

Secondary Teacher

Position Information Document



St Joseph's School
Port Lincoln

In all things love

Name:
Position Title: Secondary Teacher
Position Status:
Commencement Date:

St Joseph's is a contemporary Catholic school living the Josephite tradition of justice, compassion and hospitality, igniting a love of learning. We have a proud history of providing excellent education in Port Lincoln for 130 years. Our students are supported to excel and become confident, respectful contributors to our global society.

KEY WORKING RELATIONSHIPS

- Principal
- Deputy Principal
- Assistant Principal
- Leader of Learning
- Catholic Education South Australia

PURPOSE OF POSITION

Staff at St Joseph's School are expected to contribute to the Catholic identity and Josephite tradition of the school and work collaboratively with colleagues, parents and Catholic Education SA (CESA) personnel to ensure student learning demonstrates a commitment to personal excellence and achievement in alignment with ACARA and SACE curriculum programs and the Living Learning Leading Framework and Standards.

CONTEXT

Education is changing rapidly with the implementation of new technologies and an emphasis on developing the skills and dispositions for students to be flexible, resilient, collaborative and creative learners. Teachers need to be life-long learners with a commitment to professional collaboration, innovative practice, reflection and improvement. All teachers at St Joseph's are teachers of wellbeing, promoting a safe and productive learning environment that is inclusive and welcoming, and which responds, through differentiated practice, to the diverse needs of learners.

Teachers are first and foremost teachers of students rather than classes or subjects. They recognise that students are individuals with different strengths and challenges and different intellectual, psychological, spiritual and emotional needs. Recognition of these differences is good pedagogy and is also consistent with the school vision to achieve personal excellence. All staff have individual and collective responsibility for the learning program, policies and procedures at St Joseph's School, as they align with CESA's vision and mission, expressed in the Living, Learning, Leading Framework and Standards.

All staff in a Catholic school have a role in promoting the mission of the Church; therefore all teaching staff are expected to:

- Actively support and contribute to the Catholic identity, faith formation and Josephite charism of the school and parish community, including participation in prayer and liturgical events.
- Witness Gospel values, and foster contemporary Religious Education through the implementation of Crossways.
- Comply with SACCS Accreditation policy, including completing a Graduate Certificate of Catholic Education or equivalent within five years of permanent employment.

It is expected that staff set a high example to the students in the neatness of their appearance and standard of professional dress. Appropriate professional dress may vary according to the specific roles and duties of the staff member.

SPECIFIC RESPONSIBILITIES

Teaching & Learning

The Secondary Teacher will:

- Demonstrate understanding of, and engagement with, the co-construction, implementation and delivery of contemporary, inclusive, and engaging curriculum and educational practices that enhance the learning of all students.
- Plan, teach and assess authentic and differentiated learning experiences in alignment with the Australian Curriculum, SACE and Crossways Religious Education Framework.
- Integrate emerging Information and Communication Technologies across the curriculum to develop confident and careful creators and users of ICT.
- Embed the Key Capabilities from the Living Learning Leading Framework into curriculum and pastoral care programs, and support students in collecting evidence and reflecting on their progress along the Key Capabilities Continua.
- Collaborate with colleagues to plan and document comprehensive, sequenced teaching programs on SEQTA, accessible to students and parents.
- Use SEQTA Marksbook to provide timely, constructive feedback on student achievement to students, parents/caregivers.
- Incorporate student voice into learning and assessment activities to promote student agency and investment in learning.
- Use a range of agreed assessment tools and surveys to provide opportunities for students to demonstrate their learning and regularly track and monitor progress.
- Track student learning outcomes and set appropriate targets and implement appropriate intervention strategies.
- Develop and use assessment rubrics to measure student learning and facilitate self and peer assessment of student work.
- Support students in self-reflection on their learning and setting personal goals, promoting a growth mindset to learning improvement.
- Collaborate with colleagues to review and moderate students' work to ensure consistency of assessment and reporting.
- Work with CESA personnel as appropriate, e.g. Literacy and Numeracy coaches to implement consistent, evidence-informed approaches to teaching and learning that enhance student learning outcomes.
- Work with the Secondary Literacy Leader to embed the explicit teaching of literacy across the curriculum to enhance student learning outcomes.
- Support the work of the Middle School Learning Leaders to develop and implement opportunities for innovative, cross-curricular learning opportunities that promote the transference of learning and development of the Key Capabilities in the Living Learning Leading Framework.
- Work with the Inclusive Education Leader to develop PPLs for students with disability and identified learning needs, regularly reviewing, updating, and recording adjustments in communication with parents.
- Set up and maintain a classroom learning environment that is conducive to learning.

Pastoral Care

The Secondary Teacher will:

- Demonstrate contemporary practices in wellbeing, behaviour management, harassment mediation and pastoral care, utilising restorative practices.
- Establish positive relationships with students and families, communicating and responding to concerns in a timely manner.
- Monitor student attendance and follow up absences with families and PC Leaders in a timely manner.
- Consistently support and implement the school's policies and procedures for Behaviour Management and Personal Responsibility, managing up to the Pastoral Care Leader for persistent breaches that have not been resolved with students and parents.
- Maintain records on SEQTA of pastoral care concerns and communication with parents about any issue related to the learning and wellbeing of their child.
- Ensure that any incidence of removing a student from class is documented appropriately, communicated with parents and the PC Leaders and Leaders of Learning and Wellbeing.

Administration & Accountability

The Secondary Teacher will:

- Complete administrative tasks accurately and in accordance with published deadlines.
- Ensure that communication is attended to in a timely manner i.e. emails from Leadership, colleagues, and parents.
- Actively contribute to decision-making in the School by participating in consultation processes.
- Be responsible for completing all WHS requirements and risk assessments related to any excursions or activities related to the learning or co-curricular programs organised by the teacher, and read, co-sign and adhere to all requirements of a risk assessment when attending an activity organised by a colleague.
- Participate in ongoing professional learning activities that align with the CESA and School Strategic Plan and Annual Improvement Plan.
- Undertake active supervision duties punctually and diligently in accordance with the Enterprise Agreement.
- Attend staff meetings, parent/teacher interviews and other professional activities.
- Develop an annual Professional Learning Action Plan aligned to the school's continuous improvement agenda, discussing, and reflecting on this with the Leader of Learning & Wellbeing or another designated leader.
- Demonstrate that they are highly organised, efficient administrators, able to work well under the pressure of deadlines.
- Other duties as reasonably negotiated with the Principal.

Communication & Promotion of St Joseph's School

The Secondary Teacher will:

- Communicate with parents and colleagues in a timely and professional manner information related to learning programs, events, pastoral care, and issues as they arise.
- Ensure that any formal communication to parents follows guidelines and is approved by the Leader of Learning prior to distribution.
- Develop and nurture positive relationships with parents and caregivers.
- Promote the teaching and learning at St Joseph's School through newsletter articles profiling initiatives, and teaching and learning events.

OTHER CONDITIONS OF EMPLOYMENT

- Other Professional Activities: Teachers are required to attend Staff meetings, Learning Team meetings, Parent Teacher Nights, Open Night and other agreed activities in accordance with the 2020 Enterprise Agreement, or subsequent Agreement.
- Curriculum Extension Activities: Staff are required to contribute time to CEA activities, including camps, in accordance with the 2020 Enterprise Agreement to support the provision of holistic learning opportunities for students.
- Professional Learning Community Practices: Participate in professional learning practices that support a culture of continuous reflection and improvement, including the development of professional action plans, review and classroom observation.

PERSONAL QUALITIES

The Secondary Teacher is expected to demonstrate:

- Expressing and witnessing Catholic identity by bringing faith, life and culture together into a coherent synthesis.
- An ability to enthuse and inspire students, and work with colleagues to create a positive collaborative working environment.
- Understanding of, and engagement with, contemporary approaches to teaching and learning.
- Commitment to the delivery of sustained, high quality, student-centred school performance and a culture and practice of continuous improvement.
- Excellent inter-personal, communication and people management skills to interact effectively with staff, students and parents.
- An empathy with and response to the complex demands of a changing education environment.
- A commitment to regular professional development and support other staff to do the same.

SPECIFIC REQUIREMENTS

Acquire and Maintain:

- Current South Australian Teachers Registration
- DHS Police Clearance to work in Catholic Education SA in accordance with current guidelines.
- Completion of Responding to Risks of Harm, Abuse and Neglect – Education and Care Training (RRHAN), Officer Training (WHS) and First Aid training prior to, or as soon as possible after appointment.
- Teacher Accreditation in Catholic Education SA (Graduate Certificate in Catholic Education or equivalent within 5 years of permanent appointment).

WORK, HEALTH & 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.

Reference:

Division 4, Section 27 and 28 WHS Act 2012

PERFORMANCE REVIEW

- On the first anniversary of appointment and annually thereafter, consultation will occur between the employer and the employee to ensure that the Position Information Document is accurate.

Office Use Only			
This Position Information Document accurately reflects the duties, skills and requirements for the position.			
SIGNED (Principal or Delegate)		Date:	
SIGNED (Employee)		Date:	
First Performance Review Date:			
Annual Performance Review Date:			

Review dates: The employee will undertake a performance review on an annual basis. Consultation will occur between the employer and the employee to ensure that the Position Information document is accurate and conforms with the classification levels set out in the 2017 SA Catholic Enterprise Agreement.

Please note: This Position Information Document seeks to provide clarification and focus to the general role. It is not intended as – nor can it be – an all-inclusive list of every task that may emerge during the course of work, nor is it a static document. Nothing in this PID restricts managements right to assign or reassign duties and responsibilities to this job at any time.