge of the complex, difficult and unfamiliar in our lives
- Setting and achieving aspirational goals.

Position Purpose

The role of a Teacher at John Paul International College (JPIC) is to deliver high-quality experiences and learning outcomes for students across school preparation and study tour courses, supporting academics, cultural competency and pastoral care.

JPIC Teachers inspire a genuine love of learning and curiosity in culture, equipping students with the language, cultural understanding and skills they need to thrive.

Reporting Relationships

A JPIC Teacher reports to the Head of JPIC.

Key Liaisons: The Principal; The Deputy Principal - International and Accommodation Operations; Global Engagement Coordinator, other employees of John Paul College; Students; Parents and guardians.

Key Responsibilities

It is expected that all Teachers at John Paul International College will:

Teaching and Learning

- Plan, prepare and deliver quality learning experiences that align with the John Paul International College Curriculum.
- Plan, prepare and deliver quality learning experiences and programs as part of JPIC study tour courses that achieve excellent student satisfaction outcomes.
- Support the creation and continuous improvement of learning programs, study tour programs, curriculum, syllabuses, unit plans and lessons.
- Apply professional knowledge and skills, maintaining currency in teaching practice, language acquisition pedagogy, and the specific requirements of the JPIC program.
- Design and deliver culturally responsive and engaging lessons that support students' academic, linguistic and social development.
- Differentiate instruction to meet the diverse language proficiency levels, backgrounds and learning needs of international students.

Student Wellbeing and Support

- Create safe, inclusive and supportive learning environments that promote the physical, social, cultural and emotional wellbeing of international students.
- Support students' transition to Australian schooling and cultural life, fostering a sense of belonging and confidence.

- Engage proactively with students to identify and respond to welfare needs, referring to appropriate support services where required.

Assessment and Reporting

- Assess student progress for developmental, feedback and reporting purposes, using a range of assessment strategies appropriate to language and academic preparation contexts.
- Maintain accurate student records and samples of work and report on student performance in a timely and constructive manner.
- Participate in the collaborative development and evaluation of JPIC curriculum and programs.
- Follow JPIC course progress and attendance reporting obligations, supporting students with individualised learning plans to succeed.

Professional Conduct and Community

- Maintain exemplary professional conduct that reflects the College values of Mutual Respect, Integrity, Compassion and Excellence, serving as a positive role model for students and colleagues.
- Establish and maintain appropriate relationships with the school and broader community, in line with the ethical obligations outlined in the College Code of Conduct.
- Contribute positively to the JPIC and broader College culture through active participation in team meetings, collaborative planning and collegial support.
- Participate as appropriate in College decision-making processes and professional development.
- Follow all College processes, policies and directions.

Student Experiences

- Plan, prepare, facilitate, lead and attend student incursion, excursions and over-night camps with the support of the Study Tour team as required.
- Drive College vehicles, including mini bus, as required.
- Support other out-of-hours student support activities as required.
- Support the Homestay and Boarding teams as required.

From time to time, fulfilling these responsibilities may necessitate working additional hours, or attending College events outside of work hours.

This position description is intended to describe the general nature and level of work to be performed. It is not intended to be an exhaustive list of all responsibilities, duties, and skills required. John Paul College reserves the right to amend this position description at any time.

Hours of Duty

A JPIC Full Time Teacher will be employed under the hours of duty provisions of clause 1.10 of the John Paul College Enterprise Agreement.

The following applies in lieu of the standard hours of duty provisions for Teachers:

- The ordinary hours of a Full Time JPIC Teacher are averaged over a 12-month period and subject to an annual quantum of 1,230 hours.

- A JPIC Teacher may be required to work their ordinary hours during non-Term weeks and outside the hours of the standard school day, in order to fulfil the requirements of their position.
- The College will endeavour to provide at least two (2) weeks advance notice of any requirement to work outside standard Term or school day hours.
- JPIC Teachers are engaged to teach school preparation courses and Study Tours or such other role as reasonably required.
- All other provisions of the John Paul College Enterprise Agreement relating to Teachers apply to JPIC Teachers, excluding those relating to hours of duty.

Skills and Abilities

- Strong interpersonal skills with the capacity to build positive, respectful relationships with students, parents, and colleagues.
- Strong cultural competency and empathy.
- Resilience and flexibility in managing high-pressure, complex, and evolving situations.
- High level of discretion and professionalism in handling sensitive and confidential information.
- Ability to work collaboratively within a team environment, as well as independently when required.
- Outstanding communication skills with a commitment to delivering exceptional service, supported by cultural awareness and empathy.
- Excellent organisational and time management skills, with the ability to prioritise effectively.
- Strong digital literacy, including advanced use of Microsoft Office
- High level of accuracy and attention to detail.
- Sound understanding of relevant legislation, policies, and best practices
- A clear understanding of, and alignment with, the College's strategic vision and values.
- Commitment to working in a manner that fully supports the Principal and overall leadership direction of the College.

Additional requirements

All employees of John Paul College are required to:

- Maintain a degree of flexibility in working hours from time to time as required for the position, including attendance at functions and events early in the morning, in the evening and on weekends.
- Accept that the College reserves the right to modify the position to meet its operating needs
- Assist and relieve in other positions from time to time.
- Demonstrate support for the College's philosophy, policies and procedures and core values.
- Undertake other reasonable and relevant duties within skills, knowledge and capabilities and as directed by the Principal or their representative.
- Support the College's core values and College's Christian Ecumenical ethos.
- This position involves working with children and will be subject to satisfactory employment screening for child-related employment in accordance with the law.

Qualifications & Registrations

- Bachelor's degree in Education or a related field.
- Current registration with the Queensland College of Teachers

- A recognised TESOL qualification
- Current First Aid certificate, or ability to obtain one
- Current Blue Card / Positive Notice Working with Children check or ability to obtain one

Selection Criteria

Qualifications and Registration

- A relevant Bachelor's Degree in Education.
- Current registration with the Queensland College of Teachers.
- A recognised TESOL qualification
- Knowledge of Curriculum and Pedagogy
- A comprehensive understanding of school preparation and English language programs for international students.
- Demonstrated ability to design and deliver effective, engaging lessons appropriate to an international student cohort.
- Knowledge of contemporary pedagogical approaches, including evidence-based language acquisition and EAL/D teaching practice.

Differentiated Instruction

- Proven ability to differentiate instruction to meet the diverse language proficiency levels, learning needs and cultural backgrounds of international students.
- Experience adapting teaching strategies to support students transitioning to the Australian educational context.
- Classroom Management
- Strong classroom management skills, including the ability to create a safe, inclusive and culturally respectful learning environment.
- Evidence of promoting positive student behaviour and wellbeing in a diverse classroom setting.

Assessment and Feedback

- Demonstrated expertise in designing and implementing assessment methods appropriate to language and academic preparation contexts.
- Ability to provide timely and constructive feedback that supports student growth and development.

Professional Development

- Commitment to ongoing professional development, with a record of engaging in relevant learning opportunities.
- Ability to apply new knowledge and skills to continuously improve teaching practice.

Collaboration and Communication

- Strong interpersonal and communication skills with students, families and colleagues, including those from culturally and linguistically diverse backgrounds.
- Evidence of effective collaboration with colleagues, parents and support staff to enhance student learning outcomes.

Ethical and Professional Conduct

- Adherence to high ethical and professional standards in all interactions with students, colleagues and the school community.
- Commitment to modelling and promoting the values of the College and the teaching profession.

Technology Integration

- Proficiency in using technology as an effective teaching tool to enhance student learning.
- Ability to adapt to and integrate emerging educational technologies into the classroom.

Reflective Practice

- Demonstrated capacity for reflective practice and a willingness to use feedback and self-reflection for professional growth.
- Evidence of a growth mindset and commitment to improving teaching practice.

Inclusivity and Cultural Responsiveness

- Commitment to fostering an inclusive, diverse and culturally responsive learning environment that values and respects the backgrounds and identities of all students.
- Experience addressing the needs of international students, including English language learners and students adjusting to a new cultural context.

Parent and Community Engagement

- Ability to establish and maintain positive relationships with international students' families, including those from non-English-speaking backgrounds.
- Evidence of participation in school and community activities that contribute to the broader educational experience.

EBA Conditions

Enterprise Agreement: [John Paul College Enterprise Agreement 2025](#)

Classification: Teacher – as per the John Paul College Enterprise Agreement 2025

Remuneration: As per the applicable Teacher salary scale under the John Paul College Enterprise Agreement 2025

Hours of Duty: 1,230 hours per annum, averaged over a 12-month period (clause 1.10.3). Hours may be worked during non-Term weeks and outside the standard school day. Standard Teacher hours of duty provisions do not apply (clause 1.10.2).

Leave Entitlements: As per the John Paul College Enterprise Agreement 2025

Superannuation: As per the John Paul College Enterprise Agreement 2025