

# St Francis de Sales College

## Teacher

### Position Information Document



St Francis de Sales  
COLLEGE

At St Francis de Sales College we aim to provide opportunities for the growth and development of all of our community members so they may 'be who they are and be that well.' We strive to inspire all to develop a love of learning and enable them to reach their full potential by living, through a Catholic lens, the College's seven Heart Values of *Faith; Perseverance; Compassion; Integrity; Respect; Wisdom; and Justice*. This is the foundation and the essence upon which this role is based.

***'Be who you are and be that well'***

#### Key Working Relationships

- Principal
- Deputy Principal of Learning and Deputy Principal of Community & Wellbeing
- College Leadership Team
- Positions of Responsibility
- Teaching and non-teaching staff
- Parents/caregivers, students and other members of the school community

#### Broad Purpose

Education South Australia (CESA) personnel to ensure that student learning demonstrates a commitment to personal excellence.

The teacher is responsible for the development, implementation and teaching of the designated area(s) of the curriculum, as well as the health, safety and welfare of students, fellow employees and themselves. The teacher must also fulfil the requirements of the St Francis de Sales Teacher Responsibility Statement.

To work collaboratively with leaders, colleagues, parents/caregivers and others as applicable to facilitate positive learning by students and engage in educational reform. The teacher will:

- Apply curriculum knowledge and teaching methods which facilitate successful learning.
- Respond to learner's needs.
- Develop and maintain positive and effective working relationships.
- Provide a balanced and challenging program relevant to the needs of the students (including developing Individual Learning Plans, as appropriate).

- Assess, record and report learner achievement using required programs and systems.
- Establish structures and processes to achieve a productive learning environment.
- Employ behaviour management strategies which ensure a safe, orderly and successful learning environment.
- Ensure that confidential information is handled appropriately.
- Carry out other non-instructional responsibilities as required.

## **DUTY STATEMENT**

### 1. Professional Responsibilities:

- Fulfil all requirements of the Australian Professional Standards for Teachers.
- Operate in accordance with the Charter for Teachers in SA Catholic Schools.
- Actively commit to uphold and contribute to the ethos of Catholic College and its Religious Education Program.
- Comply with relevant legislation as well as South Australian Commission for Catholic Schools (SACCS) and the school's policies, guidelines and procedures.
- Demonstrate and apply knowledge and pedagogies of current curriculum to support successful learning according to Australian Curriculum, SACE, Crossways and MITIOG frameworks as required.
- Be qualified and experience to teach the role applied for.
- Meet and teach students at designated locations and times.
- Appropriately assist students who are hurt, sick or in distress.
- Diligently undertake supervision duties, including regular yard duty.
- Complete administrative tasks accurately and on time including record keeping.
- Actively engage in professional learning and attend all staff and other required meetings, parent teacher interviews and other school-related activities as required.
- Support the Chollic ethos of the College, demonstrating a willingness to participate in aspects of school and parish life, such as Masses, Assemblies, Retreats, Camps, Religious Education Program, etc.
- Comply with all requirements of the College's Teacher Responsibility Statement.
- Ensure that confidential information is handled appropriately.
- Perform any other duties as required from time to time by the Principal and delegates.

### 2. Content of Teaching and Learning:

- Plan a comprehensive learning program in line with Australian Curriculum.
- Demonstrate an ability to differentiate the curriculum, utilising a variety of modes of learning and assessment, to provide personalised learning opportunities that guarantee access for all students, including those needing formalised adjustments.

- Establish classroom structure and practices to achieve a productive, engaging and diverse learning environment, including supporting students in developing personal responsibility in a Restorative environment.
- Address students' varying intellectual, emotional and physical abilities in teaching practice.
- Be familiar with emerging technologies and demonstrate innovation in their incorporation into teaching and learning activities and opportunities.
- Identify individual learning needs and styles, and plan learning experiences that enable all students to achieve success (Use of ILP's).
- Know and understand a range of learning methodologies and technologies and their application to the classroom.
- Demonstrate best practice in teaching and learning and remain current in knowledge and application and update/adjust practice to achieve same.
- Demonstrate a collaborative approach to teaching and learning within and across teams and/or learning neighbourhoods, including sharing expertise and skills.
- Have the ability to utilise data and embed ICT, literacy and numeracy across the curriculum.

### 3. Classroom Management and Behaviour Education:

- Articulate and demonstrate the ability to support students in developing Personal Responsibility in a restorative environment.
- Establish positive and effective relationships with students.
- Establish and maintain a task-oriented learning environment.
- Set and adhere to timelines for completion of work.
- Work with students to create an attractive welcoming classroom environment.
- Maintain standards of tidiness and orderliness.
- Ensure necessary equipment and facilities are accessible, available and in readiness for planned activities to suit the learning activity.
- Make all reasonable efforts to manage the behaviour of students effectively within the directions of the relevant SACCS policies and procedures.
- Consistently maintain behavioural expectations and respond appropriately to student behaviour by applying behaviour management skills as per school policy.
- Identify factors contributing to prolonged, repeated or severely irresponsible behaviour and seek resolutions.
- Apply effective consequences and strategies to assist students who interfere with teaching and learning.
- Provide for the Pastoral Care and Wellbeing of students in a homeroom context, and ensure Duty of Care is maintained.

#### 4. Assessment and Reporting of Student Learning:

- Meet the requirements regarding the use of the College's Student Learning and Management platform, SEQTA, to share information between students, staff and families in order to deliver the best outcome for students.
- Maintain accurate and comprehensive records of student progress and achievement in accordance with the Assessment and Reporting Policy of the College.
- Use a variety of assessment and reporting methods to regularly monitor learning process.
- Use assessment tasks that are purposeful and relevant to the teaching and learning program and the learning needs of students.
- Provide students with positive feedback on performance that reinforces student achievement and focuses on improvement.
- Provide parents/caregivers and students with detailed, accurate and informative written and oral reports at appropriate times, as required by the school.
- Ensure detailed communication, learning and wellbeing notes are recorded on SEQTA and shared with appropriate staff members of the College and wider community (families, students, staff).

#### 5. Interaction with the school and broader community:

- Demonstrate effective communication skills with students, colleagues, parents/caregivers and others at all times.
- Work effectively as a member of the school team to actively and positively support school activities.
- Participate in partnerships with colleagues to reflect upon and improve teaching and learning practice in designated curriculum areas and demonstrate a collaborative approach to teaching and learning.
- Positively engage in and undertake professional development, training and professional reviews when required.
- Perform other duties as required by the Principal (or delegate).

### **PERSON SPECIFICATION**

- Current Teacher Registration in South Australia and relevant demonstrated knowledge and experience
- Teacher Accreditation in Catholic Education SA
- Demonstrated skills, knowledge and experience relevant to the role requirements
- High level interpersonal skills to interact positively with the school community and be a positive role model and professional representative for the school at all times
- Excellent written and verbal communication skills and able to work collaboratively within a team environment and effectively teach students to achieve required learning outcomes

- Be self-directed and utilise initiative and judgement to fulfil role requirements
- Excellent organisational skills with ability to problem solve and ensure required timelines are met
- Willingness to actively and positively uphold and contribute to the culture and ethos of the School
- Proficient ICT skills and knowledge and ability to fully utilise required systems and programs, or ability to quickly learn and use effectively

## **SPECIFIC REQUIREMENTS**

- First Aid Certificate in a Education and Care setting.
- Current and acceptable Working with Children Clearance and screening to work in Catholic Education SA.
- Current valid Responding to Risks of Harm, Abuse and Neglect – Education and Care certificate.
- Specific qualifications and/or expertise in the designated curriculum, including academic transcripts.
- CESA Staff do not need to be vaccinated against COVID-19 as a condition of employment, with the exception of CESA Staff working in High-Risk Settings. CESA Staff are however strongly encouraged to have and maintain an Up-To-Date Vaccination Status in accordance with the ATAGI statement. The vaccination requirement for CESA Staff working in High-Risk Settings is a condition of employment or engagement unless an exemption is approved in accordance with the CESA COVID-19 Vaccination Policy.

## **WORK HEALTH AND SAFETY**

This role is deemed to be a Worker under the South Australian Work Health and Safety (WHS) Act 2012.

As a Worker, while at work you must:

- Take reasonable care for your own health and safety
- Take reasonable care that your actions or omissions do not adversely affect the health and safety of other persons
- Comply, in so far as you are reasonably able to, with any reasonable instruction given by the employer
- Cooperate with any reasonable policy or procedure of the employer that is related to health and safety at the workplace that has been notified to workers

*(Reference: Division 4, Section 28 – SA WHS Act 2012)*

*This position information document indicates the general nature and level of work performed by the incumbent and is not a comprehensive listing of all responsibilities, tasks and outcomes.*