

## ROLE DESCRIPTION

Position Title	Secondary Teacher
Reports to	Relevant Pastoral Leader or Learning Leader
Basis of Employment	Fixed Term or ongoing

CBC St Kilda (CBC) is a Catholic school in the Edmund Rice tradition, and it is expected that all staff will support and respect the mission of the College. This includes upholding the religious and spiritual values of the College, the pastoral and community values that drive all interactions with students and colleagues and CBC's priorities in teaching and learning. All staff are expected to optimistically engage with a range of important cultural characteristics of Edmund Rice education that include commitments to the safety and wellbeing of children, the EREA Touchstones, and the values of CBC of 'Learning Always', in ways that are Transformative, Contemporary, Together and Sustainable.

### Primary Objective

Teachers have significant duties and obligations as members of the CBC community and with regard to each student's life. These include the physical safety, educational development and the emotional and spiritual welfare of students. Classroom learning should be undertaken in ways that are consistent with best practice in education, such as approaches that are; structured, various, relational, performance orientated, accountable and relevant, so student interest can be stimulated and their achievements monitored. Teachers are required to administer student discipline in proactive and life affirming ways that are consistent with the teachings of Edmund Rice and the College discipline framework. As holistic education is an important cultural characteristic of College life, it is necessary staff participate in co-curricular events and activities with students.

General responsibilities of the role include, but are not limited to:

### Faith Dimension

- Supporting the Faith, Religious dimensions and values of the Catholic Church and Edmund Rice education.
- Participating in CBC community activities that uphold the objectives and traditions of Edmund Rice education, in particular, the four EREA Touchstones: Liberating Education, Inclusive Community, Gospel Spirituality and Justice and Solidarity.

### Pastoral Care, Child Safety and Discipline

- Providing students with a child-safe environment.
- Being familiar with and complying with the school's child-safe policy and EREA code of conduct, and any other policies or procedures relating to child safety.
- Proactively monitoring and supporting student wellbeing.
- Exercising pastoral care in a manner which reflects school values.
- Implementing strategies which promote a healthy and positive learning environment.
- Providing pastoral care for students by offering support, encouragement, positive reinforcement and constructive criticism when appropriate.
- Developing approaches to classroom management that promote the positive engagement of all students.
- Appropriately applying College discipline procedures.
- Referring students to the College Counsellor, Pastoral Leaders, Director of Students, or Deputy Principal, if required.

### Professional Conduct

- Engaging with students by employing appropriate and professional modes of interaction that are consistent with the requirements of Catholic Education Commission of Victoria, the Victorian Institute of Teaching and Edmund Rice Education Australia.

- Interacting with all staff in a respectful and responsible manner that is consistent with the requirements of Catholic Education Commission of Victoria, the Victorian Institute of Teaching and Edmund Rice Education Australia.
- Managing professional information by applying discretion and confidentiality.
- Representing the College to students, parents, professional bodies and the wider community in a professional manner.
- Attending the College in appropriate professional attire that is consistent with the CBC Professional Dress Code.

#### Professional Development

- Attending College Professional Development and Faith Development days
- With the approval of Learning Leaders, Deputy Principal and Director of Staff, attending subject association professional development
- Participating in Learning Area discussions about professional development information relevant to the Learning Area
- Making submissions to, and consulting with the Learning Leader regarding Learning Area directions and initiatives.
- Having current knowledge of curriculum initiatives in your teaching areas
- Committing to ongoing professional development in your teaching areas
- Being open to researching areas of interest relevant to directions provided in the school's strategic plan
- Continuing development of ICT skills as technologies evolve
- Participating in the staff appraisal process
- Being an active member of a relevant professional association as duties permit
- Supporting collegial learning by acting as a mentor or supervising and supporting a student teacher after consultation with Learning Leader or Pastoral Leader.

#### **Specific responsibilities of the role include, but are not limited to:**

Teachers at CBC are expected to have particular qualities and skills. These include the ability to work with teams to develop and implement learning programs. CBC is a College that is orientated toward contemporary learning and growth and renewal, therefore we ask teachers to be enthusiastic learners themselves, willing to engage in professional education and share knowledge with their peers. This focus on continuous professional learning is also important as it is a requirement for teacher registration renewal with VIT.

#### Contemporary Teaching and Learning Program

- Developing a stimulating learning environment by using a variety of styles and approaches to cater for individual learning needs.
- Understanding and adhering to state and national course requirements including the standards of professional practice – Australian Standards of Teaching – and the CECV.
- Developing assessment instruments in a collegial manner where whole group testing takes place.
- Evaluating digital learning materials and making recommendations to Learning Leaders and Pastoral Leaders about their implementation.
- Ensuring the relevant teaching and learning programs are carefully prepared, documented, reviewed and evaluated.
- Making sure the teaching and learning programs are inclusive, and value the abilities, interests and characteristics of all students.
- In collaboration with appropriate Learning Leaders and Pastoral Leaders, deciding subject goals and assessment so the classroom teaching and learning program is educative and engaging, and reflects the ethos of CBC St Kilda.
- In collaboration with the eLearning Coordinator, integrating ICT programs into teaching and learning programs and embracing the use of information and communications technologies to enhance learning.
- In consultation with the Learning Leader and Director of Staff, arranging excursions and incursions.
- Participating in Learning Area planning by attending scheduled meetings and writing curriculum.
- Participating in activities such as the supervision of displays and organisation of special events such as information evenings for subject selection.
- Assisting the Learning Leader and other staff to maintain Learning Area resources, class sets and other items.
- Ensuring appropriate resources are available to create emergency replacement lessons.

- Supervising after school Learning Catch-up sessions.
- Giving appropriate time to lesson planning and organization.
- Writing formal academic reports that conform to report writing guidelines.
- Liaising with appropriate support staff in the implementation of the curriculum.

### **Assessment and Reporting**

- Accurately marking and recording student attendance.
- Monitoring the progress of each student and providing meaningful and regular feedback to each student on their progress using the CBC Assessment Portal.
- Setting student assessment tasks and returning marked work in a timely manner.
- Preparing student subject reports each semester.

### **Co-Curricular involvement**

- Supporting and participating in the range of co-curricular programs offered at CBC.
- Proactively encouraging students to participate in co-curricular activities.
- Acting as a role model for participating students.
- Keeping accurate records of student attendance and participation within the co-curricular activity.
- Creating and maintaining a safe environment in which students may enjoy their participation.
- Oversee the provision and care of relevant equipment materials and first aid requirements.

### **General and Administrative Duties**

- Attending all relevant school meetings, liturgical celebrations and after school services/assemblies, sporting events, community and faith days as well as professional learning opportunities, as scheduled.
- Attending school organised activities relevant to Program and Learning Area, as required.
- Contributing to a healthy and safe work environment for yourself and others and complying with all safe work policies and procedures.
- Maintaining currency of first aid, mandatory reporting and anaphylaxis training.
- Demonstrating duty of care to students in relation to the physical and mental wellbeing.
- Participating in duty supervision as rostered and other supervision duties when required.
- Demonstrating professional and collegiate relationships with colleagues.
- Upholding the professional standards expected of a teacher.

Any other duties as requested by the Principal that are consistent with the *Victorian Catholic Education Multi Employer Agreement 2018* (VCEMEA).

Whilst every effort has been made to explain the main duties and responsibilities of the role, each individual task undertaken may not be identified.

### **Qualifications**

The position requires a secondary teaching qualification and VIT registration.

### **Knowledge, Understanding, Skills**

It would be valuable for the incumbent to also have the following:

- Experience educating in a Catholic school (desirable).
- Current knowledge of children's/adolescent research.
- Familiarity with contemporary digital education and data.
- Ability to efficiently and effectively use a variety of educational platforms and programs.
- High EQ leadership is valued as highly as the technical skills which the appointment requires, by having the ability to:
  - working collaboratively prioritise tasks
  - working in a team

- remaining good humoured during challenging times

The successful applicant should have an excellent record of attendance and punctuality and a willingness to learn on the job and respond positively to constructive comments.