



Position Description

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| Position Title | Teacher |
| Organisation | Catholic Education Sandhurst Limited (CES Ltd) |
| School | St Francis' Primary School |
| Location | <i>Nathalia</i> |
| Enterprise Agreement | Victorian Catholic Education Multi-Enterprise Agreement 2018 |
| Classification | Dependent upon experience |
| Remuneration | Dependent upon experience |
| FTE | 1.0 |
| Status | Fixed Term |
| Reports to | Principal |

Our Organisation

Catholic Education Sandhurst Limited (CES Ltd) is committed to the mission of Catholic Education across the Diocese of Sandhurst. With a rich history dating back to 1853 the Diocese reaches from Central to Northwest Victoria. The organisation supports more than 3000 employees in 52 schools and 2 early childhood facilities. It also provides support to 4 secondary colleges owned and operated by Religious Institutes.

CES Ltd participates and cooperates in the work of the Catholic Education Commission of Victoria Ltd (CECV), which has key responsibilities for the allocation and distribution of government funding, facilitating cooperation across the four Victorian Dioceses, and in working and cooperating with government statutory authorities.

The Executive Director of Catholic Education Sandhurst acts as Chief Executive Officer for the Board of CES Ltd and within its delegated schedule for the organisational, administrative, support and service matters related to Catholic schools within the Diocese.

The Executive Director of Catholic Education Sandhurst and all delegations via that position operate within the parameters of Canon Law and the Catholic Church structures and processes. CES Ltd is the employing authority for its schools and acknowledges and respects the role of Parish Priests within the Parish communities in which schools are located and supported.

Our Vision

The vision for CES Ltd is to provide, in partnership with our families, stimulating, enriching, liberating, and nurturing learning environments in each of the Catholic school communities within the Diocese.

At the heart of this vision is our commitment to the ongoing duty of care that we have for the safety, wellbeing and inclusion of all children and young people.

We believe:

- That the values of the Gospel are central to who we are, what we do, and how we act
- That we have a vital role in the mission of the Catholic Church to imagine and seek new horizons while respecting our Tradition
- That a strong sense of community is dependent on the quality of our collegial relationships
- That each person's potential is fostered through the dedicated ministry of Catholic Education
- In leadership encompassing vision, innovation, and empowerment

Our Values

CES Ltd Values underpin and reflect the behaviours we expect of our staff:

Principles of Catholic Social Teaching

The identity of the Sandhurst Catholic School reflects the principles of Catholic social teaching, grounded in the person of Jesus, and interpreted and enacted for the "common good" in response to the "signs of the times".

These principles require that the dignity and potential of each person be fully respected within a climate that is conducive to peace, security, and development. This must find expression in the relationships, structures, curricula, planning, processes, and care in the everyday life of the school

Respect

Respect for the dignity and potential of each person within a climate that is conducive to peace, security, and development. This must find expression in the relationships, structures, curricula, planning, processes, and care in the everyday life of the school

Partnerships

The Sandhurst Catholic Schools do not function in isolation. In attending to the religious dimension of education, the most fundamental partnerships are those with parents/guardians and with local Catholic faith communities. The school is part of the wider Church community

Faith

The tasks of evangelisation, catechesis and religious education are shared by home, school and parish, with each having its own distinct contribution to make in a sense of genuine partnership.

School Summary

St. Francis School provides a dynamic, student-centred approach to education for children living in and around the Nathalia area. From our foundation in 1961 by the Missionaries of the Divine Motherhood, St Francis School has provided an education, which has at its heart the Franciscan values of peace and joy, justice, integrity and respect for all creation. With a focus on the development of the whole person; intellectual, spiritual, social, physical and emotional development,

St. Francis' school seeks to create an environment which enhances learning, nurtures young people and empowers them to live the Catholic faith in the spirit of Jesus Christ. St. Francis' school is committed to providing our young people, our future, with exemplary educational experiences and opportunities that foster their many and diverse gifts and talents and meet their many and diverse developmental needs.

Position Summary

The primary focus for Classroom Teacher is to ensure their priorities focus on quality teaching and learning and the wellbeing of students and colleagues. A teacher’s role extends outside the classroom and into the community, where they establish and maintain a supportive school environment. Teachers contribute to school planning and objectives, events, and the development of resources. The position of Teacher is to teach and educate students, adhering to state and national course requirements including the standards of professional practice – Australian Standards of Teaching – and the CECV.

The role of a teacher at St Francis' Primary School is to evaluate the effect they have on student learning. To understand their impact and to act on this by gathering defensible and dependable evidence from many sources and hold collaborative discussions with colleagues and students about this evidence. They will do this within a child-safe environment. All members of staff are expected to support the school’s Catholic ethos, traditions, and practices, and apply these to their work at all times. Professional responsibilities for teachers to guide professional knowledge, practice, and engagement. These are aligned to the Australian Professional Standards for Teacher which outline what a teacher should know and be able to do.

Key Responsibilities

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| <p>Professional Knowledge</p> <ul style="list-style-type: none"> ● Know students and how they learn ● Know the content and how to teach it | <ul style="list-style-type: none"> ● To use data walls and student assessment information to drive planning and the evaluation of student learning in order to improve student outcomes ● Provide meaningful and regular feedback to individual students on their progress ● To facilitate the assessment schedule of the school in order to monitor and evaluate the progress of all students ● To have a good understanding of the Victorian Curriculum in order to improve the outcomes for all students ● To be responsible for writing formal academic reports, hosting learning conversations and maintaining student goals.. ● To maintain relevant documentation to support student learning, this may include but is not limited to; <ul style="list-style-type: none"> ○ Personal Learning Plans ○ PSG meetings ○ Student Goal Setting ○ Anecdotal Notes on student progress |
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| | <ul style="list-style-type: none"> ○ Assessment records ● To be a member of the NCCD team by participating in moderation conversations |
| <p>Professional Practice</p> <ul style="list-style-type: none"> ● Plan for an implement effective teaching and learning ● Create and maintain supportive and safe learning environments ● Assess, provide feedback and report on student learning | <ul style="list-style-type: none"> ● Plan for and document effective teaching and learning to effectively implement the Victorian Curriculum ● Give appropriate time to planning for effective teaching and learning using the school’s agreed framework for planning and documentation ● Implement strategies which promote a healthy and positive learning environment ● To be a positive participant in supporting and facilitating the School Behaviour Framework ● To keep accurate records of student attendance using SIMON ● Embrace the use of ICT to enhance learning and support students to use technology to enhance their learning <ul style="list-style-type: none"> ○ Assistive technology ○ iPad program ○ Facilitation of the Digital Technologies curriculum ● Liaise with Learning Support Officers to support effective learning and teaching in the classroom ● Liaise with Intervention teachers with the intention of improving student outcomes ● To know, support and implement practical matters included in the Staff Handbook ● Items in the staff handbook are to enable staff to understand their professional responsibilities. ● To be familiar with and comply with the school’s child-safe policy and code of conduct and any other policies or procedures relating to child safety ● To take all reasonable measures to protect students from risks of harm and injury that should have been reasonably foreseen <ul style="list-style-type: none"> ○ Class supervision ○ Yard Duty; including before and after school supervision duties ○ Excursions and camps ○ Other supervision duties when required ● Proactively monitor and support student wellbeing <ul style="list-style-type: none"> ○ Exercise pastoral care in a manner which reflects school values ○ Assist in the provision of a child-safe environment for students. ○ Demonstrate duty of care to students in relation to their physical and mental wellbeing. |

Professional Engagement

- Engage in professional learning
- Engage professionally with colleagues, parents/carers and community
- To maintain open communication with parents and carers; this can be face-to-face, by phone or via email
- To plan for, prepare and evaluate camps and excursions relevant to own classroom and complete documentation requirements required to meet Duty of Care, Child Safety and Occupational Health and Safety compliance
- To participate in the planning, development, review and evaluation of the Victorian Curriculum as taught within the school
 - Whole school planning sessions
 - Term planning sessions
 - Weekly planning sessions
 - Professional Learning Team meetings
 - Moderation sessions
- Commit to ongoing professional learning in areas of personal and school priorities
 - Create an annual professional development plan for self
 - Participate in school wide professional learning relevant to the whole school professional learning plan
 - Actively participate in professional reading
- Participate in self appraisal process
- Support collegial learning; as a mentor teacher or by supporting a preservice teacher after consultation with the school's leadership team
- Be open to participating in research/professional learning activities that are relevant to the directions provided by the school's strategic plan
- Commit to ongoing professional development
- To support and be responsible for the implementation of School Policy, Practice and Programs
 - Actively participate in review preparation as required
 - Evaluate school policy where relevant to inform practice at St Francis' Primary School
- To attend school assemblies and liturgical celebrations and other school organised activities relevant to your role as teacher within the school; including and not limited to:
 - Beginning and end of year mass
 - Sacraments
 - Some fundraising activities
 - National holidays - ANZAC Day, Remembrance Day, Australia Day, where a staff representative is required.
- Maintain currency of Mandatory Reporting, Disability Standards for Education and CompliLearn modules (working

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| | <p>towards compliance), first aid, asthma, and anaphylaxis training</p> <ul style="list-style-type: none"> ● Participate in duty supervision as rostered and other supervision duties when required |
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Carry out all other duties that are within the limits of the skill, ability, competence, and training of the employee, and aligned with the requirements of the role as may be directed from time to time.

Mandatory Responsibilities and Requirements

Compliance with CES Ltd Policies and Procedures

- All CES Ltd policies and procedures are available in either CompliSpace and/or the Staff Portal. It is expected that all employees of CES Ltd must ensure that they comply with policies, procedures and standard ways of work practices when carrying out their work. Any breaches in compliance may result in disciplinary action.

Compliance with Occupational Health and Safety

- All CES Ltd employees have a responsibility to take reasonable care of their own health and safety along with the safety of others. In addition, it is expected that all employees comply with policies, safe work procedures, instructions, and rules of CES Ltd’s OH&S Management System, including requirements to report any health, safety or wellbeing issues as well as eliminate hazards, follow instructions, and participate in training and consultation processes. You will also be required to provide evidence of your current First Aid, Anaphylaxis training and vaccination status prior to commencing employment with CES Ltd.

Compliance with Child Safety Legislation

- CES Ltd is committed to creating and maintaining a child safe school environment in which all students feel safe and are safe. They do this by promoting the safety, wellbeing, and inclusion of all children. All CES Ltd employees have a responsibility to comply with current Child Safety legislation. This includes keeping up to date with relevant mandatory reporting requirements and maintaining a valid working with children check or VIT registration. CES Ltd are committed to ensuring the safety of children in our care, as such rigorous reference and background checks are conducted at the pre-employment stage. All staff are also expected to comply with the Child Safety Code of Conduct as amended or varied from time to time.

Key Selection Criteria

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| Essential | Qualifications and Registrations | <ul style="list-style-type: none"> • Tertiary qualifications in Education • Registration with the Victorian Institute of Teaching (VIT) • Accreditation to teach within a Catholic school or accreditation to teach religious education (or willingness to commence upon appointment) • Proof of vaccination • First Aid Certificate • Anaphylaxis Certificate |
| | Knowledge and Experience | <ul style="list-style-type: none"> • Experience and proven record in effective learning and teaching skills, including management of composite classes/ mixed ability classes • Demonstrated understanding and experience of the learning and teaching pedagogy associated with the Victorian Curriculum • An understanding and willingness to work within the AITSL standards framework • Demonstrated understanding of contemporary learning and professional learning practices • Demonstrated ability to work with students, parents and teachers to provide a supportive learning environment that embraces challenges with confidence and resilience |
| | Commitment to Catholic Education | <ul style="list-style-type: none"> • Demonstrated commitment to Catholic Education and Catholic Identity along with an understanding and willingness to work within the Catholic ethos, traditions, and practices and embed this into all aspects of the curriculum. |
| | Commitment to Child Safety | <ul style="list-style-type: none"> • Must be able to demonstrate an understanding of appropriate behaviours when engaging with children • Demonstrated understanding of legal obligations relating to child safety including mandatory reporting |
| | Skills and Attributes | <ul style="list-style-type: none"> • Proven experience in using ICT to teach subject areas including but not limited to Google Applications and Microsoft suite. • Excellent oral and written communication skills, including the ability to communicate with children, parents, and the school community • Proven ability to work as part of a team • Well-developed communication and interpersonal skills with the capacity to continue to build strong relationships with students, staff, parents and our parish community. |

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| | | <ul style="list-style-type: none">● Demonstrated capacity to participate in a range of school activities including school sports, sacramental programs, liturgies, and school camps/excursions.● A willingness to share knowledge with a collaborative learning community |
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