**POSITION:** Classroom Teacher

**EMPLOYER:** Diocese of Sale Catholic Education Ltd.

**CLASSIFICATION:** The appointment is fixed term, part-time position 0.4 FTE (two days a week)

**COMMENCEMENT DATE:** 27 January 2023

**ACCOUNTABILITY:** Principal

**KEY SELECTION CRITERIA:**

* Have registration with the VIT
* Willingness to work as part of a team
* Provide for explicit and differentiated instruction that engages all learners
* Possess well-developed interpersonal and organisational skills
* Commitment to objectives and ethos of Catholic education
* Strong knowledge of the Victorian Curriculum
* First Aid qualifications or a willingness to undertake First Aid training.

**CONDITIONS OF EMPLOYMENT:**

* The role responsibilities draw upon the Victorian Catholic Education Multi-Employer Agreement (2018) and the Victorian Institute of Teaching Dimensions of Professional Practice. The role revolves around a demonstrated commitment to professional knowledge, professional practice and professional engagement. The teacher must also hold current VIT Registration.
* Employment is conditional upon compliance with St Joseph’s Primary School Child Protection and Safety Policy and Child Safety Code of Conduct, and any other policies or procedures relating to child safety.

**STATEMENT OF DUTIES:**

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| **Meeting Attendance** | * Attend Professional Learning Team meeting from 3.40pm – 4.40pm weekly * Participate in Planning meetings 3.40 – 4.40pm weekly * Always bring resources to meeting and check emails prior to attending meetings |
| **Newsletters** | * Prepare newsletters to be sent home at end of week one of term * Send newsletter to principal for review no later than Thursday morning * Prepare quality articles for school newsletter as per newsletter roster |
| **Awards** | * Provide merit certificates for all students at end of term assembly * Provide ‘Commendations’ to principal everyday, linked to Whole School Approach to Positive Behaviour- 3C’s |
| **Displays** | * Quality work to be displayed to promote high standard of achievement * Presentations to promote excellence * Rotate displays regularly and maintain * Foyer displays to exemplify our high standards |
| **Quality of work** | * Student workbook pages ruled and dated * Neat handwriting is valued * Use pencil for numeracy lessons * Blue and black pens used in writing for upper grades where pen licences apply |
| **Seesaw** | * Provide parents with seven high quality Seesaw posts each semester in accordance with our Seesaw Reporting guidelines |
| **Whole School Approach to Positive Behaviour** | * Staff to ensure students are taught to greet formally and speak using manners * Teach behaviours in accordance with our school behaviour matrix * Provide a learning environment where expectations are equal |
| **Dress** | * Staff to maintain our uniform policy and dress expectations of the students |
| **Sacraments** | * Teachers attend/conduct Sacramental meetings * All staff attend Sacrament ceremonies, Commitment Masses not compulsory but attendance is valued |
| **Camps** | * Teachers responsible for preparing school camps, preparing compliance paper work and agenda for parent meetings * Attend school camps as advised by the principal |
| **Assemblies** | * Prepare assembly items and assembly prayers (emphasis on engagement/message/entertainment/quality |
| **General and Administrative Duties** | * Contribute to a healthy and safe work environment for yourself and others and comply with all safe work policies and procedures * Maintain currency of first aid, mandatory reporting and anaphylaxis training * Demonstrate duty of care to students in relation to the physical and mental wellbeing * Attend all relevant school meetings and after school services/assemblies, sporting events, Mass, community and faith days as well as professional  learning opportunities * Participate in duty supervision as rostered and other supervision duties  when required being on time and in appropriate workwear. * Demonstrate professional and collegiate relationships with colleagues * Uphold the professional standards expected of a teacher * Nursing home visits: Be prepared with performance/activity * Other duties as directed by the Principal |

**PROFESSIONAL KNOWLEDGE**

**Teachers know how students learn and how to teach them effectively**

● Teachers draw on the body of knowledge about learning and contemporary research into teaching and learning to support their practice

● Teachers know the importance of prior knowledge and language for learning, and the impact of discussion, group interaction and reflection in the learning process

● Teachers know how to engage students in active learning

● Teachers know how classroom and program design, use of materials and resources and the structure of activities impact on learning

● Teachers know the central place of religious education and faith experiences within the Catholic school curriculum

**Teachers know the content they teach**

● Teachers have a sound, critical understanding of the content, processes and skills they teach

● Teachers can articulate the key features and relevance of their content to their students and others, and can demonstrate how it is applied

● Teachers know the methodologies, resources and technologies which support learning of the content, processes and skills they teach

● Teachers are familiar with curriculum statements, policies, materials and programs associated with the content they teach

**Teachers know their students**

● Teachers know the learning strengths and weaknesses of their students and are aware of the factors that influence their learning

● Teachers are aware of the social, cultural, and religious backgrounds of the students they teach, and treat students equitably

● Teachers develop an understanding and respect for their students as individuals, and are sensitive to their social needs and the way they interact with others

● Teachers know the importance of working with and communicating regularly with students’ families to support their learning

**PROFESSIONAL PRACTICE**

**Teachers plan and assess for effective learning**

● Teachers use their knowledge of students, content and pedagogy to establish clear and achievable learning goals for their students

● Teachers plan for the use of a range of activities, resources and materials to provide meaningful learning opportunities for all their students

● Teachers monitor student engagement in learning and maintain records of their learning progress

● Teachers select assessment strategies to evaluate student learning, to provide feedback to students and their parents/guardians and to inform further planning of teaching and learning

● Develop Individual Learning Plans for students who require significant learning adjustments, participate in Program Support Group meetings, and liaise with parents to support their child

● Keep ongoing records of this support

● Supervise and direct Learning Support Officers to work effectively with students in the classroom

● Differentiate the learning program to meet the needs of individual students

**Teachers create and maintain safe and challenging learning environments**

● Teachers develop a positive learning environment where respect for individuals is fostered and where learning is the focus.

● Teachers provide a learning environment that engages and challenges their students and encourages them to take responsibility for their own learning.

● Teachers use and manage the materials, resources and physical space of their classroom to create a stimulating and safe environment for learning.

● Teachers establish and maintain clear and consistent expectations for students as learners and for their behaviour in the classroom.

● Teachers provide students with a child-safe environment, exercise pastoral care in a manner which reflects the school’s values and proactively monitor and support student wellbeing.

**Teachers use a range of teaching practices and resources to engage students in effective learning**

● Teachers communicate effectively with students to make their learning programs explicit, to build rapport, and to support their learning

● Teachers provide and manage opportunities for students to explore ideas and develop knowledge and skills, through discussion and group activities.

● Teachers use and manage a range of teaching and learning strategies, technologies, activities and resources

● Teachers provide meaningful feedback to students and their parents/guardians about their developing knowledge and skills

**PROFESSIONAL ENGAGEMENT**

**Teachers reflect on, evaluate and improve their professional knowledge and practice**

● Teachers work within the framework of school, DOSCEL policies

● Teachers regularly reflect on and critically evaluate their professional knowledge and the effectiveness of their teaching

● Teachers work collaboratively with other members of the profession and engage in professional development activities

● Teachers identify their own professional learning needs and plan for and engage in professional development activities

● Teachers develop organisational and administrative skills to manage their non-teaching duties effectively

**Teachers are active members of their profession**

● Teachers support and contribute to the development of the ethos of the Catholic school

● Teachers contribute to the development of school communities that support the learning and wellbeing of both students and fellow teachers

● Teachers work effectively with other professionals, parents/guardians and members of the parish and broader community to provide effective learning for students

● Teachers promote learning, the value of education and the profession of teaching in the wider community

● Teachers understand and fulfil their legal responsibilities and share responsibility for the integrity of their profession

**COMMITMENT TO CATHOLIC EDUCATION**

● Demonstrates an understanding of the ethos of a Catholic school and its mission

● Demonstrates an understanding of the Church’s teachings and the role of a teacher in a Catholic school in the mission of the Church

● Demonstrates capacity to instill in students a respect for each other in accordance with the teachings of Jesus Christ

● Capacity to integrate the Church’s teachings into all aspects of the ‘To Live Christ Jesus’ curriculum

**COMMITMENT TO PASTORAL CARE & CHILD SAFETY**

● Provide students with a child-safe environment

● Experience working with children

● Demonstrates an understanding of child safety policy and code of conduct, an any other policies or procedures relating to child safety

● Demonstrates an understanding of appropriate behaviours when engaging with children

● Familiar with legal obligations relating to child safety (e.g. mandatory reporting)

● Attend planning meetings as scheduled

● Attend all school assemblies, school liturgical celebrations and school organised activities.

**CORE COMPETENCIES & INTERPERSONAL SKILLS**

● Understands and is committed to education in the Catholic tradition

● Experience and proven record in effective teaching and learning skills

● Works effectively as part of a team

● Accepts professional responsibility for own work

● Is able and willing to accept policy directives

● Demonstrates appropriate relational skills

● Responds pastorally to human and interpersonal issues

● Is proficient in the use of ICT tools for administration and as an essential teaching and learning tool in the classroom

● Demonstrates a capacity to acquire new skills

● Possesses oral and written communication skills of a high order, including the ability to communicate with students, parents and the school community

St Joseph’s recognises teachers as its most valuable resource and expects teachers to work in a collaborative manner that enhances the spirit and culture of the School community and supports the School’s Mission, Vision and strategic directions.

All teachers are expected to uphold the Catholic ethos and provide an inclusive, child-safe classroom environment that invites faith formation.

Professional practice is guided by the AITSL standards.