



POSITION INFORMATION DOCUMENT

Name:

Job Title: Teacher

Job Type: Permanent

Time Fraction: 1.00 FTE

Commencing: 20 January 2025

Location: Gleeson College:
40-60 Surrey Farm Drive, Golden Grove, South Australia

Salary: Salary in accordance with teaching step

Responsible to: Learning Area Leader
Assistant Principal Teaching & Learning
All positions ultimately report to the Principal.

Employment conditions are in accordance with the Catholic Schools Enterprise Agreement 2020.

1. BROAD PURPOSE

Gleeson College is a faith-filled community providing its members with the opportunity to discover, develop and use their God-given talents and abilities in the service of others.

Teachers at Gleeson College are required to demonstrate a commitment to the belief that all students can be thriving people, capable learners, leaders for the world God desires, and work to ensure that students develop the knowledge, skills and attributes they need to thrive in a rapidly changing and complex world.

The Teacher is a highly driven individual who is an expert in their specialist field with highly effective pedagogical knowledge and skill, and who works collaboratively with colleagues, parents and families and the wider educational community.

2. KEY RESPONSIBILITIES

Teachers at Gleeson College:

- actively contribute to the Catholic ethos of the College, and support and represent the College community as outlined in the Gleeson 10 and Gleeson Staff 5.
- plan and conduct appropriate activities to provide a balanced program of teaching, engaging students to develop knowledge, skills and attributes to become capable learners, and providing opportunities to observe, question and investigate in line with the Gleeson College Schoolwide Pedagogy ... at the HEART of learning excellence.
- establish structures and processes to enable a positive and inclusive learning environment for all students.
- are able to develop positive relationships with students, families and colleagues.
- proactively manage students, ensuring a safe, orderly and successful learning environment.
- provide timely and meaningful feedback to students and parents/caregivers.

- are able to understand and review performance standards and essential learnings as prescribed by ACARA and the SACE Board.
- demonstrate a commitment to, and enthusiasm for working collaboratively within a learning community and are able to develop links with Partner Primary Schools, the One+ Campus schools and the wider educational community.
- are committed to professional development and life-long learning.

3. TEACHING REQUIREMENTS

a) Content of Teaching and Learning

- Plan a comprehensive learning program.
- Address the varying intellectual, emotional and physical abilities of students in teaching practice.
- Identify individual learning needs and styles and plan authentic learning experiences that enable all students to achieve success.
- Know and understand a range of learning methodologies and technologies and their application to the classroom.
- Develop the curriculum and assessment procedures in designated curriculum areas/year level(s) according to College Policies.
- Demonstrate best practice in teaching and learning.
- Apply prior learning to changes that happen from time to time in teaching and learning practice.

b) Classroom Management and Behaviour Education

- Establish positive and effective relationships with students.
- Establish and maintain a task-oriented learning environment.
- Set and adhere to timelines for completion of work.
- Negotiate and implement consequences if expectations are not adhered to.
- Arrange student furniture to suit the learning activity.
- Work with students to create an attractive welcoming classroom environment.
- Maintain standards of tidiness and orderliness.
- 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 Behaviour Education and Personal Responsibility Policy.
- Respond appropriately to student behaviour and make records on the Learner Management System for access by relevant staff.
- Identify factors contributing to prolonged, repeated or severely irresponsible behaviour and seek resolutions.
- Consistently maintain behavioural expectations.
- Apply effective consequences and strategies to assist students who interfere with teaching and learning.

c) Care Group Teacher Protocol

If assigned to a Care Group, ensure the following Care Group Teacher protocol is adhered to:

- Arrive to class in a timely manner (8.40am at latest), greeting students as they arrive.
- Ensure a prayer table and relevant decorative features are arranged in the classroom to enhance the learning environment and provide a welcoming atmosphere.
- Ensure time is allowed for prayer and make every effort to create a quiet reflective tone, settling students to prayer immediately after arrival.
- Ensure all notices are collected from the Care Group pigeonhole and distributed as appropriate.
- Ensure all notices are read from the Student Bulletin (either by teacher or student), ensuring students are aware of important information regarding school events and timetable/classroom information.

- Record absentee information in the Learner Management System and check notes from previous absentees. Ensure reply slips are collected and marked off.
- Check uniform and ensure correction or follow through as necessary.
- Regularly check desks for cleanliness/graffiti.
- Take time to build relationships with the students.

d) Assessment and Reporting of Student Learning

- Maintain accurate and comprehensive records of student progress and achievement.
- Use a variety of assessment methods and reporting regularly using the Learner Management System to monitor student learning and achievement.
- Use assessment tasks that are purposeful and relevant to the teaching and learning program and the learning needs of students.
- Provide students with positive feedback on performance that reinforces student achievement and focuses on improvement.
- Provide parents and students with detailed, accurate and timely information via the Learner Management System, written and oral reports, email and phone communications as appropriate and at times as required by the College.

e) Interaction with the College and broader community

- Demonstrate effective leadership skills in designated areas of responsibility.
- Demonstrate effective communication skills with students, colleagues, parents/caregivers and other stakeholders as necessary.
- Work effectively as a member of a College team and actively participate in a range of College activities.
- Participate in partnerships with colleagues to reflect upon and improve teaching and learning practice.

4. PROFESSIONAL RESPONSIBILITIES

Teachers at Gleeson College:

- operate in accordance with the Charter for Staff in Catholic Schools South Australia.
- understand and act in accordance with South Australian Commission for Catholic Schools (SACCS) and Gleeson College policies, guidelines and procedures.
- meet and teach students at designated locations and times and diligently undertake supervision duties, including yard duty.
- appropriately assist students who are hurt, sick or distressed.
- ensure confidential information is handled appropriately.
- complete timely and accurate administrative tasks, record keeping and reporting.
- develop and maintain effective, professional partnerships with staff.
- participate in professional development activities which lead to improved student outcomes.
- attend staff meetings, parent teacher interviews and other co-curricular activities as requested.
- accept delegated responsibilities as required.

5. 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.

6. SPECIFIC REQUIREMENTS

Essential requirements:

- Highly developed communication, collaboration and organisational skills.
- Competent ICT skills.

Acquire and maintain:

- Teachers Registration.
- Clearance to work in Catholic Education and Current DCSI/Working with Children Check/Catholic Police Check.
- Responding to Risks of Harm Abuse and Neglect – Education and Care (RRHAN-EC) mandatory training.
- The Keeping Safe – Child Protection Curriculum Training.
- HLTAID012 Provide Emergency First Aid Response in an Education and Care Setting.
- Teacher Accreditation in Catholic Education SA.
- CESA Staff do not need to be vaccinated against COVID-19 as a condition of employment, with the exception of CESA Staff working in High-Risk Settings. CESA Staff are however strongly encouraged to have and maintain an Up-To-Date Vaccination Status in accordance with the ATAGI statement. The vaccination requirement for CESA Staff working in High-Risk Settings is a condition of employment or engagement unless an exemption is approved in accordance with the CESA COVID-19 Vaccination Policy.
- Specific qualifications and/or expertise in the designated curriculum and school management area.

7. PERFORMANCE REVIEW

The employee must undertake a performance review on a twice-yearly basis or at another mutually agreed time. Consultation will occur between the employer and the employee to ensure the accuracy of the Position Information Document.

SIGNED

Principal or Delegate:  Date: 04/09 /2024

Employee: Date: / /