

# TEACHER

## Position Information Document

Employment conditions are in accordance with the Catholic Schools Enterprise Agreement.

## MISSION AND VISION

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### Our Mission

A Catholic College educating girls in the Dominican tradition.

### Our Vision

Inspired by the Gospel of Jesus Christ, we are a girls' College committed to truth and compassion. In the spirit of St Dominic, we contemplate the possibilities and honour the sacred dignity of each person through word and action. We aspire to provide an innovative, rigorous and inclusive education that leads girls and young women to achieve excellence in their studies and confidence in their future.

### Governance

Dominican Education Australia (DEA) is the governing authority of St Dominic's Priory College, an Independent Catholic School. A Board of Directors, established in 1987, governs the College which is incorporated under the Corporations Act 2001 (Cwlth). The Trustees of DEA and the College Board of Directors assures our Catholicity, fidelity to the Dominican charism, formation of Board members, excellence in teaching and learning and financial stability.

### Safeguarding Children and Young People

St Dominic's Priory College is a Child Safe employer committed to the welfare and protection of children and young people. The College is committed to upholding a diverse and inclusive learning environment, ensuring children and young people are valued and respected. In accordance with the National Catholic Safeguarding Standards, all employees will be required to comply with the College's relevant policies and procedures, with astute understanding and awareness of the College's Professional Boundaries Policy.

Adhering to the *Child Safety (Prohibited Persons) Act 2016* and the *Children & Young People (Safety) Act 2017*, the College is committed to creating and maintaining a child safe environment. As an employee of the College, you will be required to:

- Be fully versed in the College Professional Boundaries Policy.
- Foster positive and safe cultures for children and young people.
- Ensure children and young people know who to talk with if they are worried or are feeling unsafe, and that they are comfortable and encouraged to raise such issues.
- Adopt strategies and act to prevent harm to children and young people.
- Safeguard against a child at risk of harm.
- Respond effectively if harm is suspected or confirmed.
- Respect diversity in cultures whilst keeping children and young people safety paramount.
- Attend education and training as required.
- Be familiar with relevant College policies and procedures.

## GENERAL ROLE DESCRIPTION

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A teacher at the College is an enthusiastic, professionally trained teacher who understands the value and importance of girls' education. Furthermore, they are a teacher of excellence who provides a rich and robust learning environment in our Catholic Dominican tradition. All teachers are expected to be people of the highest integrity, with an ability to work collaboratively, positively and effectively with colleagues to inspire confidence in every girl at St Dominic's Priory College.

As professionals, all staff are expected to uphold standards of excellence in preparation for teaching and learning, punctuality, student management, and personal presentation.

## KEY AREA OF RESPONSIBILITY

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Teachers at St Dominic's Priory College are responsible for planning and conducting a rich, dynamic program of teaching, learning, assessment and reporting of student achievement in their year level and/or subject area(s). They provide opportunities for their students to observe, question and inquire with the curriculum, utilising ACARA and/or SACE philosophies and pedagogies at the heart of all learning experiences. They know their students and understand how to develop a welcoming, safe, inclusive and successful environment that allows every student to thrive.

St Dominic's Priory College teachers assess, record and report on learner achievement regularly and in line with college policies, practises and expectations. Teachers know and can evidence their impact on student learning outcomes.

Teachers are accountable to the College Principal and will report directly to their allocated member of the College Leadership Team in their retrospective areas.

## KEY WORKING RELATIONSHIPS

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| ▪ The College Principal       | ▪ Students                   |
| ▪ The College Leadership Team | ▪ Parents/Families/Guardians |
| ▪ College Staff               |                              |

## ROLE RESPONSIBILITIES

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### GENERAL RESPONSIBILITIES

The person holding the position of Teacher at St Dominic's Priory College is expected to:

- Have a capacity and a desire to actively contribute to the Catholic ethos of the College and seek a deeper understanding of the Dominican Charism and approaches to education.
- Be astutely aware of our Catholic identity and the Dominican heritage of the College, acting in accordance with our motto, Veritas – Truth.
- Have an understanding of girls' education, how girls learn and how they engage with each other.
- Support the life of the College community through a commitment to the College Vision Statement and Strategic Plan.
- Demonstrate a commitment to child safeguarding policies, procedures, guidelines and reporting.
- Accept responsibility for creating and maintaining an atmosphere of mutual respect in a safe environment among students and colleagues.
- Demonstrate a proven track record in teaching within their field of qualification.

- Demonstrate excellence in teaching.
- Demonstrate a strong understanding of the curriculum as set out by ACARA / SACE.
- Demonstrate effective communication skills with students, colleagues, parents and all members of the College and wider community.
- Complete all administrative tasks as required or directed, including but not limited to record keeping, surveys, distribution of materials, supervisory responsibilities and duty of care provisions.
- Adhere to and comply with the College's Privacy Policy and management of personal information.
- Collate evidence of practice and impact on student learning outcomes against the Australian Professional Standards for Teachers and share evidence with their line manager.
- Have specific qualifications and/or expertise in specified learning areas.
- Demonstrate an ability to exercise a strong pastoral role with students.
- Demonstrate the ability to work under pressure whilst maintaining a sense of perspective and humour.
- Have the readiness to take an active role in co-curricular activities.
- Positively engage in and undertake professional development, training and professional reviews when required.
- Undertake any other duties as directed by the College Principal.

#### **RESPECT FOR THE STUDENTS**

- Establish and nurture a classroom climate which is mutually respectful, and which is faithful to the College's Vision, Mission, Values and Ethos.
- Grow and maintain positive, effective and restorative relationships with students based the Dominican values and College Policies and Procedures.
- Support and sustain a safe environment in which each individual student is known, valued, and cared for, and where the sacred dignity of each individual is honoured.
- Use a diverse range of teaching strategies based on knowledge of students' physical, social, emotional and intellectual development and characteristics to nurture and develop the unique gifts of students.
- Plan and deliver comprehensive, inclusive learning programs which recognise and address the intellectual, emotional and physical abilities of all students.
- Motivate students to strive for personal excellence, encourage growth and optimise learner outcomes.
- Design and implement an inclusive learning program that is responsive to the learning strengths and needs of students from diverse, linguistic, cultural, religious and socio-economic backgrounds.
- Apply the College Student Management policies, procedures and practices as appropriate, with the aim of promoting an effective and engaged learning environment.
- Use data (including ACER PAT Tests, NAPLAN, student results, etc) to:
  - Understand and help engage individual students in their learning.
  - Understand and cater for the breadth of student diversity within the classroom.
  - Help meet the specific learning needs of students across the full range of abilities.
  - Identify appropriate interventions and modify teaching practice to fully support all students.
- Communicate concerns about students to the various stakeholders as appropriate, including the:
 

<ul style="list-style-type: none"> <li>○ Homeroom or Subject Teacher</li> <li>○ Year Level Coordinator</li> <li>○ Student Counsellor &amp; International Student Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>○ Director of Teaching &amp; Learning</li> <li>○ Director of the Junior School</li> <li>○ Deputy Principal</li> <li>○ College Principal.</li> </ul>
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## **CURRICULUM - PLANNING**

- Work collaboratively with the Learning Area Leaders and colleagues to plan and implement well-sequenced learning programs using knowledge of curriculum, assessment and reporting requirements.
- For Primary Teachers - contribute to and implement the Personalised Plan for Learning.
- For Secondary Teachers – be familiar with, and implement, the Personalised Plan for Learning.
- Understand and apply the curriculum requirements of ACARA and/or SACE within the relevant teaching area(s) to ensure the curriculum is:
  - Differentiated to meet the specific learning needs of students and is accessible to the diverse range of learners in the classroom.
  - Well-sequenced to highlight scope of the content and sequential pathways for students.
  - Regularly reviewed and evaluated.

## **CURRICULUM – TEACHING**

- Deliver an innovate, future-focused, inclusive curriculum that inspires curiosity, engagement, confidence and independence in each learner.
- Contribute to a culture of excellence in the quality and delivery of programs, assessment and feedback.
- Establish and deconstruct explicit, challenging and achievable class learning intentions.
- Work with students to co-construct success criteria and develop individual goals for their learning.
- Use teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.
- Effectively teach the prescribed curriculum using contemporary teaching and learning strategies.
- Assess student work accurately and promptly; providing effective and timely feedback for individual improvement.
- Initiate contact with parents/guardians as appropriate, when there are concerns regarding a student's academic progress and/or wellbeing.
- Prepare Reports for parents in accordance with the College's policies.
- Facilitate Parent Information Evenings and Parent/Teacher Conversation Evenings.
- Attend and contribute to relevant professional meetings including:
  - Whole Staff Meetings
  - SACE Meetings
  - Primary/Secondary Meetings
  - Faculty Meetings
  - Year Level Meetings
  - Professional Development Days
  - And other such meetings that will occur from time to time.
- Ensure learning opportunities are connected to ACARA and/or SACE Standards.
- Ensure that all requests made by the College Leadership Team in regard to teaching programs and assessments are adhered to.
- Use the Learning Management System - SEQTA)and SEESAW to record the individual learning progress of students.
- Ensure that all programs, lessons, necessary resources and assessments are uploaded to SEQTA.
- Use the Learning Management System -SEQTA to record individual student pastoral care notes.
- Fulfil all Duty of Care requirements, such as yard duty and other supervisory duties, including relief lessons.

## PASTORAL RESPONSIBILITIES

All staff are responsible for supporting the wellbeing of the students at the College.

Some Secondary teaching staff are allocated to the role of Homeroom Teacher, as part of their teaching load.

As a Primary Classroom Teacher and/or Secondary Homeroom Teacher; Christian kindness, forgiveness and respect characterises the relationship with the students in your class. The Classroom / Homeroom Teacher is responsible for:

- Administration duties such as attendance, daily notices, etc.
- Monitoring student behaviour and attendance, following up truancy and lateness matters with parents/guardians.
- Monitoring the correct wearing of the College uniform.
- Keeping the Year Level Coordinator and/or the Director of the Junior School informed regarding all Pastoral Care matters.
- The prayer life of the class. This includes:
  - Modelling prayer to students,
  - Providing resources for prayer;
  - Organising the Student Prayer Roster; and
  - Recognising the special and feast days of the liturgical year.
- Providing pastoral support and counsel by:
  - Delivering and contributing to the Pastoral Care Program.
  - Facilitating and supporting a positive wellbeing culture at all levels of the College; class, year level and whole school (Reception to Year 12).
  - Attending whole school and community events to enable opportunities to meet parents and guardians.
  - Adhering to the assessment and reporting responsibilities associated with being a Classroom / Homeroom Teacher.

## CO-CURRICULAR EXPECTATIONS

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- St Dominic's Priory College runs an extensive co-curricular program. Information about the range of activities can be accessed on the College website.
- The breadth of the co-curricular program is made possible by the generosity of staff in accordance with the Enterprise Agreement Curriculum Extension Activities for Catholic Schools. St Dominic's Priory College is a Category 3 School.
- Applicants are asked to address this requirement in their application, indicating their experience and interests.
- Staff Annual Reviews will include an opportunity to discuss your commitment to Co-curricular activities.

## SPECIFIC REQUIREMENTS

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Acquire, maintain and provide evidence of:

- A valid Department for Human Services (DHS) Working with Children Check (WWCC)
- A valid Screening as issued by Catholic Archdiocese of Adelaide to work in Catholic Education SA
- A current Teachers Registration with the Teachers Registration Board of South Australia.
- Approved Responding to Risks of Harm, Abuse & Neglect – Education and Care (RRHAN-EC).
- A current HLTAID004 Provide an emergency first aid response in an education and care setting.
- A current Keeping Safe: Child Protection Curriculum certificate (KS:CPC).
- The College adheres to the SACCS Policy on COVID-19 Vaccination.
- Teacher Accreditation in Catholic Education SA
- SALT Compliance Training and WHS modules, as issued by the Catholic Education South Australia, as required.
- Provide copies of awarded qualifications (relevant tertiary study, teaching qualifications) to the Human Resource Manager, if applicable.

## WORK, HEALTH AND SAFETY (WHS)

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This role is deemed to be a **Worker** under the *Work Health and Safety Act 2012 (SA)*. As a Worker, while at work, you, as the employee who is the subject of this Position Information Document 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, insofar as you are reasonably able to, with any reasonable instructions 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: Work Health and Safety Act 2012 (SA) ss 27 and 28.*