

<b>POSITION TITLE:</b>	Teacher
<b>LEVEL:</b>	In accordance with The Mercy Education Limited Teachers Enterprise Bargaining Agreement 2015 (EBA) and CECWA Policy Statement: 2-B6 Appointment of Staff in Catholic Schools
<b>HOURS:</b>	Casual Relief as required

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### **ORGANISATIONAL RELATIONSHIPS**

Position reports to:	Principal via the Deputy Principal
Supervision of:	Students
Internal Liaison:	All departmental staff and students
External Liaison:	Community groups, College suppliers, general public, parents or guardians

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### **POSITION OBJECTIVES**

- To efficiently teach and deliver a quality education in accordance with St Brigid's Mission Statement, School Curriculum and Standards Authority and Catholic Education guidelines.
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### **CORPORATE ACCOUNTABILITY**

- Comply with the College's Code of Conduct, management directives and approved policies and procedures.
  - Avoid participation in activities that may represent a conflict of interest with the obligations and responsibilities of your role/position.
  - Exercise discretion and maintain confidentiality in dealing with sensitive and high level issues.
  - Display and promote the type of leadership and activities that will positively influence team culture and business performance.
  - Deliver effective use of the College's resources (staff, equipment and other) within the levels of accountability.
  - Ensure compliance with the College's corporate values in the management and delivery of programmes, as follows:-
    - Continuous improvements.
    - Organisational wellbeing.
    - Customer service.
    - Money matters.
    - Safety.
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## **KEY DUTIES / RESPONSIBILITIES**

### **Pastoral**

- Actively live and promote the College Mission with a focus on developing responsible Christian persons.
- To promote and maintain Gospel values and the Catholic tradition among all sectors of the College, including students, staff and parents.
- Ensure and facilitate a Mercy inspired ethos within the school community.
- Ensure all undertakings are student focused.
- Ensure that each student is treated as a 'whole' person who has individual needs.

### **Classroom**

- Ensure the educational standards of the College are maintained.
- Promotes the use of Technologies in the classroom.
- Delivers practices and activities relevant to students to ensure the achievement of College educational goals and standards.
- Ensures every student experiences teaching and learning opportunities at the highest possible standard.
- Works to ensure that students with Learning Differences needs are addressed.
- Assist in monitoring extra-curricular and co-curricular activities to determine their effect on the overall life of the College.
- Effective supervision of College resources.
- Monitor classroom environment.
- Monitor student attendance.

***The following is to be read in conjunction with the Focus areas of the relevant Australian Professional Standards for Teachers.***

### **Standard 1: Professional Knowledge – Know students and how they learn:**

- Physical, social and intellectual development and characteristics of students.
- Understand how students learn.
- Students with diverse linguistic, cultural, religious and socioeconomic backgrounds.
- Strategies for teaching Aboriginal and Torres Strait Islander students.
- Differentiate teaching to meet the specific learning needs of students across the full range of abilities.
- Strategies to support full participation of students with disability.

### **Standard 2: Professional Knowledge – Know the content and how to teach it:**

- Content and teaching strategies of the teaching area.
- Content selection and organisation.
- Curriculum, assessment and reporting.
- Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians.

- Literacy and numeracy strategies.
- Information and Communication Technology (ICT).

**Standard 3: Professional Practice – Plan for and implement effective teaching and learning:**

- Establish challenging learning goals.
- Plan, structure and sequence learning programs.
- Use teaching strategies.
- Select and use resources.
- Use effective classroom communication.
- Evaluate and improve teaching programs.
- Engage parents/carers in the educative process.

**Standard 4: Professional Practice – Create and maintain supportive and safe learning environments:**

- Support student participation.
- Manage classroom activities.
- Manage challenging behaviour.
- Maintain student safety.
- Use ICT safely, responsibly and ethically.

**Standard 5: Professional Practice – Assess, provide feedback and report on student learning:**

- Assess student learning.
- Provide feedback to students on their learning.
- Make consistent and comparable judgements.
- Interpret student data.
- Report on student achievement.

**Standard 6: Professional Engagement – Engage in professional learning:**

- Identify and plan professional learning needs.
- Engage in professional learning and improve practice.
- Engage with colleagues and improve practice.
- Apply professional learning and improve student learning.

**Standard 7: Professional Engagement – Engage professionally with colleagues, parents/carers and the community:**

- Meet professional ethics and responsibilities.
- Comply with legislative, administrative and organisational requirements.
- Engage with the parents/carers.
- Engage with professional teaching networks and broader communities.

**Administration**

- Keep abreast of developments in educational theory and practice and be prepared to implement same.

- Collaborates with the staff to plan, deliver and evaluate learning experiences, ensuring that these are implemented in accordance with College, School Curriculum and Standards Authority and Catholic Education guidelines.
- Advise and support the Principal in the allocation of educational resources.
- Maintain comprehensive records – this will include but not limited to Marks Books – electronic, accessible weekly and hard copy records. Records to be kept include running records, observations, notes directly linked to IEP's.
- Document conversations with parents and student information in synergetic within 24 hours.

#### **Other**

- Perform the duties, either teaching or non-teaching that are assigned by the Principal.
- Perform such duties as are customarily rostered and shared by all staff.
- Assist in the coordination of and actively participate in various school functions.
- Assist the Principal in the induction of new staff.
- Assist the Principal with interviews of students and parents when required.
- Assist the Principal with the orientation of students and parents.
- Assist in the organisation and facilitation of gatherings involving the whole College e.g. Masses, assemblies and sports carnivals.
- Promote, wherever possible, the strengths and unique character of St Brigid's College within the wider community.

#### **Accreditation**

Holds an Accreditation to Teach in a Catholic School, or working toward, and/or ongoing renewal.

#### **Work Health and Safety**

Actively participates in the Work Health and Safety program at the College. This includes completing all Mercy Education Ltd modules within the timeframe provided.

#### **Child Safety**

Responsible for understanding and applying the Schools Child Safety Policies and Procedures, including identifying and reporting risks, identifying child abuse indicators, management of disclosures, and internal and external reporting obligations.

#### **Professional Growth Review**

An annual Professional Growth Review is undertaken with the Deputy Principal or their delegate to determine capacity to meet the demands of the role, where additional skills training is required and what level of job satisfaction is being obtained.



ST. BRIGID'S  
COLLEGE

## POSITION DESCRIPTION TEACHER

### EXTENT OF AUTHORITY

Authority to act within established practices and to make decisions within clearly established guidelines.

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## POSITION DESCRIPTION TEACHER

### REQUIREMENTS OF THE POSITION

#### **Working Relationships:**

- Principal
- Deputy Principal
- Head of School
- Curriculum Team Leader
- Year Team Leader
- All staff and teachers
- Parents and parent groups
- Students
- Vendors and external contractors

#### **Key Results Areas:**

##### ***Behavioural Descriptors:***

- A clear commitment to the objectives and ethos of Catholic Education.
- High level of interpersonal and communication skills (verbal and written) and collegiality.
- Possession of excellent organisation and managerial skills.
- A flexible, collaborative student centred approach.
- Commitment to excellence.
- Undertake safe work practices.
- Undertake other duties as directed.

##### ***Team Participation:***

- Work closely and cooperatively with all staff members.
- Contribute positively and constructively with the College community.
- Ensure performance consistent with the ethos, aims and objectives of the College.
- Capacity to manage multiple reporting lines proactively and constructively.

##### ***Outcomes:***

- Exhibit awareness of the need for sensitivity in dealing with all members of the St Brigid's community together with those in the wider community.
- Identify and meet internal and external customer needs and ensure that agreed customer expectations such as timely and accurate responses are met.
- Deliver exceptional customer experiences.

**Experience and Qualifications:**

- Demonstrated competent level of computing skills.
- Ability to maintain confidentiality of records and information.
- Ability to deal with ambiguity, pressure and change and readily adapt to new environments and subject matters.
- Demonstrated commitment to contributing to a positive and constructive team environment.
- Demonstrated high level of organisational ability and initiative including capacity to set priorities and work to deadlines.
- Ability to cultivate productive working relationships in a small team environment.
- A high level of initiative and ability to achieve results.
- Excellent communication and team-working skills.
- Strongly developed interpersonal skills, including well developed listening and teaching skills.
- Strong written and oral communication skills and the ability to represent the College in public forums and observe protocol.
- Understanding of risk management principles.
- Understanding of the principles of Equal Employment Opportunity, Industrial Democracy and Occupational Health and Safety.
- A clear commitment to the objectives and ethos of Catholic Education.

**Qualifications / Training**

***Essential***

- Commitment to the mission and values of St Brigid's College;
- A demonstrated understanding of child safety;
- A demonstrated understanding of appropriate behaviours when engaging with children;
- Be a suitable person to engage in child-connected work;
- Current Working with Children Check;
- Catholic Education Mandatory Reporting (or willing to obtain);
- Teaching qualification from an accredited teacher education program or one recognised by the Teacher Registration Board of Western Australia as equivalent;
- Current registration with the Teacher Registration Board of Western Australia;
- Completed, or undertake to complete Accreditation to Teach in a Catholic School;
- Be an Australian or New Zealand citizen or have permanent residency in Australia, or have a visa with relevant Australian work rights from the Department of Immigration and Citizenship.

***Desirable***

Current WA "C" class drivers licence.



## POSITION DESCRIPTION TEACHER

### **Personal Attributes**

- Initiative;
- Flexibility;
- Reliability;
- Strong people skills;
- Ability to work cooperatively as part of a team;
- Ability to work independently as necessary;
- Ability to communicate well with a wide range of people; and
- Commitment to continued professional and personal development.