



St Francis
of Assisi College

Position Information Document

POSITION TITLE	Teacher
RESPONSIBLE TO	Principal
EMPLOYMENT	Permanent

Key Working Relationships

- Principal
- APRIM
- Leadership team
- Teaching and non-teaching staff
- School Board
- Executive Administrator
- Business Manager
- Parents/caregivers, students, and other members of the school and broader community

Purpose of the Position

To work collaboratively with leaders, colleagues, parents/caregivers and others as applicable to facilitate positive learning by students and engage in educational reform.

The teacher will:

- Apply curriculum knowledge and teaching methods which facilitate successful learning,
- Respond to learner's needs,
- Develop and maintain positive and effective working relationships,
- Provide a balanced and challenging program relevant to the needs of the students (including developing Individual Learning Plans, as appropriate),
- Assess, record and report learner achievement using required programs and systems,
- Establish structures and processes to achieve a productive learning environment,
- Employ behaviour management strategies which ensure a safe, orderly and successful learning environment,
- Ensure that confidential information is handled appropriately,
- Carry out other non-instructional responsibilities as required.

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 College vision to achieve personal excellence.

All staff have individual and collective responsibility for the learning program, policies and procedures at St Francis of Assisi College, 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 staff are expected to:

- Actively support and contribute to the Catholic identity, faith formation, active engagement with Laudato Si', connection to parish community, including participation in prayer and liturgical events.
- Witness Gospel values and foster contemporary Religious Education through the implementation of Crossways Religious Education Framework.
- 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.

CONTEXT

St Francis of Assisi College provides Riverland families with a comprehensive educational pathway that continues the pastoral and holistic formation of children from Reception through to Year 12 and beyond.

Our College, which opened in 2022 with Year 7 and 8, is an exciting endeavour for our new College community, which will grow year on year until achieving year 12 in 2026. As we grow together, developing a culture to bring out the best in everyone. We are a place where young people thrive, feel confident in themselves and courageous in their learning and connections.

The teaching and learning which occurs within our College takes place with the context of our Vision Statement and Values.

Vision Statement

St Francis of Assisi College offers a connected and innovative pathway to secondary Catholic education.

Imbued with joyful care for self, others and the earth, learning takes place with and for students and the Riverland community, creating Gospel inspired leaders who live life purposefully as agents of social justice.

Values

This vision is lived out through the core values of faith, compassion, integrity, acceptance and care.

It is these core values that inform every aspect of our work at St Francis of Assisi College as we educate our young students in partnership with their parents to be thriving people, capable learners and leaders for the world God desires.

SPECIFIC RESPONSIBILITIES

Professional Responsibilities

- Fulfil all requirements of the Australian Professional Standards for Teachers
- Operate in accordance with the Charter for Teachers in SA Catholic Schools commit to uphold and contribute to the ethos of Catholic schools in general as well as that of St Francis of Assisi College.
- Comply with relevant legislation as well as South Australian Commission for Catholic Schools (SACCS) and the school's policies, guidelines and procedures
- Meet and teach students at designated locations and times
- Appropriately assist students who are hurt, sick or in distress
- Diligently undertake supervision duties, including regular yard duty
- Complete administrative tasks accurately and on time including record keeping
- Attend staff and other required meetings, parent teacher interviews and other school-related activities as required

Content of Teaching and Learning

- Plan a comprehensive learning program in line with Australian Curriculum
- Address students' varying intellectual, emotional and physical abilities in teaching practice
- Identify individual learning needs and styles, and plan learning experiences that enable all students to achieve success (Use of ILP's)
- Know and understand a range of learning methodologies and technologies and their application to the classroom
- Demonstrate best practice in teaching and learning and remain current in knowledge and application and update/adjust practice to achieve same

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
- 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 to suit the learning activity

- Make all reasonable efforts to manage the behaviour of students effectively within the directions of the relevant SACCS policies and procedures
- Consistently maintain behavioural expectations and respond appropriately to student behaviour by applying behaviour management skills as per school policy
- Identify factors contributing to prolonged, repeated or severely irresponsible behaviour and seek resolutions
- Apply effective consequences and strategies to assist students who interfere with teaching and learning

Assessment and Reporting of Student Learning

- Maintain accurate and comprehensive records of student progress and achievement
- Use a variety of assessment and reporting methods to regularly monitor learning process
- 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/caregivers and students with detailed, accurate and informative written and oral reports at appropriate times, as required by the school

Interaction with the school and broader community

- Demonstrate effective communication skills with students, colleagues, parents/caregivers and others at all times
- Work effectively as a member of the school team to actively and positively support school activities
- Participate in partnerships with colleagues to reflect upon and improve teaching and learning practice in designated curriculum areas
- Positively engage in and undertake professional development, training and professional reviews when required
- Perform other duties as required by the Principal (or delegate)

SPECIFIC RESPONSIBILITIES

Teaching & Learning

The 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
- 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, eg. Literacy and Numeracy, Learning Diversity and Equity, and Aboriginal Education coaches to implement consistent, evidence-informed approaches to teaching and learning that enhance student learning outcomes
- Work with the Leader of Learning to embed the explicit teaching of literacy across the curriculum to enhance student learning outcomes
- Support the work of the 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 Leader of Learning to develop PPLs for students to ensure personalised learning, including 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 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 the Leader of Wellbeing in a timely manner
- Consistently support and implement the College's policies and procedures for Behaviour Education and Student Support, managing up to the Leader of Wellbeing 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 Leader of Wellbeing.

Administration and Accountability

The Teacher will:

- Complete administrative tasks accurately and in accordance with published deadlines
- Ensure communication is attended to in a timely manner ie emails from Leadership, colleagues, and parents
- Actively contribute to decision-making in the College by participating in consultation processes
- Be responsible for completing all WHS requirements and risk assessments for any excursions or activities related to the learning or co-curricular programs organised by the teacher, and codesign 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 College 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 College's continuous improvement agenda, discussing, and reflecting on this with the Leader of Learning, Leader of Wellbeing, APRIM 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 and Promotion of St Francis of Assisi College

The 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 agreed guidelines for College communication
- Develop and nurture positive relationships with parents and caregivers
- Promote the teaching and learning at St Francis of Assisi College through newsletter articles profiling initiatives, and teaching and learning events.

OTHER CONDITIONS OF EMPLOYMENT

Professional Activities

Teachers are required to attend Staff meetings, Learning Team meetings, Parent Teacher Nights, Open Nights, and other agreed activities in accordance with the 2023 Enterprise Agreement, or subsequent Agreement

Curriculum Extension Activities

Staff are required to contribute time to CEA activities, including camps, in accordance with the 2023 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 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
- Current and acceptable Working with Children Clearance and screening to work in Catholic Education SA
- Current valid Responding to Risks of Harm, Abuse and Neglect – Education and Care certificate (RRHAN)
- Current HLTAID012 Provide first aid in an education and care setting (or willing to obtain)
- Current HLTAID009 Provide cardiopulmonary resuscitation (CPR) (or willing to obtain)

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

This position information document indicates the general nature and level of work performed by the incumbent and is not a comprehensive listing