

## Position Information Document

### Teacher

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#### Context

Sacred Heart College is a Catholic secondary school in the Marist tradition, comprising two campuses: Champagnat (Years 7–9) and Marcellin (Years 10–12). Marist education values presence, practicality, and purpose, recognising that formation happens through relationships, example, and meaningful work. Our mission is “to awaken in young people the desire to grow, to contribute, and to find their place in the world” (*In the Footsteps of Marcellin Champagnat*, 2023, [112]).

At Sacred Heart College, teaching is at the heart of our mission to awaken in young people the desire to grow, to contribute, and to find their place in the world. Teachers are entrusted with forming students intellectually, emotionally, socially, and spiritually within the Catholic and Marist traditions. Through their relationships, presence, and practice, they help shape the culture of the College and play a critical role in ensuring that every student feels known, safe, and challenged to thrive.

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#### Broad purpose

Teachers at Sacred Heart College are responsible for delivering high-quality, evidence-based learning that supports the holistic development of students. They work collaboratively with colleagues, families, and the broader Marist community to create engaging, inclusive, and rigorous learning environments. Teachers contribute actively to the life of the College, uphold its Catholic and Marist identity, and commit to ongoing professional growth in pursuit of improved student outcomes.

This position is shaped by the expectations of the Australian Institute for Teaching and School Leadership (“AITSL”) *Australian Professional Standards for Teachers* and the mission of Sacred Heart College.

#### Key Areas of Work

##### Teaching and Learning

Teachers will:

- plan and deliver teaching and learning programs aligned with the Australian Curriculum and South Australian Certificate of Education (“SACE”) frameworks;
- use a variety of evidence-based teaching methods to engage students and support deep understanding;
- differentiate instruction to meet the cognitive, physical, cultural and social needs of all learners;
- integrate digital technologies in ways that enhance understanding and student agency;
- collaborate with colleagues to design effective learning experiences and share expertise;
- select and sequence content and strategies to develop deep understanding and support long-term retention of learning;
- ensure teaching reflects the ethos and values of Sacred Heart College and its Marist identity;
- use learning data and feedback to evaluate and adjust teaching for greater impact;
- involve students in goal-setting, decision-making and reflection to enhance motivation and ownership of learning;
- foster critical thinking, creativity, and intellectual rigour across learning areas; and
- evaluate the impact of their practice on student learning and adjust accordingly.

## Assessment and Reporting

Teachers will:

- use a range of formative and summative assessment strategies to monitor student learning and inform teaching;
- design assessment tasks that are valid, reliable, and aligned to learning outcomes and curriculum standards;
- provide timely, constructive, actionable, and specific feedback that promotes improvement and celebrates progress;
- maintain accurate and comprehensive records of student achievement and engagement;
- interpret student assessment data to diagnose needs, plan targeted interventions, and evaluate teaching impact;
- modify assessment processes and tools to accommodate students with Personalised Plans for Learning (PPL) or special provisions;
- report clearly and accurately on student progress through written reports, parent/caregiver communication, and learning conversations;
- use common assessment rubrics, including those aligned to Australian Curriculum, Assessment and Reporting Authority and SACE, to support consistency and transparency; and
- engage students in reflection and goal-setting based on assessment feedback.

## Student Wellbeing and Classroom Management

Teachers will:

- create safe, inclusive and respectful classroom environments that support student wellbeing and learning;
- build positive, professional relationships with students grounded in trust, consistency, and care;
- establish and maintain clear expectations and routines to maximise engagement and ensure a safe, inclusive environment;
- model and contribute to a school culture of high expectations, belonging, and continuous improvement;
- apply consistent behaviour management strategies aligned with the College's restorative practices and Levels of Intervention;
- respond promptly and fairly to instances of misconduct, using consequences that are educative and proportionate;
- identify and respond to signs of distress, disengagement or vulnerability, and refer students where appropriate;
- commit to inclusive and equitable practices that recognise and respond to the diverse backgrounds, identities, and experiences of all students;
- lead homeroom groups and deliver the Pastoral Care Program with integrity and attentiveness;
- supervise students as required, including yard duties, excursions and relief lessons;
- fulfil duty of care obligations by ensuring student safety and supervision in all settings; and
- contribute to a culture where all students feel known, valued and empowered to thrive.

## Professional Learning and Collegial Engagement

Teachers will:

- engage in ongoing professional learning to improve practice and support improved student outcomes;
- participate in the College's Performance Development Program, including goal setting, reflection and review;
- contribute actively to collaborative planning, moderation and professional dialogue with colleagues;
- stay informed about current research, policy developments and educational initiatives relevant to their role;

- engage with feedback from colleagues, leaders and students to critically reflect on and improve professional practice;
- engage in evidence-informed practice by drawing on relevant research, data, and professional learning to enhance student outcomes;
- share expertise and resources to support collective staff growth and instructional improvement;
- participate in induction, compliance training and accreditation processes as required;
- contribute to whole-school improvement initiatives through reflective practice, collaboration, and a shared commitment to the College's strategic priorities; and
- demonstrate a commitment to personal and spiritual formation within the Catholic and Marist traditions.

### Engagement with Families and the Community

Teachers will:

- communicate respectfully and professionally with parents and caregivers to support student learning and wellbeing;
- respond to parent and caregiver enquiries in a timely and appropriate manner;
- participate in learning conversations, information evenings, and other College events as required in keeping with the Enterprise Agreement;
- engage parents and caregivers as active partners in student learning and wellbeing by sharing relevant information, feedback, and resources;
- contribute to a positive perception of the College in the wider community through their conduct and interactions;
- liaise with external professionals and agencies where appropriate to support student development; and
- model and promote the values and ethos of Sacred Heart College in all community engagement.

### Workplace responsibilities

Teachers will:

- comply with all relevant legislative, administrative, organisational and professional requirements;
- uphold the Code of Conduct for Staff Employed in Catholic Education South Australia ("**CESA**");
- follow College and SACCS policies and procedures, including those related to child protection, Workplace Health and Safety ("**WHS**"), and digital technologies;
- handle confidential information with discretion and in accordance with College policy;
- participate in mandatory compliance training and maintain currency of required certifications;
- complete routine administrative tasks such as record keeping, reporting, and documentation requirements;
- model respectful, fair and professional behaviour in all workplace interactions; and
- speak up about misconduct, discrimination, harassment or bullying, and seek clarification when unsure..

### Workplace health and safety

In accordance with the *Work Health and Safety Act 2012 (SA)*, teachers – classified as **Workers** – have a responsibility to:

- take reasonable care for their own health and safety;
- take reasonable care that their acts or omissions do not adversely affect the health and safety of others;
- comply with any reasonable instruction given to ensure health and safety; and
- cooperate with any reasonable College policy or procedure relating to health or safety in the workplace.

In practical terms, this includes:

- using appropriate equipment and safe work procedures;
- reporting unsafe or unhealthy conditions (hazards) in the work environment;
- reporting incidents or near misses that have, or could have, caused harm;
- participating in safety training programs as required; and
- becoming familiar with, and following, the policies and procedures available to staff via Complispace.

## **Qualifications and accreditation**

Teachers must:

- hold a recognised tertiary qualification in education;
- maintain current registration with the Teachers Registration Board of South Australia;
- maintain Accreditation to Teach in CESA;
- meet any additional qualification requirements as specified for particular subject areas, programs, or responsibilities.

## **Screening and compliance requirements**

Teachers must hold and maintain the following certifications and clearances throughout their employment:

- current registration with the Teachers Registration Board of South Australia;
- a current Working with Children Check, in accordance with CESA requirements;
- approved Mandatory Notification training (i.e., Responding to Risks of Harm, Abuse and Neglect – Education and Care);
- a current First Aid certificate or qualification (as applicable to the role); and
- any additional certifications, registrations or qualifications necessary for the safe and effective performance of the role.

## **Performance review**

Teachers will:

- participate in the College's Performance Development Program, including goal setting, reflection and feedback;
- engage in professional conversations that support individual growth and whole-school improvement; and
- demonstrate accountability for the responsibilities and expectations outlined in this document.

## **Conditions of employment**

The salary and conditions for this position are consistent with those outlined in the current South Australian Catholic Schools Enterprise Agreement.

## **Reporting/working relationship**

Immediately responsible to:      Head of Learning Area

Line management from:      Head of Campus

The College Principal is responsible for general employment conditions.

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## References

Australian Institute for Teaching and School Leadership. (2011). *Australian Professional Standards for Teachers*, AITSL, Melbourne.

Institute of the Marist Brothers of the Schools. (2023). *In the footsteps of Marcellin Champagnat: Marist educational mission* (2nd ed.). Rome: Marist Brothers – Secretariat for Education and Evangelisation.

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## Appendix – AITSL Standard Alignment

Key Area of Work	AITSL Standards Addressed
Teaching and Learning	Standards 1, 2, 3
Assessment and Reporting	Standard 5
Student Wellbeing and Classroom Management	Standards 3, 4
Professional Learning and Collegial Engagement	Standard 6
Engagement with Families and the Community	Standard 7
Workplace Responsibilities	Standard 7
Performance and Review	Standards 6, 7