



# ST MARY'S COLLEGE

EST. 1869

## Upper Primary School Teacher

Part time 0.6 FTE  
Replacement Contract  
21<sup>st</sup> January 2025 – 12<sup>th</sup> December 2025

St Mary's College is an R-12 school, educating girls in the Catholic Dominican tradition since 1869. Our Dominican spirit inspires us to be seekers of truth, to be daring and courageous, open minded and to hold an unwavering commitment to inclusivity and welcome. Our approach to learning is contemporary and innovative, we challenge and support our students to achieve their personal best. We develop leadership in diverse ways. Our restorative culture is at the heart of all that we are and all that we do. Relationships matter. As a city school located on one campus, there is a tangible sense of community. Our city location affords vital networks and connections providing big school opportunities with a small school feeling. We nurture the growth of strong women equipped to find their place in the world.

### **Purpose Statement**

St Mary's College empowers young women to excel in learning and in life. We nurture relationships that challenge and support students to contribute to a more just and compassionate world.

### **Values**

Truth, Justice, Community

## Information for Potential Applicants

Thank you for your interest in St Mary's College, and the role of Upper Primary School Teacher.

This applicant pack provides further information about the position and application process.

In this pack you will find:

- Information about the application process
- Position Information Document
- Employment Declaration Form

### **Application process**

Applications for the position of Upper Primary School Teacher should be addressed to:

Ms Clare Nocka  
Principal  
St Mary's College

253 Franklin Street, Adelaide, SA 5000  
Tel 08 8216 5700  
[enquiries@stmarys.sa.edu.au](mailto:enquiries@stmarys.sa.edu.au)  
[www.stmarys.sa.edu.au](http://www.stmarys.sa.edu.au)

Applications are to be emailed to [Recruitment@stmarys.sa.edu.au](mailto:Recruitment@stmarys.sa.edu.au) and include the following:

- Cover letter
- Professional statement addressing key areas of work outlined in the Position Information Document (2 pages).
- Curriculum Vitae including three (3) referees relevant to the position. Please ensure that you include your current employer. (2 pages).  
*It is essential that you seek your referees' permission to list them as willing to speak about you in relation to this position. You are asked to forward to them a copy of the advertisement and the Position Information Document. This will mean that they are better able to speak about your suitability for the position, as they will be able to speak in specific terms.*
- Completed CESA Employment Declaration.

Applications close **Monday 25<sup>th</sup> November 2024 at 9:00am**



# ST MARY'S COLLEGE

EST. 1869

## Position Information Document

### Teaching

#### Position Details

Role Title:	Teacher
Directly Responsible to:	Director of Junior School and ultimately to the Principal
Nature of Employment:	0.6 FTE Replacement Contract
Tenure:	Tuesday 21st January 2025 – Friday 12 <sup>th</sup> December 2025
Conditions of Employment:	All employment conditions are governed by the SA Catholic Schools Enterprise Agreement 2020 as amended or replaced ("Enterprise Agreement")

#### Role Description

Teachers at St Mary's College play a pivotal role in bringing our core purpose to life:

*To empower young women to excel in learning and in life; building relationships that challenge and support students to contribute to a more just and compassionate world.*

St Mary's College teachers are:

- Passionate professionals who embrace the joys and challenges of working in community and nurturing young people to excel.
- Knowledgeable, motivated and emotionally resilient practitioners who ensure optimal student outcomes in learning, inclusion and wellbeing.
- Self-aware and compassionate individuals who respect the inherent dignity and worth of all people.
- Expert practitioners in their learning area(s).
- Generous collaborators with colleagues, parents/caregivers, and the wider education community
- Active participants in their own professional and personal learning and formation.

#### Key Working Relationships

Working closely with the following:

- Principal
- Deputy Principal
- Director of Junior School
- Assistant Director of Junior School
- Director of Wellbeing
- Director of Teaching and Learning

Team Leader: Director of Junior School

The College Principal is responsible for the general employment conditions of all staff.

## **Key Areas of Responsibility**

The following key areas of responsibility are aligned with the AITSL Professional Standard for Teachers.

### **Know students and how they learn**

A teacher at St Mary's College will:

- Create a classroom environment that motivates students to strive for excellence
- Understand the particular learning and developmental needs of girls through childhood and adolescence.
- Seek opportunities to develop St Mary's College learners who are curious, creative, resilient, reflective and embrace challenge.
- Design and implement an inclusive learning program that is responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.
- Use individual and cohort data (including ACER PAT Tests, NAPLAN, student results, e-pulse, observation etc.) to:
  - Monitor student progress.
  - Understand and cater for the breadth of student diversity within the classroom providing support and stretch as required.
  - Evaluate the effectiveness of teaching and learning strategies and pedagogies being utilised.
  - Identify appropriate interventions and modify teaching practice to accommodate all students.
- Connect with colleagues and professionals, and understand legislation and policy to develop learning programs that enable the participation and learning of students with disability.

### **Know the content and how to teach it**

A teacher at St Mary's College will:

- Meet the curriculum requirements of the Australian Curriculum, Crossways and 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.
- Deliver an innovative, future focused curriculum that inspires confident and independent learners.
- Establish and deconstruct explicit, challenging and achievable learning intentions and success criteria.
- Use teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.

### **Plan for and implement effective teaching and learning**

A teacher at St Mary's College will:

- Work collaboratively with Leaders of Learning and colleagues to design and implement well-sequenced learning programs using knowledge of curriculum, assessment and reporting requirements.
- Contribute to a culture of excellence in the quality and delivery of programs, assessment and feedback.
- Utilise effective teaching skills to promote continuous improvement in literacy, numeracy, digital literacy and social-emotional development.
- Provide wrap around support for student learning and wellbeing, including development and implementation of the Personalised Plan for Learning (PPL) where applicable.

- Ensure that all programs, resources and assessments are uploaded to SEQTA.
- Document and upload evidence of adjustment (as demonstrated in student Personalised Plans for Learning) on SEQTA.

### **Create and maintain safe and supportive learning environments**

A teacher at St Mary's College will:

- Establish and maintain a welcoming, inclusive, and positive learning culture that engages and supports all students and is responsive to their needs.
- Create a positive culture for student wellbeing and learning with an emphasis on Restorative Practices and an approach that is trauma informed.
- Accept responsibility for creating and maintaining an atmosphere of mutual respect, fairness and compassion in the classroom.
- Establish and maintain orderly and workable routines, based on College expectations, to create an environment where student time is spent on learning tasks.
- Develop a range of strategies for positive classroom management.
- Incorporate strategies to promote the safe, responsible and ethical use of ICT in teaching and learning.
- Maintain accurate attendance records and standards of classroom appearance.
- Maintain standards of student uniform tidiness and orderliness within the classroom.

### **Assess, provide feedback and report on student learning**

A teacher at St Mary's College will:

- Provide timely, effective and appropriate descriptive feedback to students, including peer and self-assessment.
- Develop, select and use informal and formal diagnostic, formative and summative assessment strategies to assess student learning.
- Work collaboratively with Leaders of Learning and other teaching staff to understand and participate in moderation activities to support consistent and comparable judgements of student learning.
- Use student assessment data to analyse and evaluate student understanding of subject content and skill development, identifying interventions and modifying teaching practice when necessary.
- Report accurately, respectfully and in a timely manner to students and parents/carers about student achievement, making use of accurate and reliable assessment records.
- Maintain SEQTA Marks Book with up-to-date and visible results for students and parents on the SEQTA Engage portals.

### **Engage in professional learning**

A teacher at St Mary's College will:

- Utilise the Australian Professional Standards for Teachers, annual review conversations and coaching to plan professional learning needs.
- Participate actively in learning to update knowledge and practice, targeting individual professional needs, student learning needs, and College, CESA and DEA priorities and initiatives.
- Contribute to collaborative discussions, teams and learning area groups, and apply constructive feedback from colleagues to improve professional knowledge and practice.
- Participate in professional networks and forums to broaden knowledge and improve practice.
- Reflect on and participate in the College's spiritual and religious formation programmes.
- Complete Accreditation requirements to teach in a Catholic School within five years of commencing a permanent or fixed term teaching role.

### **Engage professionally with colleagues, parents/carers and the community**

A teacher at St Mary's College will:

- Respect and value the role of families as integral members of our College community and as partners in the education of their children.

- Establish and maintain respectful and collaborative partnerships and communication with parents/carers regarding their child's learning and wellbeing.
- Respond in a timely manner to parent/carer communication.
- Collaborate with the Year Level Coordinator and Sub-School Director about issues of concern.
- Participate in the Curriculum Extension Activities (CEA) programme in line with EA expectations.
- Demonstrate collegiality through open communication, shared decision-making and confidentiality.

### Care Group Teachers

In addition to the responsibilities outlined above, Care Group teachers have responsibilities in the following areas:

A Care Group teacher at St Mary's College will:

- Foster positive peer relationships and mutual respect among students to establish a sense of community.
- Lead or support with appropriate restorative follow up as required.
- Assist Care Group members in preparation for, and participation, in faith formation activities e.g. class reconciliation, retreats, school liturgies etc.
- Encourage participation in whole school and sub-school activities to build connection to school culture.
- Promote a strong culture of student leadership by enabling supportive opportunities for student voice in Care Group.
- Collaborate with the year level team to plan for and lead the learning in the WRAP Program (Wellbeing, Relationships, Agency and Personal Responsibility).
- Ensure compliance in delivering the compulsory aspects of the WRAP curriculum.
- Attend year level camps and retreats.
- Support Year Level Coordinator and Sub-School Director in the administration and development of these experiences as required.
- Arrive for morning Care Group in a timely manner and complete daily routine tasks including:
  - Maintaining an accurate record of attendance via SEQTA, ensuring adherence to the school attendance/lateness procedure.
  - Engaging with SEQTA notices daily.
  - Maintaining organisation and presentation of the classroom.
  - Supporting students in the leadership of morning prayer.
  - Daily check and procedural follow-up that students are compliant with uniform and mobile phone expectations.
- Ensure that students take responsibility for their lockers (cleanliness, locked).
- Follow up chronic absenteeism with the Directors of Junior, Middle and Senior School.
- Engage students in their weekly pulse check in.

### Essential Personal and Professional Requirements for all St Mary's College Staff

All staff members at St Mary's College will:

- Actively support and contribute to the Catholic identity and Dominican ethos of St Mary's College.
- Interact with colleagues, students and parents in a positive, respectful and restorative manner, utilising a high level of emotional resilience and conflict management strategies.
- Act professionally, ethically and with integrity.
- Show high level awareness of what is required to protect the safety and wellbeing of the children and young people in our care.
- Contribute to community development and wellbeing through engagement with staff formation and community events.

- Demonstrate a high level of confidentiality, autonomy and initiative within the scope of their role.
- Possess highly developed organisational and planning skills.
- Model a high standard for students with regards to personal presentation and professionalism.
- Understand and adhere at all times to all relevant legislative, College, CESA and DEA Policies and Procedures.
- Utilise the College communication avenues for all correspondence with students and families, adhering to the communication guidelines in the Staff Handbook.
- 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 provision.
- Attend professional learning, parent evenings, learning reviews and other co-curricular activities in accordance with the Enterprise Agreement (2020) (as amended or replaced).
- Demonstrate commitment to ongoing development as a learner and reflective practitioner through engagement with the College performance and development process.
- Complete any other duties as directed by the Principal.
- Demonstrate the ability to work under pressure whilst maintaining a sense of perspective, collegiality and humour.

### **Additional Qualification, Documentation and Compliance Requirements**

All employees must ensure that they are fully compliant with, and take personal responsibility to maintain and complete, their:

- Teacher's Registration with the Teachers Registration Board of South Australia where applicable.
- Teacher Accreditation in Catholic Education SA where applicable.
- Qualifications in, and knowledge of, the Keeping Safe: Child Protection Curriculum where applicable.
- Screening clearance and a police clearance to work in Catholic Education SA in accordance with current guidelines (i.e., DHS Working with Children Check).
- HLTAID004 Provide an emergency first aid response in an education and care setting.
- Approved Responding to Risks of Harm Abuse and Neglect – Education and Care (RRHAN-EC).
- SALT Compliance Training and WHS modules, as issued by the Catholic Education Office, as required.

### **Work Health & Safety (WHS) Role**

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, 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, 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

(Reference: Division 4, Section 28 WHS Act 2012)

## **Conditions of Employment**

The salary and entitlements are consistent with those outlined in the Enterprise Agreement (2020).

The employee must undertake performance review on an annual basis in accordance with the terms and conditions of the Enterprise Agreement (2020).

## **Acknowledgement**

*No Position Information Document can capture the complexity of tasks within a school. Therefore, this Position Information Document should not be seen as limiting and some flexibility is required when applying this position description. There will be other tasks, not described above, that may be assigned to this position from time to time by the College Leadership Team.*

*All positions evolve and change over time, and the College commits to regularly review and update Position Information Documents to accurately reflect the contribution of employees.*