

# Teacher Position Information Document

<b>Name</b>	
<b>Classification</b>	
<b>Commencement</b>	
<b>Salary</b>	Teacher salary at appropriate step, as per the current South Australian Catholic Schools Enterprise Agreement.
<b>Screening</b>	Please note that the position is subject to ongoing satisfactory Working with Children Check (WWCC) and other screening clearance checks that may be required, at regular intervals, throughout the duration of your employment
<b>Special Requirements</b>	<p>This PID may be amended based on the College's strategic needs.</p> <p>Some out of hours work is required.</p> <p>Perform any other duties as directed by the Principal.</p>

## **COLLEGE VISION**

To be at the forefront of vocational education, nurturing the next generation of industry leaders dedicated to shaping a better world.

## **COLLEGE MISSION**

St Patrick's Technical College inspires students for success in their first career. Through a dynamic and innovative learning model grounded in Catholic social teaching and informed by industry, we create exceptional and work ready young adults.

## **COLLEGE VALUES**

As a Catholic Vocational College caring for young adults, we live our story by

### **Welcome**

Welcoming all to our learning community

### **Hope**

Offering hope and a sense of purpose to all

### **Serve**

Valuing and serving others

### **Respect**

Respecting ourselves and our environments

### **Celebrate**

Developing and celebrating each person's unique talents

## **POSITION OBJECTIVE/SUMMARY**

St Patrick's Technical College (SPTC) is a unique educational facility for senior secondary students based on a partnership between industry and education. By providing education, skills training and mentoring, SPTC supports students in identifying, exploring and developing their potential to enhance employment opportunities.

The College's innovative and flexible methods of teaching enable students to achieve their South Australian Certificate of Education (SACE), while undertaking vocational training leading to fulltime employment or as a School Based Apprentice or Trainee (SBAT).

In this unique context, a Teacher works collaboratively with colleagues, students, families, employers, businesses, industry organisations, local and state government, and CESA personnel to facilitate student learning and to continually engage in educational innovation to develop real world experiences. The Teacher is responsible for the development and implementation of relevant curriculum to the students in their care, taking a personalised approach to each individual student's learning, combining best practice with the highest quality teaching, learning and training. Teaching at SPTC has an explicit focus on workplace expectations and standards of behaviour that employers value in trades and from new apprentices and trainees.

## **KEY WORKING RELATIONSHIPS**

Responsible to the Principal, teachers work with:

- Executive Leadership Team
- Leaders of Learning
- Leaders of Students
- Staff
- Other Professional Support Services
- RTOs and their personnel
- Employers, Businesses, Industry, Industry Associated Organisations & Networks, GTOs

- Students, families and the wider community
- Potential student employers & Work Experience Supervisors
- Other Education Providers
- Relevant Catholic Education Office (CEO) and Catholic Education SA (CESA) Staff
- Other Relevant Stakeholders

## **KEY DUTIES AND RESPONSIBILITIES**

Working collaboratively with colleagues and families, teachers at SPTC assume responsibility for the educational life of students, facilitating their learning and engaging in educational reform. This responsibility is exercised in the areas of pastoral care, student mentoring, family liaison, employer liaison, industry partnerships and general organisational matters. Teachers are expected to have responsibility for a group of students as a Pastoral Care Mentor.

Teachers make appropriate reasonable adjustments for students with specific and imputed disabilities, as required under Australian Government legislation. They keep track of the types and levels of adjustment for Nationally Consistent Collection of Data (NCCD) reporting processes. They take part in collaborative processes of review and moderation, striving always for continuous improvement in teaching and learning.

Teachers are required to effectively use the College's Student Information and Learning Management Systems to access and enter data to inform and document teaching, learning and wellbeing.

Teachers at SPTC are required to attend to the following areas within their work and continually aim to improve their practice inside and outside of the classroom in line with the Australian Professional Standards for Teachers, the CESA Continuous Improvement and Living Learning Leading Frameworks.

### **Teaching and Learning**

- Establish comprehensive and inclusive learning programs
- Apply universal design principles, contemporary learning pedagogies (e.g. blended, flipped, visible learning, etc) and differentiated instruction to promote student success and achievement
- Design, monitor and review an innovative, relevant and engaging curriculum, with trade-specific content
- Plan and deliver contemporary teaching and learning experiences in a range of subjects within a senior secondary context
- Develop explicit links between Australian Curriculum and SACE subjects and trade training courses to ensure students can immediately make a direct correlation between what they are learning and its application to the real world, thus ensuring a genuine trade-focused curriculum
- Know, understand and implement a range of teaching methodologies and learning technologies
- Develop and use a range of flexible teaching strategies and approaches to enhance student learning experiences
- Address students' varying intellectual, emotional and physical abilities in teaching practice
- Identify individual learning profiles and plan learning experiences that enable all students to achieve success
- Make reasonable adjustments to teaching and learning to ensure all students can engage in learning on an equal basis
- Develop the curriculum and assessment procedures in designated curriculum areas and year level(s) according to College policies, ACARA and SACE Board requirements, using the flexibilities within the Australian Curriculum and the SACE to support the success of all students
- Develop and utilise appropriate evaluation techniques for formative assessment, set and supervise summative assessment tasks in line with SACE, VET and Australian Curriculum requirements
- Application of contemporary career development theories and practices
- Support and work with the College's partner RTOs and their trainers
- Ensure the curriculum supports the curriculum of the VET course in which students may be participating

## **Working with Students and Classroom Management**

- Build strong relationships with students and their families
- Ensure all students are engaging effectively in lessons to achieve the expected lesson aims and learning outcomes
- Establish and maintain a focused, organised and task-oriented learning environment
- Set and adhere to timelines for completion of work and follow up students in line with College guidelines
- Work with students to create an attractive, welcoming classroom environment
- Be responsible for the organisation and participation of students in the Work Experience program
- Support and implement standards of behaviour, uniform, attendance and punctuality, at all times making explicit connections with workplace and trade expectations
- Negotiate and implement consequences, in line with College processes and policies, if expectations are not adhered to
- Ensure necessary equipment and facilities are accessible, available and in readiness for planned activities
- Maintain clear professional boundaries with all students and recent graduates of the College
- Maintain standards of tidiness and orderliness
- Work collaboratively with College leaders through a case management approach and act as a mentor to students
- Support the implementation of Work Health and Safety (WHS) procedures in all Learning Areas, ensuring personal safety as well as the safety of all others in the workplace

## **Assessment and Reporting of Student Learning**

- Participate actively and positively in the review of the teaching and learning programmes through trade, subject and learning area review processes, including meetings and moderation
- Maintain accurate and comprehensive records of student progress and achievement
- Use a variety of assessment and reporting methods to regularly monitor student learning and progress towards achievement of performance standard criteria
- Develop and use assessment tasks that are purposeful and relevant to the teaching and learning program and the learning needs of students, making use of the flexibilities within the Australian Curriculum and the SACE, such as spoken, written, multimodal, group and individual assessment
- Provide students with regular positive feedback on performance that reinforces student achievement and focuses on improvement
- Provide families and students with accurate and informative written and oral reports at appropriate times or as required

## **Interaction with the College and Broader Community**

- Actively participate in continuous improvement processes that are prioritised in line with College Improvement Plans
- Always communicate appropriately with students, colleagues, families, employers and others as a representative of the College
- Work effectively as a member of a team in a range of activities, including but not limited to, career & open events, student transition and orientation activities, trade sessions, family information sessions, student progress interviews, knockout sport facilitation, student leadership programs etc
- Actively participate and engage in whole staff, learning area, trade and individual professional learning on a regular basis
- Maintain personal records of professional learning for Teacher Registration
- Participate in partnerships with colleagues to reflect upon and improve teaching and learning practice in designated curriculum areas
- Attend and actively engage in staff, learning area, trade and professional learning team meetings, as required

## **QUALIFICATIONS AND EXPERIENCE**

The Teacher will be required to have:

- Current Teacher Registration in South Australia and relevant demonstrated knowledge and experience
- Appropriate qualifications, expertise and successful teaching experience
- Teacher Accreditation in Catholic Education SA (or willingness to undertake)
- Demonstrated commitment to continuous personal and professional development
- Evidence of a proactive approach to innovation and continuous improvement in educational settings
- Exceptional written and oral communication skills, with strong interpersonal, negotiation, and conflict resolution abilities
- Demonstrated capacity to engage effectively with individuals at all levels within an organisation
- Current and acceptable Working With Children Check clearance and screening to work in Catholic Education SA
- Current certification in Responding to Risks of Harm, Abuse & Neglect - Education & Care
- Current First Aid Qualification suitable for working in a school environment

## **PERSON SPECIFICATION**

Staff members at St Patrick's Technical College are required to:

- Collaborate effectively with colleagues, parents, students, and external partners to foster a supportive and cohesive educational community
- Exhibit exceptional interpersonal and communication skills, ensuring clear and respectful interactions with all stakeholders
- Uphold and exemplify high standards in all areas of College life, contributing to a positive and professional environment
- Demonstrate the ability to work efficiently under pressure in a dynamic and busy educational setting
- Prioritise tasks effectively, showing initiative and flexibility to adapt to changing circumstances and complete tasks efficiently
- Commit to ongoing professional development, continually seeking opportunities to enhance skills and knowledge in their field

## **PROFESSIONAL RESPONSIBILITIES**

Staff members at St Patrick's Technical College are required to:

- Demonstrate a commitment to participate in activities that support and develop the College's Catholic ethos and the wider mission of the Catholic Church
- Adhere strictly to the Code of Conduct for staff employed in CESA schools
- Comply with the requirements of the Privacy Act, ensuring the protection of personal information
- Understand and act in accordance with the South Australian Commission for Catholic Schools (SACCS) policies, as well as the College's own policies, guidelines, and procedures
- Support and implement all College policies and procedures, including the contents of the staff handbook
- Actively contribute to the educational development and support of students
- Handle confidential information with the utmost discretion and care
- Attend and participate in staff meetings as required
- Participate in work experience coordination, including calls and visits to students on placement
- Develop an understanding of Vocational Education and Training (VET) and the apprenticeship system
- Accept and carry out delegated responsibilities with professionalism and diligence

- Demonstrate an understanding of, and commitment to, the principles of social justice and equity
- Undertake necessary Work Health and Safety (WHS) qualifications and training modules
- Obtain and maintain all relevant certifications or registrations required for the performance of the role

## **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
- Co-operate 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 28 WHS Act 2012*

Being vaccinated against COVID-19 is not mandatory for CESA staff. It is highly recommended for all CESA staff to maintain vaccination status as recommended by the policy

**PLEASE NOTE:** This position information document indicates the general nature and level of work performed by the incumbent and is not a comprehensive listing of all responsibilities, tasks and outcomes.