



## Position Description

<b>Position Title</b>	<b>Classroom Teacher</b>
<b>Organisation</b>	Catholic Education Sandhurst Limited (CES Ltd)
<b>School</b>	St Francis of Assisi Primary School
<b>Location</b>	Baranduda
<b>Enterprise Agreement and or Award</b>	Catholic Education Multi-Enterprise Agreement 2022
<b>Classification</b>	Teacher T1-1 to T2-6 as per CEMEA 2022
<b>Remuneration</b>	\$78,021 to \$115,737
<b>FTE</b>	0.4 to 1.0
<b>Status</b>	Ongoing
<b>Reports to</b>	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 Northeast 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 Chief Executive Officer of Catholic Education Sandhurst is appointed by the Board of CES Ltd to support the administrative, organisational, and service matters to Catholic schools within the Diocese.

The Chief Executive Officer 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

The core purpose of St Francis of Assisi Primary School is to provide a vibrant fulfilled, faith-filled and curious learning environment; a rigorous and comprehensive curriculum with a strong focus on literacy and numeracy and dedicated and skilled staff to support our children on this wondrous learning journey.

We seek to develop motivated, imaginative, curious and independent learners who demonstrate strong social values, leadership, resilience and self-esteem.

St Francis of Assisi Primary School promotes the development of positive relationships; mutual respect; an understanding of individual and communal rights and responsibilities, which promote inclusiveness and acceptance of individual difference. We are inspired daily by the life of St Francis of Assisi and guided by the four pillars of our Education Philosophy:

Our school is a **joy** filled learning environment. The joy of learning comes from the experience of belonging and success, where each child is at the centre of the learning.

**Collaboration** is fostered by engaging in solution-focussed dialogue where all members of our community have a voice, feel valued and think innovatively. A focus on problem solving, flexible thinking, critical reflection and skill acquisition is key to the collaborative learning process.

**Relationship** between students, staff, families and Parish is at the heart of our school. We value and respect diversity and together use our strengths to be a welcoming and supportive community.

**Contemporary** at St Francis of Assisi means providing globally connected, engaging and adaptive learning environments. Our learners make meaning, explore and challenge their thinking in ways, which engender resilience and builds capacity.

The pillars in the Education Philosophy are brought to life by the constant support and encouragement of our dedicated and skilled Teachers and Learning Support Officers. Our students swiftly develop skills and learn to express themselves, as they find a safe and loving place to belong at St Francis.

Children will learn the importance and wonder of faith and prayer as they participate in the whole-school masses and liturgies, as well as daily class prayer.

They learn to walk in the footsteps of St Francis of Assisi as they care for one another and the environment.

**Position Summary**

The role of the teacher is to provide quality education and care for the whole child, including their spiritual, social, emotional and physical wellbeing.

Teachers at St Francis of Assisi Primary School have an understanding of, and commit to supporting the mission and ethos of Catholic education within the school by:

- Aspiring to develop positive relationships throughout the school community including engagement and pastoral care of students and supporting their spiritual and moral development
- Nurturing the sacramental, liturgical, ritual and prayer life of the school
- Making a commitment to Reconciliation and education regarding our Indigenous heritage
- Rejoicing in our relationship with our unique environment and endeavour to work sustainably
- Ensuring that the teachings, values and practices of the Catholic Church form the foundation of our school
- Engaging with the wider community and reaching out in service to others

**Key Responsibilities**

<p><b>Professional Knowledge</b></p> <ul style="list-style-type: none"> <li>● Know students and how they Learn</li> <li>● Know students and how they Learn</li> </ul>	<ul style="list-style-type: none"> <li>● Select from a flexible and effective repertoire of teaching strategies to suit the physical, social and intellectual development and characteristics of students.</li> <li>● Expand understanding of how students learn using research and workplace knowledge.</li> <li>● Support colleagues to develop effective teaching strategies that address the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.</li> </ul>
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	<ul style="list-style-type: none"> <li>● Provide advice and support colleagues in the implementation of effective teaching strategies for Aboriginal and Torres Strait Islander students using knowledge of and support from community representatives.</li> <li>● Evaluate learning and teaching programs, using student assessment data, that are differentiated for the specific learning needs of students across the full range of abilities.</li> <li>● Work with colleagues to access specialist knowledge, and relevant policy and legislation, to develop teaching programs that support the participation and learning of students with disability.</li> <li>● Support colleagues using current and comprehensive knowledge of content and teaching strategies to develop and implement engaging learning and teaching programs.</li> <li>● Exhibit innovative practice in the selection and organisation of content and delivery of learning and teaching programs.</li> <li>● Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements.</li> <li>● Provide opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.</li> <li>● Apply knowledge and understanding of effective teaching strategies to support students' literacy and numeracy achievement.</li> <li>● Model high-level teaching knowledge and skills and work with colleagues to use current ICT to improve their teaching practice and make content relevant and meaningful.</li> </ul>
<p><b>Professional Practice</b></p> <ul style="list-style-type: none"> <li>● <b>Plan for and implement effect teaching and learning</b></li> <li>● <b>Create and maintain supportive and safe learning environments</b></li> <li>● <b>Assess, provide feedback and report on student learning</b></li> </ul>	<ul style="list-style-type: none"> <li>● Set explicit, challenging and achievable learning goals for all students.</li> <li>● Work with colleagues to plan, evaluate and modify learning and teaching programs to create productive learning environments that engage all students.</li> <li>● Select and use relevant teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.</li> <li>● Select and/or create and use a range of resources, including ICT, to engage students in their learning.</li> <li>● Use effective verbal and non-verbal communication strategies to support student understanding, participation, engagement and achievement.</li> <li>● Work with colleagues to review current teaching and learning programs using student feedback, student assessment data, knowledge of curriculum and workplace practices.</li> <li>● Plan for appropriate and contextually relevant opportunities for parents/ carers to be involved in their children's learning.</li> <li>● Model effective practice and support colleagues to implement inclusive strategies that engage and support all students.</li> </ul>

	<ul style="list-style-type: none"> <li>• Model and share with colleagues a flexible repertoire of strategies for classroom management to ensure all students are engaged in purposeful activities.</li> <li>• Manage challenging behaviour by establishing and negotiating clear expectations with students and address discipline issues promptly, fairly and respectfully.</li> <li>• Ensure students' wellbeing and safety within school by implementing school and/ or system, curriculum and legislative requirements.</li> <li>• Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.</li> <li>• Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning.</li> <li>• Provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals.</li> <li>• Understand and participate in assessment moderation activities to support consistent and comparable judgements of student learning.</li> <li>• Use student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice.</li> <li>• Report clearly, accurately and respectfully to students and parents/ carers about student achievement, making use of accurate and reliable records.</li> </ul>
<p><b>Professional Engagement</b></p> <ul style="list-style-type: none"> <li>• <b>Engage in Professional learning</b></li> <li>• <b>Engage professionally with colleagues, parents/carers and the community</b></li> </ul>	<ul style="list-style-type: none"> <li>• Use the <i>Australian Professional Standards for Teachers</i> and advice from colleagues to identify and plan professional learning needs.</li> <li>• Participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities.</li> <li>• Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice.</li> <li>• Undertake professional learning programs designed to address identified student learning needs.</li> <li>• Maintain high ethical standards and support colleagues to interpret codes of ethics and exercise sound judgement in all school and community contexts.</li> <li>• Understand the implications of and comply with relevant legislative, administrative, organisational and professional requirements, policies and processes.</li> <li>• Establish and maintain respectful collaborative relationships with parents/ carers regarding their children's learning and wellbeing.</li> <li>• Participate in professional and community networks and forums to broaden knowledge and improve practice.</li> <li>• Complete the Disabilities Professional Learning modules and Mandatory Reporting modules annually</li> <li>• Undertake annual appraisal process (Annual Review Meeting)</li> <li>• Uphold the Educational Philosophy of the school</li> </ul>

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. It is expected that all employees comply with policies, safe work procedures, instructions, and rules of CES Ltd's OH&S Management System.
- All employees must report any hazards or any other health, safety, or wellbeing issues to their team leader/principal. There is also an expectation that employees will actively eliminate hazards, follow instructions, and participate in training and consultation processes.
- All employees who have responsibility to supervise /lead others have additional responsibilities including ensuring that employees have clearly defined safety roles and responsibilities, addressing OH&S issues immediately, be aware of tasks being undertaken by employees and ensure that they have the skills required to perform tasks safely, ensuring training is provided to address any knowledge or skills gaps for performing work safely, ensuring clear policies and procedures are implemented as well as holding regular OH&S meetings with employees and managing non-compliance.
- Depending on the role some employees will be required to provide evidence of successful completion of First Aid Certificate inclusive of Anaphylaxis training 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

<b>Essential</b>	<b>Qualifications and Registrations</b>	<ul style="list-style-type: none"> <li>• Tertiary qualifications in Education</li> <li>• Registration with the Victorian Institute of Teaching (VIT)</li> <li>• Accreditation to teach within a Catholic school or accreditation to teach religious education (or willingness to commence upon appointment)</li> <li>• First Aid Certificate</li> <li>• Anaphylaxis Certificate</li> </ul>
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	<b>Knowledge and Experience</b>	<ul style="list-style-type: none"> <li>• Demonstrated experience in engaging in collaborative processes to share knowledge on the creation of positive learning environments, curriculum and contemporary pedagogical approaches.</li> <li>• Evidence of seeking ongoing professional development including regular reading of professional publications</li> <li>• Experience in implementing strategies to support the full participation of students with disabilities and differentiating to meet the specific needs of students across a full range of abilities</li> <li>• Demonstrated understanding of how students learn and evidence of adapting teaching practice to facilitate learning</li> <li>• Understanding current reporting procedures and practices</li> <li>• Maintaining knowledge in curriculum guidelines and content</li> <li>• Demonstrated experience designing and implementing learning and teaching programs using knowledge of the curriculum</li> <li>• Demonstrated knowledge of a range of formative and summative assessment processes</li> </ul>
	<b>Commitment to Catholic Education</b>	<ul style="list-style-type: none"> <li>• Demonstrated commitment to developing an ongoing understanding of the guiding beliefs and values of the Catholic faith with a strong focus on the life of St Francis of Assisi.</li> <li>• Evidence of modelling the Gospel values - 'Live Justly, Love Tenderly, Walk Humbly with God'</li> <li>• Experience in nurturing the sacramental, liturgical, ritual and prayer life within a school</li> </ul>
	<b>Commitment to Child Safety</b>	<ul style="list-style-type: none"> <li>• Must be able to demonstrate an understanding of appropriate behaviours when engaging with children</li> <li>• Demonstrated understanding of legal obligations relating to child safety including mandatory reporting</li> </ul>
	<b>Skills and Experience</b>	<ul style="list-style-type: none"> <li>• Proven experience in using ICT to teach subject area including but not limited to Google Applications and Microsoft suite.</li> <li>• Excellent oral and written communication skills, including the ability to communicate with children, parents, and the school community</li> <li>• Proven ability to work as part of a team</li> <li>• Demonstrated capacity to participate in a range of school activities including school sports, sacramental programs, liturgies, and school camps/excursions.</li> <li>• A willingness to share knowledge in a collaborative classroom</li> </ul>
	<b>Professional Engagement</b>	<ul style="list-style-type: none"> <li>• Demonstrated experience in valuing and supporting the distinctive role of parents and carers as partners in the learning teaching process</li> <li>• Evidence of engaging with professional teaching networks and broader communities</li> </ul>

		<ul style="list-style-type: none"> <li>● Demonstrated ability to maintain high ethical standards and exercising sound judgement in school and community contexts</li> <li>● Willingness to comply with legislative, administrative and organisational requirements</li> </ul>
	<p><b>Professional Learning</b></p>	<ul style="list-style-type: none"> <li>● Willingness to engage in and apply professional learning to improve practice and maintain a high level of knowledge relevant to teaching</li> <li>● Evidence of regularly engaging in collaborative processes by sharing knowledge of subject areas and pedagogical approaches</li> </ul>