Secondary Subject Teacher

Position Information Document 2017

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<tr>
<th>Name:</th>
<th>Position Title: Secondary Teacher</th>
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<tr>
<td>Position Reporting to:</td>
<td>Principal / Deputy Principal / Director of Teaching and Learning</td>
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The teaching and learning which occurs within our school takes place with the context of our Vision Statement and Values:

**Vision Statement.**

*St Joseph’s is a nurturing Catholic school living the Josephite tradition of justice, compassion and hospitality, igniting a love of learning. Students are challenged to excel and become confident, respectful contributors to our global society.*

**Values**

*This vision is lived out through the core values of faith, hope, love in all things and respect for self, others, property and the environment.*

It is these core values that inform every aspect of our work at St Joseph’s School as we educate our young students in partnership with their parents.

**BROAD PURPOSE**

Staff at St Joseph’s School are expected to contribute to the Catholic identity and Josephite tradition of the school and work collaboratively with colleagues, parents and Catholic Education SA (CESA) personnel to ensure student learning demonstrates a commitment to personal excellence and achievement.

**CONTEXT**

Education is changing rapidly with the implementation of new technologies and an emphasis on developing the skills and dispositions for students to be flexible, resilient, collaborative and creative learners. Teachers need to be life-long learners with a commitment to professional collaboration, innovative practice, reflection and improvement. All teachers at St Joseph’s are teachers of Christian values and facilitators of wellbeing, promoting a safe and productive learning environment that is inclusive and welcoming, and which responds, through differentiated practice, to the diverse needs of learners.

Teachers are first and foremost teachers of students rather than classes or subjects. They recognise that students are individuals with different strengths and weaknesses and different intellectual, psychological, spiritual and emotional needs. Recognition of these differences is
good pedagogy and is also consistent with the school vision to achieve personal excellence. All staff have individual and collective responsibility for the learning program, policies and procedures at St Joseph’s School.

All staff in a Catholic school have a role in promoting the mission of the Church; therefore all teaching staff are expected to:

- support the Catholic ethos of the School as expressed through the Charism of Blessed Mary MacKillop
- support the prayer and liturgical aspects of the school
- treat all members of the community, students, staff and parents, with respect
- comply as appropriate with SACCS Accreditation policy, including undertaking a Graduate Certificate of Catholic Education or equivalent within five years of permanent employment.

It is expected that staff set a high example to the students in the neatness of their appearance and standard of professional dress. Appropriate professional dress may vary according to the specific roles and duties of the staff member.

**KEY WORKING RELATIONSHIPS**

- School Leadership Team
- Pastoral Care Co-Leaders
- Learning Leaders
- School Staff
- Students
- Parents

**KEY AREAS OF WORK**

The teacher will:

- actively support and contribute to the Catholic identity, faith formation and Josephite Charism of the school and parish community;
- demonstrate sound knowledge and skills in contemporary and inclusive pedagogies that promote engagement and learning for all students;
- plan, teach and assess authentic and differentiated learning experiences in alignment with the Australian Curriculum and South Australian Certificate of Education (SACE);
- demonstrate a sound understanding of student wellbeing in the management of pastoral care of students in early adolescence and Restorative Practices;
- be familiar with emerging information and communication technologies and integrate ICTs across the curriculum to support student learning;
- be willing to participate in all aspects of school life and have the ability to develop positive relationships with students, parents, colleagues and the wider community;
- be a dynamic educator who is committed to personal and professional learning in order to implement contemporary and innovative practice to enhance student learning;
- meet the WHS requirements of the school;
- perform any other duties as required from time to time by the Principal.
Specific Professional Responsibilities

- Have a commitment to uphold and contribute to the ethos of Catholic Schools.
- Operate in accordance with the Charter for Teachers in SA Catholic Schools.
- Understand the employer’s requirements and act in accordance with South Australian Commission for Catholic Schools (SACCS) and the School’s policies, guidelines and procedures.
- Complete administrative tasks accurately and on time.
- Participate in professional development activities which lead to improved student outcomes and strengthen professional knowledge and practice.
- Assist appropriately, students who are hurt, sick or in distress.
- Meet and teach students at designated locations and times.
- Develop and maintain effective and professional partnerships with other staff.
- Undertake supervision duties, including yard duty, punctually and diligently.
- Attend staff meetings, parent/teacher interviews and other professional activities.
- Maintain high standards of professionalism and high expectations of self and others.
- Contribute to, and support, the Strategic Plan and needs of the school.
- Accept delegated responsibilities.

Content of Teaching and Learning

- Plan, document and continually evaluate comprehensive learning programs underpinned by the Australian Curriculum and SACE.
- Maintain teaching and learning programs on SEQTA and facilitate student and parent access.
- Address students’ varying intellectual, emotional and physical abilities in teaching practice.
- Identify individual learning needs and styles and plan differentiated learning experiences that enable all students to achieve success.
- Demonstrate sound knowledge of the Learning Area, Australian Curriculum, age appropriate teaching methodologies and technologies and their application to the classroom.
- Apply relevant and authentic methods of assessment and reporting.
- Demonstrate contemporary practice in teaching and learning.
- Integrate the use of technology in learning.
- Incorporate core cross-disciplinary capabilities in teaching and learning in alignment with the Australian Curriculum.

Classroom Management and Behaviour Education

- Establish positive and effective relationships with students.
- Establish and maintain a productive, learning oriented environment.
- Set and adhere to timelines for completion of work in alignment with the Deadline Policy.
- Negotiate and implement consistent consequences if expectations are not met and ensure parents are informed.
- Work with students to create an attractive, welcoming classroom environment, including the display of student work, learning goals and desired outcomes.
- Maintain standards of tidiness and orderliness in and out of the classroom.
- Ensure necessary equipment and facilities are accessible, available and in readiness for planned activities.
- Make all reasonable efforts to manage the behaviour of students effectively within the directions of the SACCS Policy for the Development of Personal Responsibility (2004)
- Apply behaviour management skills in line with school policy, which aims to restore positive expectations, behaviours and relationships.
• Respond appropriately to student behaviour and personally notify parents of any behaviour that is disruptive or necessitates the temporary removal of the student from class.
• Identify factors contributing to prolonged, repeated or severe behaviour and seek resolutions with the student and his/her family.
• Consistently maintain behavioural expectations and uphold the school values of respect for self, others, property and the environment.
• Apply effective consequences and strategies to assist students who interfere with teaching and learning, and communicate process and outcome with other staff as necessary.

Assessment and Reporting of Student Learning

• Maintain accurate and comprehensive records of student progress and achievement.
• Use a variety of assessment and reporting methods to provide opportunities for students to demonstrate their learning and regularly monitor learning process.
• Develop and apply rubrics in alignment with the skills and capabilities in the Australian Curriculum and SACE for assessing and recording student progress.
• Use assessment tasks that are purposeful and relevant to the teaching and learning program and the learning needs of students.
• Provide students with constructive feedback on performance that reinforces student achievement and focuses on improvement.
• Work with students to encourage self-reflection on learning, set appropriate learning goals and to evaluate progress.
• Provide parents and students with detailed, accurate and informative reports at appropriate times, as required by the school.

Interaction with the School and the Broader Community

• Demonstrate effective communication skills with students, colleagues, parents or guardians and others.
• Work effectively as a member of a school team in a range of school activities.
• Participate in partnerships with colleagues to reflect upon and improve teaching and learning practice in designated curriculum areas.

Other Conditions of Employment

• Other Professional Activities: Teachers are required to attend Staff meetings, Learning Team meetings, Parent Teacher Nights, Open Night and other agreed activities in accordance with the 2013 Enterprise Agreement.
• Curriculum Extension Activities: Staff are required to contribute time to CEA activities, including camps, in accordance with the 2013 Enterprise Agreement to support the provision of holistic learning opportunities for students.
• Professional Learning Community Practices: Participate in professional learning practices that support a culture of continuous reflection and improvement, including the development of professional action plans, review and classroom observation.
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 27 and 28 WHS Act 2012

SPECIFIC REQUIREMENTS
Acquire and Maintain

- Current South Australian Teachers Registration
- Approved Responding to Abuse and Neglect Training
- First Aid Training
- Teacher Accreditation in Catholic Education SA

Office Use Only

This Position Information Document accurately reflects the duties, skills and requirements for the position.

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<tr>
<td>SIGNED (Employee)</td>
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PERFORMANCE REVIEW DATE: