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Position Information Document

Name:	
Position Title:	**Primary Years Teacher**

St Paul's College, as a Catholic, co-educational College in the Edmund Rice tradition, contributes to the development of young people through education and their formation of Christian virtue and conscience.

Founded in 1959 and governed by Edmund Rice Education Australia Colleges Ltd (EREA), St Paul's College embraces values of   Faith, Relationships, Excellence and Diversity in the tradition of our founder Edmund Rice, who used his own gifts and talents to be of service to others and empower the marginalized.

Our College caters for the needs of every individual in a considerate and holistic way, providing learning experiences that are engaging, relevant, innovative, creative and authentic (ERICA). We realise the impact of our community when student experiences are exciting and rewarding, where relationships are supportive and fulfilling, and where our strong Christian values inform every aspect of College life.

The teacher is responsible to the Principal through the relevant members of the Leadership Team and positions of responsibility (POR) for:

- The development and implementation of the designated areas of curriculum
- Teaching of these areas to designated groups of students
- The students, fellow employees and his/her health, safety, and welfare
- The maintenance of any place or equipment designated or chosen for specific activities
- Pastoral duties, as applicable to the role
- Maintaining a commitment to safeguarding (child safety and protection)
- Other duties, such as attending staff meetings, yard duties, curriculum extension activities (CEA), relief lessons and any other duties as required from time to time by the Principal

KEY WORKING RELATIONSHIPS
Internal Relationships: Executive Leadership Team, Primary Leadership Team, Finance Team, Administration Team, ICT Team, HR Manager, Teaching and Non-Teaching staff, and students at the College.
External Relationships: Members of the College Community, Catholic Education South Australia (CESA), Edmund Rice Education Australia Colleges Ltd (EREA), Australian Curriculum Assessment and Reporting Association (ACARA), Australian Institute for Teaching and School Leadership (AITSL)

KEY ACCOUNTABILITIES
Professional Responsibilities

- Operate in accordance with the EREA Charter, EREA Code of Conduct, expectations and requirements for employees within South Australian Catholic Schools, and Australian Professional Standards (AITSL)
- Uphold and contribute to the ethos of Catholic Schools
- Uphold and contribute to the ethos of St Paul's College, operating in the Edmund Rice tradition
- Uphold all components of the Colleges 'Our Common Ground'
- Understand the employer's requirements and act in accordance with EREA, South Australian Commission for Catholic Schools (SACCS), and the school's policies, guidelines, and procedures
- Complete administrative tasks accurately and on time, including record keeping such as behaviour and academic records on the Learning Management System, school reports, parent communications, pastoral care notes.
- Participate in Professional Development activities which lead to improved student outcomes
- Appropriately assist students who are hurt, sick or in distress

- Meet and teach students at designated locations and times
- Develop and maintain effective professional partnerships with other staff
- Diligently undertake supervision duties, including yard duty
- Attend and contribute to staff meetings, parent teacher interviews and other co-curricular activities
- Accept delegated responsibilities
- Assess, record and report learner achievement
- Employ behaviour strategies which ensure a safe, orderly, and successful learning environment
- Ensure that confidential information is handled appropriately
- Understand the Child Protection Practices that ensure the safety of all children and young people

Teaching and Learning

- Share a deep knowledge and understanding of contemporary, innovative and inclusive pedagogies that are focused on learner engagement
- Design differentiated and inclusive learning programs where data informs practice in teaching Literacy and Numeracy.
- Create a learning environment that is engaging and inclusive of all students particularly those for whom English is an additional language and those with additional needs
- Possess a deep knowledge of the Australian Curriculum and Crossways and utilise contemporary and engaging pedagogies which promote high levels of engagement and quality outcomes for all learners
- Document and apply curriculum knowledge and teaching methods to facilitate successful learning
- Establish structures and processes to achieve a safe and productive learning environment
- Identify individual learning needs and styles, and plan learning experiences that enable all students to achieve success while providing a balanced and challenging program relevant to the needs of the student
- Ensure that all lesson planning and assessment goals are recorded clearly and accessible to other staff, students, and parents
- Use a variety of assessment and reporting methods to regularly monitor student progress
- Generate and implement 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
- Provide parents and students with detailed, accurate and informative written and oral reports at appropriate times, as required by the school, and in line with continuous feedback
- Use existing data to inform the planning and implementation of quality programs
- Work collaboratively with colleagues to meet reporting guidelines and deadlines

Classroom Management

- Have an excellent understanding and use of Restorative Practices, Trauma-aware practices and effective strategies to assist students to self-regulate and develop skills of personal responsibility and positive well-being
- Be an energetic, positive, dynamic educator who is committed to engaging in professional dialogue and working collaboratively within a flexible learning environment
- Communicate effectively to build positive partnerships with students, parents, colleagues and the broader community.
- Establish positive and effective relationships with students
- Engage the College's 'Our Common Ground' and a commitment to Restorative Practices and BSEM (Berry Street Education Model)
- Engage students to develop Personal Responsibility effectively within the direction of college policies and policies employed by CEAS and EREA
- Establish and maintain a student-centred learning environment
- Set and adhere to timelines for completion of work, including appropriate follow-up that involves families
- Manage the physical learning environment to maximise student engagement
- Work with students to create an attractive, welcoming, and engaging classroom environment
- Maintain standards of tidiness and orderliness
- Ensure necessary equipment, facilities and resources are accessible, available and prepared
- Work with the Primary Leadership Team to identify factors contributing to prolonged, repeated or irresponsible behaviour and seek resolutions
- Apply effective strategies to assist students who interfere with teaching and learning
- Use SEQTA to record student progress, including attendance, punctuality, behaviour, and achievements

Interaction with the School and Broader Community

- Demonstrate regular and effective communication 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 practice

PERSON SPECIFICATIONS AND CERTIFICATION REQUIREMENTS:
- Hold current registration to teach as issued by the Teacher Registration Board of South Australia
- Working With Children Check to work in Catholic Education SA
- Approved Child-Safe Environments Responding to Abuse & Neglect: Education and Care training
- Relevant First Aid Training
- Edmund Rice Education Australia and St Paul's College is committed to ensuring the safety, wellbeing and dignity of all children and young people. All staff must have and maintain a commitment to child safety

WORK HEALTH & SAFETY RESPONSIBILITIES
Supports the implementation of a proactive WHS environment through supporting the development and maintenance of a best practice WHS culture within their Workplace.

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
- Encourage colleagues and others on the worksite to adhere to safe work practices.

Reference: Division 4, Section 27 and 28 WHS Act 2012

GENERAL TRAINING AND CERTIFICATION REQUIREMENTS:
- Working With Children Check to work in Catholic Education SA
- Approved Child-Safe Environments Responding to Abuse & Neglect: Education and Care training
- Relevant First Aid Training
- Edmund Rice Education Australia and St Paul's College is committed to ensuring the safety, wellbeing and dignity of all children and young people. All staff must have and maintain a commitment to child safety.

ACKNOWLEDGEMENT

I have read and understand the requirements of this position. I acknowledge that this position information document has been designed to indicate the general nature and level of work performed by the incumbent and is not a comprehensive listing of all responsibilities, tasks, and outcomes.

_____   _____
Signed (Principal or Delegate)   Signed (Employee)

Date: /   /   Date: /   /