Southern Vales

CHRISTIAN COLLEGE

Belonging | Growing | Serving

2026/2027

Information Pack:

Early Childhood Teacher

Southern Vales Christian College

General description

Southern Vales Christian College is a vibrant and growing community committed to best practice in Christian Education, equipping young people to discover their identity and purpose in Christ. Located in the heart of the South, we are dedicated to serving our region with outstanding Christian education that is both faith-filled and committed to excellence. At Southern Vales Christian College, we pride ourselves on being a place where staff and students genuinely belong, continually grow, and faithfully serve—reflecting our core values in all we do.

From humble beginnings in 1980, the College has grown to what it is today – a flourishing Early Learning Centre to Year 12 co-educational College. With campuses at Morphett Vale and Aldinga, we now have approximately 560 students and 110 staff members.

We are truly blessed. Our staff are passionate and dedicated. Each one is a committed Christian with a calling to serve the children and families of the College. Our teachers and support staff are highly qualified in their fields of expertise and seek to offer a caring and safe learning environment for the children in our care.

We see each young person as unique and made in the image of God. Senior school programs are tailored to the needs of each student and include pathways to both university and TAFE as well as into apprenticeships and employment. Academic achievement is highly valued, but equally so are godly character development, spiritual maturity, responsible citizenship and opportunities for leadership. Our goal is to produce graduates who go out into the world with passion, skills, confidence and enthusiasm.

Both campuses provide safe and engaging learning environments and an extensive and comprehensive learning program.

Early Learning Centre description

Our Centres for Early Learners are wonderful places for young and inquisitive minds to begin their journey. At both the Morphett Vale and Aldinga Campus we have Long Day Care Centres that provide care for children 3 to 5-year-old, running a preschool program between 8:30pm to 4:00pm.
SVCC ELC curriculum is inspired by elements of social-cultural and cognitive approaches to Education, finding direction on well-known pedagogues, socio-cognitive psychologies and

Theorists like Vygotsky, Jerome Bruner, Howard Gardner, and Loris Malaguzzi among others, to thread the ELCs' philosophy, based on our environment and community unique characteristics.

Children in the ELC are the protagonists of their own learning and being an active and important part of the community. By playing, pretending, socialising, exploring, questioning and enquiring about the things that surround them. Children get to analyse, hypothesise, theorise and make sense of what they experience and therefore experiencing belonging, being and becoming right from the start.

Our Philosophy

At SVCC ELC, Jesus is the centre of all things, where life flows from Him and we live in His life each day. Our shared community's Christian faith and dynamic and holistic understanding of each child and their family, nurtures a loving, respectful, inclusive, encouraging, compassionate, peaceful, grateful and faithful atmosphere for all participants to belong, be and become.

The child's image is fundamental in our philosophy; we believe children:

- Are joyful souls who take pleasure in celebrating life and have the right to play and be active participants in all matters affecting their lives.
- Are curious, creative and wonder drives their learning process.
- Are powerful, capable and resilient, with the ability to develop a sense of agency that sets them to be the main characters of their learning process and impact their world as active citizens.
- Have a voice and a desire to communicate in different ways to express themselves.
- Bring knowledge, diverse experiences, home languages, understandings, cultural ways of knowing, being and doing with them to build connections and learn.
- Have a natural desire and need for connection and relationships, finding learning opportunities in relationship with others.
- Are unique and each journey has its own pathway, hence they have the right to be acknowledged and celebrated in their individuality and unique personalities and interests.
- Express their worship and understanding of God and should be cared for as His treasure and acknowledged in their first steps of faith.
- Are intricate human beings with rights and therefore entitled to special care, assistance and safeguards, requiring to be supported with a holistic learning and development approach that responds to their physical, emotional, linguistic, social, cognitive and spiritual selves.
- Belong to diverse families, neighbourhoods, local and global communities and thrive when

trusting, respectful relationships are built around them between children, families, other educators and professionals, as well as members of the community.

Therefore, the following principles will guide each child's journeys at ELC:

The environment is strategically and intentionally designed to respond to the child's image upheld by the centre, a socio-cultural approach to learning and development and national and international sector regulations:

- It is a fluid space to inspire children's curiosity, promote their exercise of agency, intentionality and capacity to initiate and lead learning, responding to their right to participate in decisions that affect them.
- The indoor and outdoor environment offers safe, inclusive, challenging and engaging learning and developing opportunities for each child.
- Proposes opportunities for multimodal play and recognises all participants' intentional roles as essential. It is play-based and intrinsically mobilises children to master new skills and reach new stages in their development.
- Curiosity for nature's phenomena, its relations and elements are brought into learning spaces to inspire thinking, provide optimal profound engagement, and allow children to observe, to live and to deeply understand their natural environment.
- The environment invites children to use their senses and fully immerse in exploration, discovery, relaxation and/or active and energetic play, responding to their developmental needs.
- Observation, exploration and interaction with our natural and constructed physical environment in and outside ELC are activators of wonderings, inclusion and cultural responsiveness that respond to the strengths, culture, languages, interests and capabilities of each child.
- We acknowledge Aboriginal and Torres Strait Islander peoples as the First Peoples of Australia and as traditional custodians of the land on which we live, endeavouring to embed sustainable practices that would empower children and families with the wisdom, understanding and insight of how First Nation Peoples care for country and how we can learn from their valuable traditions and practices to continue to contribute to the world we have been entrusted with.
- The physical environment and educational practices provide a safe intercultural space where every participant's culture and traditions as well as traditional Aboriginal and Torres Strait Islander cultures are acknowledged and celebrated, building real connections between the centre, families and Country.

Children, families, educators and community work collaboratively in a nurturing and passionate Christian atmosphere where children's rights are guaranteed and efforts to abide for the child's best interest guide each participant's decision making. Therefore

Educators' and centre's management roles include:

- Facilitate children's learning by sustaining, extending, challenging and deepening children's ideas and skills through shared thinking and scaffolding learning through of play-based, age-appropriate learning experiences, using children's interests, curiosities and funds of knowledge.
- Learn about the child and family's unique characteristics, abilities and interests through deep connections, developing secure and safe attachments.
- Be attuned to each child's needs, feelings and ideas, listening to their voices, responding to those in ways that best suit each child's strengths, capabilities and curiosities.
- Critical reflection, continuous improvement and professional development drives Educators everyday practice. Their decision making demonstrates a deep understanding of their role and commitment with EYLF, National regulations and centre's policies and procedures.
- Foster warm and trusting relationships, respecting and working collaboratively with each member of the community as well as culturally and linguistically diverse children and families.
- Work collaboratively with the team of educators, the educational leader and management in the planning, documenting and assessing children's learning cycle
- Find learning opportunities for intentional knowledge building during educator-led teaching, unstructured/emergent play, individual and group interactions as well as through the different moments of the day.
- Promote culturally responsive interactions and celebrate diversity, being committed to reconciliation and embedding Australian Aboriginal and Torres Strait Islander perspectives in the ELC curriculum.
- Provide pastoral care and opportunities for children to learn and experience the love of God, living a Christ-filled life as example.
- Work in partnership with SVCC community to offer a Preschool Program and a Transition Orientation Program that allows ELC students to have a seamless and successful transition to school and set for life-long learning.

Families' role:

- We value parents as the primary educators of children and acknowledge each family has a unique set of beliefs and practices that impact their decision making about their children's wellbeing and development.

- Families work in partnership with the ELC and their genuine contributions and respectful interactions allow their child to feel safe and build strong secure relationships with the ELC first and then with SVCC community.
- Families are welcome to share their knowledge and/or expertise, skills, cultural
- understandings and practices to enrich experiences and bring cultural context to children's learning.
- Parents and/or primary carers share relevant information that allows our service to respond to children's holistic nature and to their changing needs and interests, being a connection point between family, Allied Health and the centre.

The Position:

Early Learning Teacher (FTE 0.6)
Fixed Term Replacement Contract Commencing Week 5

Term 4, 2026

Based at the Aldinga Campus

** To be read in conjunction with the Terms and Conditions of Employment – Teaching Staff (included herein) **

** All staff at Southern Vales Christian College are practicing Christians who are in regular and ongoing fellowship with a local church. **

** This is a temporary contract position for Term 4, 2026 until end Term 3, 2027 replacing a teacher on leave. The appointment is subject to the return of the substantive occupant and may conclude earlier.**

1. The successful applicant will be:

- have a Degree in Early Childhood Education or equivalent (approved by ACECQA) minimum qualification
- be an active and committed member of a Christian Church;
- be committed to the ministry of Christian schooling;
- be an energetic, highly motivated self-starter;
- be Part time, eager to be part of a growing creative and innovative ELC team;
- have a sound knowledge of NQF and EYLF, Play, Inquiry and Project Based Learning;
- understand Reggio Emilia Approach and Nature Education;
- be nurturing and friendly interaction with children, dedicated to the pastoral care;
- be resilient, resourceful and positive problem solver;
- be flexible, collaborative and have teamwork skills;
- available and engaged to work while the service is open; and
- be highly creative in developing and implementing curricular plans.
- have adequate knowledge and understanding of the provision of education and care to children
- have the ability to effectively supervise service operations, by actively responding to arising matters while following the service director's guidance, goals and core instructions.

The successful applicant will also be committed to the ethos, vision and mission of the College for Christ-centred, biblically based schooling and have a particular calling to excellence within the Primary faculty.

2. Nature of role

There are several main areas to the role of an educator at the SVCC ELC. They are:

- Teaching practice;

- Pastoral care of students;
- Curriculum and resource development;
- Professional development;
- General, administrative and other College activities.

The role includes:

- Taking on the service's role of Responsible Person for the Day (Day Leader), while rostered (present at the campus)
- Allocated planning and assessment time off floor;
- payment in the ordinary course for absences from the ELC during non-term weeks;
- participation in the College's Professional Development and mentoring from AISSA and other agencies;
- above regulations teacher-to-child ratios, with the support of Inclusion funding and additional educators to support child inclusion;
- a friendly, honourable and collaborative team and continued professional growth.

3. General Early Childhood teaching duties:

Undertake a range of teaching and teaching related duties as directed including:

- planning, preparation and implementation of appropriate learning programs and environment for children 3 to 5 years old and to guide professional practice based on Australian EYLF;
- working within a legal and ethical framework, based on NQS and national regulations;
- application of constructive behaviour guidance strategies in consultation with ELC Educational Leader, ELC Director and families;
- ensuring the health, safety and wellbeing of every child;
- supporting the holistic development of children in early childhood;
- deep understanding and implementation of a play-based curriculum;
- implementation of learning experiences in both indoor and outdoor environments;
- assessment of students and reporting to parents or guardians;
- developing positive and respectful relationships with children;
- identifying and responding to children's interests and needs;
- out-of-classroom student supervision e.g. excursions;
- assist with daily routines like eating, dressing and toileting;
- liaison and networking with professional staff and colleagues through AISSA, CSA Reggio Hub Group, Early Childhood Implementation Group and other forums;
- establish and maintain collaborative and respectful relationships with co-workers and community service providers working with children;
- creation, management and the use of learning resources;
- competent computer skills to manage documentation app and creation of learning resources and use of technology tools to support learning;
- maintain centre equipment and assist in housekeeping and sporadic cooking learning experiences;
- continue to develop professional skills by undertaking training, self-studying and continuously

- updating knowledge and skills to improve professional practice; and
- attend staff meetings, taking active part in critical reflections about professional practice, pedagogical strategies, ELC philosophy and curriculum, QIP, children's learning and development, Planning and Assessment Cycle, among others (after ELC hours).

4. Qualifications

- Degree in Early Childhood from a recognised University (as listed on the approved qualification list by ACECQA), or:
- Current Emergency First Aid response in an Education and Care Setting qualification – HLTAID012
- Current ACECQA approved anaphylaxis and emergency asthma management training
- Valid Working with Children Check
- Accredited Child Protection Training (RRHAN-EC)
- Current Manual handling training (for Early Years setting)
- Current Food Handling Safety and Hygiene practices (for Early Years setting) training
- TRB Registration

5. Reporting/Working Relationships

ELC Teachers and Educational Leaders are responsible to:

- The Principal of Southern Vales Christian College;
- The Early Learning Centre Director for the general discharge of all their duties.

ELC Education Leaders will have the following staff reporting to them:

- Early Childhood teachers
- Lead Educators
- Educators

Application requirements

1. College application form

Thank you for taking the time to apply for this position.

You should complete the **Teaching Application Form – Page 1** and the information/documentation detailed on the **Teaching Application Form – Page 2** – both are included later in this document.

2. Pastoral reference

We ask that you also obtain a pastoral reference from your minister – please use the **Pastor's/Minister's Reference** form that is also included with this document.

3. Closing date for Applications

Applications close at 5:00 pm on 16 October 2026

4. Queries

Any queries should be directed to the Human Resources Manager, Claudia Mansfield at claudia.mansfield@svcc.sa.edu.au or 08 8488 0000

5. Completed Applications

Completed applications should be emailed to claudia.mansfield@svcc.sa.edu.au

Terms and Conditions of Employment

(Teaching Staff)

1. Ministry

The task of bringing children up into maturity is a responsibility that God has given to parents (Deuteronomy 6:4 – 9 and Ephesians 6:1-4). In our complex and specialised world, this is a very onerous task.

God has given the church a gift of teaching and so it is entirely appropriate that the church assist parents by providing schooling (Ephesians 6:4) that will enable children to 'speak the truth in love' and 'to grow up unto Him, who is the Head, that is Christ' (Ephesians 4:15 NIV).

The College is a community of learning that has a three-fold responsibility:

- Equipping, developing and training students.
- Assisting them to grow in the knowledge and understanding of Jesus Christ.
- Helping them to learn to work together in unity.

Southern Vales Christian College is a ministry of the Harvest Australia Church, raised up by the Lord for these purposes. Staff presence in the College should be as a result of a call from the Lord to exercise their God-given gifts in the context of the ministry of the College. Viewing the College as a ministry, staff will have servant hearts. Anything less will reduce their presence to that of a 'hired labourer'.

All staff members shall be active members of a Christian church.

Teaching is a demanding ministry involving commitment to classes, individuals and staff. To engage students in learning as well as loving is quite often not without personal cost to the teacher. The only answer to such pressures is to be totally reliant upon God's strength.

It is the responsibility of each member of staff to:

- Be fervent in prayer.
- Faith-filled.
- Ready for service.
- Exhibit character traits which honour the Lord.
- Use teaching methods that reflect God's ways.
- Relate to others in unity.

Southern Vales Christian College is administered with the precepts of Christianity and under the authority of the Word of God. Our beliefs are such that we do not accept that homosexuality is appropriate. Accordingly, people who engage in homosexual practice will not be employed by this College.

2. Teaching

At this time, you have been engaged to teach in a particular section of the College or specific subjects, you may be called upon to exercise other duties or teaching commitments at either campus, as decided by the Leadership Team.

The College is continually involved in its own curriculum development, evaluation and review. You will be required to teach your classes diligently, using the agreed curriculum and to contribute to its ongoing development. All developmental work, in regard to curriculum, will become the property of the College, although you will be able to retain copies for your own use.

College commences at 8:40 am and finishes for students at 3:00 pm. Staff members are expected to arrive before 8:10 am and not leave before 3:45 pm.

You will be involved in:

- Supervision duties.
- Co-curricular activities.
- The application of the College's spiritual and pastoral care programme.
- Student behaviour management.
- Weekly staff meetings.
- Performance development and management.
- Regular professional development.
- College programmes which build strong links with families.
- Parent/teaching nights.
- Whole college functions.
- Other duties as deemed necessary by the Board or Management Team.

The duties stated above are intended to provide a general overview of the duties and responsibilities associated with the position. It is not an exhaustive list and all teaching staff are expected to perform reasonable duties and be deployed to teaching roles in line with the operational and institutional priorities, commensurate with the role and the grade/level.

3. Ethos, Aims and Objectives

The ethos, aims and objectives of the College are based on:

- Acceptance of the Lordship of Christ.
- Acceptance of the Bible as the written Word of God.
- The College aims to provide schooling of excellence that:
- Nurtures self-discipline in the student while teaching him or her to accept the discipline of the College, the church and to obey the laws of Government.
- Trains the student in the moral and ethical standards of the Bible.
- Develops the student's creative and critical abilities.
- Stresses cooperation rather than competition.
- Encourages the development of the students' gifts, skills and abilities for the service of the Kingdom and the world.

- The College adheres to the Creationist model as the basis of its teaching programme.
- Each member of staff shall be aware of and in agreement with:

Our College Motto	Our College Values
Our College Mission Statement	Our College Distinctives
Our College Vision Statement	Our College Statement of Faith

Each of the above is included in this document.

All staff members are required to teach in a way that is consistent with the policies of the College.

4. Operation of the College

The College Board is responsible to the Harvest Australia Church leadership for the general oversight of operations and the determination of broad policies. It is the body legally responsible for the College's activities.

Day-to-day responsibility of the College is delegated to the Principal who has the responsibility of interpreting the aims and objectives consistent with the ethos of the College. The Principal has been given authority for the operation of the College and recommends to the Board the engagement and dismissal of staff.

You will:

- Be supportive in respect of these matters.
- Set an example of personal conduct and attitude consistent with the ethos of the College.
- Carry out the implementation of the curriculum and college's programmes responsibly.

5. Professional Development

All staff shall participate in conferences and workshops as deemed appropriate by the Principal and Leadership. You will be encouraged to undertake other professional development opportunities as determined through the Performance Management and Development programme.

6. General Items

Your employment will be subject to the provisions of the Southern Vales Christian College Enterprise Agreement 2025.

Our College Identity

Our Motto

Excellence through Christ

At Southern Vales Christian College, we pursue *Excellence through Christ* always.

Our Mission Statement

Southern Vales Christian College is *a vibrant and growing community providing best practice in Christian Education and equipping young people to discover their identity and purpose in Christ.*

Our Vision Statement

Serving the South with outstanding Christian Education.

Southern Vales Christian College is an environment where families from the South of Adelaide can be humbly served by staff who:

- have a clear commitment of Jesus as Lord and Saviour
- show a capacity to apply their faith to the concepts of curriculum and the realities of life and
- provide an education relevant for the future

In such a way that students will:

- capture a passion for Jesus as the Way, the Truth and the Life
- be encouraged to serve Him with their gifts and abilities
- develop their full potential.

Trusting in God and the power of His Spirit, students will:

- be confident in God's sovereignty and their personal relationship with Christ
- grow in their personal relationship with the Lord Jesus Christ
- be equipped with the Biblical knowledge and life skills

that will enable them to apply such learning in their present and future lives in a way that will bring glory and honour to our Lord Jesus Christ.

Our Values

Belonging, Growing, Serving.

At Southern Vales Christian College, we pride ourselves in being a place where staff and students feel they belong, grow and serve.

- We belong in this College community; but firstly, we belong as the body of Christ (1 Corinthians 12:27).
- We grow in knowledge and character; but firstly, we grow in our relationship with God.
- We serve each other and the community; but firstly, we serve the one true Creator.

Together we belong, grow and serve in our College community.

Our Distinctives

- All staff are committed Christians
- Students are enrolled primarily from Christian families
- Each student is loved and accepted
- Students are encouraged to apply Biblical truth to their lives
- We encourage integration of students with disabilities and special needs
- Our curriculum is Christ centered and Biblically based
- The school is a praying community
- The school is a celebrating community
- According to their God-given gifts and abilities, students are encouraged to:
    - honour and develop their giftings
    - be secure in their uniqueness
    - succeed and excel
    - learn and develop within the community
    - serve others
    - understand God's call on their lives

Our Statement of Faith

A. We believe in the Divine Inspiration of the Scriptures.

The Scriptures (or Bible) consisting of the sixty six (66) books of the Old and New Testaments are the infallible Word of God. They were written by holy men of God inspired by the Holy Spirit and have supreme authority in all matters of faith and conduct. *2 Peter 1:21; 2 Timothy 3:16-17.*

B. We believe in the Unity and Tri-personal nature of the Godhead.

There is one God who is eternal, personal Spirit. He is Triune in essential being and revealed to us as Father, Son and Holy Spirit. Genesis *1:26; Matthew 28:19; John 1:1,2; Acts 5:3,4;* Colossians *1:9.*

C. We believe in the Deity and Humanity of Christ.

Jesus Christ is the second person of the Godhead. He is eternally one with God the Father of whose person and glory He is the accurate expression. In Him, the nature of God and the nature of man were united in one person: truly God and truly man. Seated at the right hand of the Father, He reigns now as King. *Hebrews 1:3; John 4:7-42; 1 Corinthians 15:20-25.*

D. We believe in the Person of the Holy Spirit

The Holy Spirit is the third person of the Trinity. He is eternally one with the Father and the Son; yet He is sent by them to achieve the divine purpose in the world and the church. *John 14:15-17; John 14:25-26.*

E. We believe in Creation.

God created the heavens and the earth and everything in it. Humanity is a special creation of God. *Genesis 1; Psalm 8.*

F. We believe in the sinfulness of humanity because of the Fall.

Man fell from fellowship with God by transgression of God's command and his nature was corrupted. Apart from God's grace, man is helpless and hopeless. *Romans 3:23; 5:12.*

G. We believe that Satan and the powers of evil exist, and that Christ is victorious over them.

Satan, a fallen angel, leads the kingdom of darkness in opposition to the kingdom of God. Satan and his evil spirits oppress mankind and attack the church of God. *Matthew 4:1-11; John 8:44; Acts 10:48; Ephesians 6:10-12; 1 Peter 5:8; Revelation 12:9.*

H. We believe that Christ's death made atonement for the sin of the world.

In order to redeem mankind from the guilt, penalty and power of sin, Jesus Christ became man and died a sacrificial death on the cross as our substitute. He rose again from the dead triumphant over sin, Satan and death. The sinner is reconciled to God, not through any personal merit, but solely on the basis of God's gracious gift of salvation received through faith. *2 Corinthians 5:21; Ephesians 2:8,9.*

I. We believe in the work of the Holy Spirit in bringing sinful humanity to salvation.

The Holy Spirit convinces sinners of their sinfulness and leads them to personal faith in Jesus Christ as Lord and Saviour. In the life of the believer, the Holy Spirit makes real the presence of Christ, leads into all truth, bestows gifts for Christian service and gives power for holy living. *John 16:8; John Chapters 14,15 and 16; Romans 8:1-17; 1 Corinthians 12,14.*

J. We believe in the Church.

The church is the body of people whom God has separated from the world through faith in Jesus Christ. All regenerate persons are members of the universal church. However, this church takes local forms wherever groups of believers unite for worship, fellowship and service in accordance with scriptural principals. All believers are called to serve the Lord Jesus. However, God calls some individuals to particular ministries such as pastors, missionaries, deacons and other leaders. *Ephesians 3:10; Acts 14:23; Romans 16:5; Ephesians 4:11; 1 Timothy 3:8.*

K. We believe in Believer's Baptism by immersion in Water.

Christian Baptism is commanded by our Lord. It is expressed by immersion in water into the name of the Triune God of those who have professed repentance towards God and faith in our Lord Jesus Christ. *Matthew 28:18-20; Romans 6:3-4.*

L. We believe in the Lord's Supper.

The ordinance of the Lord's Supper was instituted by our Lord as an obligation for believers. The observance of which is the privilege of all who have professed repentance towards God and faith in our Lord Jesus Christ whose atoning death is declared in the ordinance until He shall come again. *1 Corinthians 11:23-32.*

M. We believe in the return of the Lord Jesus Christ.

At the end, according to His promise, Jesus Christ will return to the earth personally and visibly. The full coming of the Kingdom of God will be ushered in when Jesus comes again. *Acts 1:9-11; John 14:1-3; 1 Thessalonians 4:13-18; 1 Corinthians 15:23-25.*

N. We believe in the resurrection of the dead.

In connection with the Second Coming of the Lord Jesus, there will be a resurrection both of the righteous and the unrighteous. After death our bodies return to dust. Our spirits, however live on - either to be with Christ or to await the final judgment. *John 5:28-29; Philippians 1:23.*

O. We believe in rewards and punishments in a future state.

God appointed a day of final judgment for the world. Those judged righteous will receive their reward and will dwell forever in heaven with the Lord. The unrighteous will go to Hell, the place of everlasting punishment. *Acts 17:31; Revelation 20:11-15*

P. We believe that Christians are to live Godly lives.

Every believer is called to live a life that honours the Lord Jesus. We are challenged to be witnesses for our Saviour: in the family, in caring for the needy irrespective of colour, class or creed, in serving God through our time, ability and money. *John 19:27; James 1:27; Romans 12:1-8.*

All stakeholders acknowledge that conduct which contradicts, adversely affects, or offends the beliefs, tenets, practices, feelings, or sentiments of the Church or the College or is otherwise inconsistent with the doctrines and beliefs of the Church, will offend the 'religious susceptibilities' of the Members, where 'religious susceptibilities' is a term referenced in the Sex Discrimination and Equal Opportunities Acts).

Job Applications: Collection Notice

This Collection Notice:

- is a legal statement explaining how we may collect, use, communicate, disclose, and make use of personal information from you including sensitive information made available in applying for work at Southern Vales Christian College ("the College/SVCC");
- regulates the collection of personal information in accordance with the Australian Privacy Principles (APPs) together and consistent with SVCC's Privacy Policy.

  The College's Privacy Policy is available on this Website under "Policies".

  By applying to the College, you agree to the collection and use of information in accordance with this Collection Notice.

Purpose of collection

In relation to personal information of job applicants and contractors/suppliers, the College's primary purpose of collection is to assess and (if successful) to engage the applicant or contractor/supplier, as the case may be.

What we collect

The College will collect the personal information you provide us when applying for a job, including but not limited to the information and forms contained in your resume and application. Information may also be collected from third parties such as: your referees and previous employers for professional/character checks; government agencies for screening checks including working with children checks, criminal history checks and teacher registration details. By applying for work at the College you consent to this information being collected. The College may also prepare confidential reports and notes in relation to your application. This information may be kept by the College in circumstances where you have been unsuccessful in the event that another suitable position becomes available.

Use of information

The information supplied by you may be used in the following manner:

Advisory and Other Purposes

The College may, from time to time, disclose Personally Identifiable Information to others for advisory, administrative, child protection, legal or educational purposes. Such disclosures will only be in relation to the primary purpose of collection, or for secondary purposes, related to the primary purpose, and which the individual would reasonably expect. If the College does not receive the information referred to above, it may not be able to assess and (if successful) engage the applicant or contractor/supplier, as the case may be.

Legally Required Releases of Information

We may be legally required to disclose your Personally Identifiable Information. Such disclosure may be (a) required by subpoena, law, or other legal process; (b) necessary to assist law enforcement officials or government enforcement agencies; (c) necessary to investigate violations of or otherwise enforce our legal obligations; (d) necessary to protect us from legal action or claims from third parties including you; and/or (e) necessary to protect the legal rights, personal/real property, or personal safety of the College, our users, employees, and affiliates.

Third Party use of Information

The College may use contractors to assist in its functions and in doing so may be required to disclose relevant personal information to these contractors to enable them to meet their obligations. The College will take reasonable precautions to ensure that those third parties comply with the Australian Privacy Principles.

Cloud Storage and Security

The College may store Non-Personal Information and Personally Identifiable information in the 'cloud' which may mean that it resides on servers which are situated outside of the College. We may use these 'cloud' service providers to provide services that involve the use of personal information, such as services relating to email, instant messaging and education applications. Some limited personal information may also be provided to these service providers to enable them to authenticate users that access their services. Further information about the College's disclosure of personal information to overseas providers is contained in the SVCC Privacy policy.

The security of your data is important to the College. The College utilises practical protection measures to safeguard against the loss, abuse, and modification of the individual data under our control. Your data is kept in a secured database.

Access and Correction of Information

SVCC's Privacy Policy contains information about how you may access and/or seek correction of your Personal Information held by the College, if any.

Complaints

SVCC's Privacy Policy contains information about how you may complain about a breach of the Australian Privacy Principles, and how the complaint/data breaches will be dealt with.

Privacy Policy Updates

This Collection Notice may be revised or updated at the College's discretion from time to time.

Southern Vales
CHRISTIAN COLLEGE

Teaching Application Form – Page 1

PERSONAL INFORMATION

Application Date: .....

Which Position (and campus) are you applying for? .....

How did you hear about the position?..... (if a website, please tell us which one)

Name .....

Address .....

Postcode.....

Email Address .....

Phone (home) ..... Mobile .....

Personal factors which may be relevant to performing the inherent requirements of the job such as family commitments, health etc.

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Are you an Australian citizen or a permanent resident of Australia or a New Zealand citizen who entered Australia on a current New Zealand passport?..... Yes/No

If not, do you hold a valid visa with work entitlements?..... Yes/No

When considering your application, the College may request evidence of your entitlement to work in Australia.

CHRISTIAN AFFILIATION

What is your denominational preference? .....

Which church do you regularly attend? .....

Ministers name ..... Phone .....

Ministers address ..... Postcode .....

Note: Please ask your pastor/minister to complete the Reference form included with the application pack and forward it with your application.

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Teaching Application Form – Page 2

AS WELL AS COMPLETING THE PREVIOUS PAGE, PLEASE PROVIDE US WITH:

1. **Brief personal statements under the following headings:**

- How and when you became a Christian
- What being a Christian has meant to you
- What activities you are involved in with your church
- How your Christian experience has led you to make this application
- Why you believe God is calling you to work at Southern Vales Christian College

2. **Christian Understanding:**

There are some areas where Christians differ in their beliefs. While the College does not demand uniformity in all these areas, it is important for us to know what you believe. Please provide us with your understanding of the following:

- Theory of evolution
- Grace and law
- Miracles today
- Charismatic gifts
- The Christian view of leadership

3. **References**

- **Pastor's/minister's reference** (using the form provided by the College)
- the names, addresses and contact numbers for three **professional referees** who can testify to your character and professional ability.

4. **A current resumé/CV which should include at least:**

- **Education/Training**
  What degree/s you hold
  Major and minor fields of study
  Details of any other relevant training
- **Employment Experience**
  List all your teaching experience.
  Any other experience relevant to the position you are applying for

PLEASE NOTE:
All employees at Southern Vales Christian College are required to hold a current Police clearance and be trained in Mandatory Notification and First Aid (a minimum of Basic Emergency Life Support (BELS)). Please provide copies of each of these with your application. If you do not hold these, you will be required to obtain them should your application be successful.

CHECKLIST FOR COMPLETED APPLICATION (please indicate in the check boxes that they are enclosed):

☐ This Application Form	☐ Personal Statements (1. above)	☐ References (2. above)
☐ Resumé/CV (3. above)	☐ TRB Registration certificate	☐ First Aid Certificate
☐ Mandatory Notification	☐ Transcripts of relevant qualifications	☐ WWCC Certificate

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Pastor's/Minister's Reference

Please ask your Pastor or Minister of Religion to fill in the following form.

Your Title & Name	Name of Church & Address	Phone

I have known _____ for _____ years.

(applicant's name)

Current Attendance - Please tick one box			
Regular	**Irregular**	**Seldom**	**No affiliation**
Current Involvement - Please tick one box			
Dedicated	**Adequate**	**Minimal**	**No Involvement**

Please briefly describe the applicant's involvement

Please tick one of the following	
I fully support _____'s (applicant's name) application and believe that he/she would be an asset to the College.	
I support the application with some reservations.	
I am unable to support this application.	
For confidential reasons I am unable to support this application.	
Feel free to contact me for further information.	

Please add any further comments	

Signed: _____ Date: _____

Thank you for your time.
Adam Dunt, Principal