Teacher K–12

ROLE DESCRIPTION

REPORTS TO	Principal

CONTEXT

The Catholic Schools Office (CSO) is responsible for the leadership, operation and management of systemic schools which educate more than 20,000 students in 44 primary schools, 11 secondary schools, one K–12 school, one flexible learning centre and one special school in the Catholic Diocese of Maitland-Newcastle.

The incumbent commits to working within work health and safety guidelines and code of conduct at all times whilst employed by the Catholic Diocese of Maitland Newcastle. The Diocese of Maitland-Newcastle is committed to safeguarding children and vulnerable adults, preventing those in our care from suffering abuse or neglect. The Diocese is committed to being compliant with the National Principles for Child Safe Organisations and the National Catholic Safeguarding Standards. All employees are required to undergo a National Police Check, retain a valid NSW Working with Children Check and ensure compliance with our safeguarding policies, the Diocesan Safeguarding Commitment Statement and the Codes of Conduct.

PURPOSE

Teachers in a Catholic school have a unique role to play and are assigned with the task of ensuring each child has the opportunity to grow both academically and spiritually and to live purposeful lives.

- Supported by the Catholic community of which they are a vital part, teachers invite students and their families into a faith-filled educational experience
- Teachers promote the school as a place of learning and excellence where creativity and curiosity are nurtured and students are connected with their world through deep learning and engagement
- Teachers differentiate learning for students according to their educational needs and abilities and are responsible for the creation of effective assessment practices and quality teaching programs

VISION STATEMENT

At the heart of everything there is always Jesus Christ.

Catholic schools educate:

- From and for the community of faith
- From and for excellence in learning
- In a rigorous, creative and critical pursuit of truth

Catholic schools educate from and for vibrant, welcoming and diverse communities with a particular commitment to the poor; for justice, integrity and peace; and with hope for the future.

CRITERIA/EXPERIENCE

1. Ability to articulate a clear understanding of and a personal commitment to Catholic Education and to actively supporting the Catholic ethos and culture of the school. **For Primary or Religion Teaching positions you must also be Catholic.**
2. Ability to apply appropriate knowledge in order to plan and prepare contemporary and compliant teaching programs and assessments in your nominated areas which meet the diverse characteristics, needs and learning styles of students; and encourage them to work towards attainment of their potential
3. Demonstrated ability to effectively utilise assessment and relevant school data to optimise organisational and educational outcomes

4. Demonstrated ability to work collaboratively with school staff and members of the wider community in order to establish productive partnerships and achieve educational outcomes
5. Demonstrate an innovative and agile mindset that supports and enhances a culture of continuous improvement within the school environment
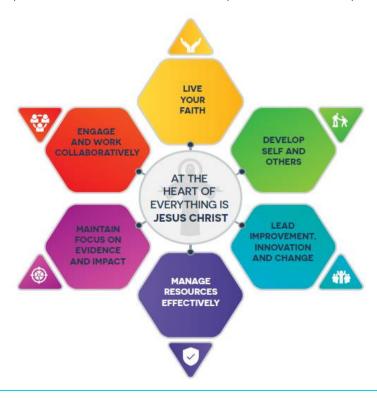
QUALIFICATIONS/ACCREDITATIONS

► Qualifications as a four-year trained teacher
► Active NESA Accreditation
► Current paid NSW Working with Children Check (WWCC) number
► Completion of anaphylaxis training
► Completion of CPR training

KEY WORKING RELATIONSHIPS	
Direct reports	Principal
	Assistant Principal(s)
	School Staff
Internal	CSO staff and designated Assistant Director
	Parishes
	Shared Services
	Other agencies of the Diocese (CatholicCare, St Nicholas Early Education and OOSH)
	Volunteers
External	School and CSO networks
	Family and community partners
	Contractors

LEADERSHIP FRAMEWORK

The Leadership Framework captures the characteristics and behaviours of good leadership articulated through six leadership capabilities that staff at all levels can practise and develop.

Guided by Gospel Values, the **teacher** is responsible for the following:

LIVE YOUR FAITH
By giving witness to Catholic faith and cultural tradition and setting an example of faith, hope and love in word and action

RESPONSIBILITIES	EXAMPLES OF IMPACT
- Developing own faith and collaborating with colleagues to support the faith formation of students and colleagues - Promoting and modelling Catholic teaching and values into curriculum areas, programs and professional conduct in an integrated and authentic way - Promoting and supporting system and school pastoral care policies and programs - Demonstrating a commitment to social justice and action in the school community	- Modelling principles that are integral to Catholic values - Ongoing commitment to ensuring teaching programs are enriched by the integration of Catholic social teachings - Supporting the sacramental, liturgical, ritual and prayer life of the school - Compliance with diocesan requirements for faith accreditation - Participation in diocesan faith formation

SUPPORT TEACHING AND LEARNING
By promoting a shared understanding and clarity around how and what to teach

RESPONSIBILITIES	EXAMPLES OF IMPACT
Adhere to the Australian Professional Standards for Teachers. Specifically, the knowledge, practice and professional engagement needed for high quality effective teaching that improves student learning outcomes. **Knows students and how they learn:** - Designing and implementing evidence based teaching strategies **Knows content and how to teach it by:** - Using knowledge of content, relevant syllabus documents, teaching strategies and assessment and reporting requirements to plan effective learning sequences **Plans for and implements effective teaching and learning by:** - Developing effective learning programs that engage students and promote learning using a variety of strategies, resources and ICT - Designing and implementing intervention strategies for students at risk (including the most able students) - Establishing and maintaining routines and an orderly environment where students are focused and engaged in their learning **Creates and maintains supportive and safe learning environments by:**	- Setting challenging learning goals and clear success criteria that meet the needs of all students across the range of abilities, cultural backgrounds and developmental stages - Using data effectively to evaluate improvement and adjust implementation as required - Appropriate referral of students for assistance in improving student outcomes - Teaching programs include impactful evidence based pedagogical strategies that develop knowledge, skills and attributes for learning for all students - Use of Formative Assessment Strategies/tools at multiple points of the teaching cycle to inform learning, check for understanding and plan ahead - Students have the capacity to answer the five questions 'what are we learning?, How are you doing? How do you know? How can you improve? Where do you go for help? - Compliance with CSO and NESA curriculum requirements - Reflection and evaluation of quality teaching and learning programs, varied teaching and learning strategies that challenges each learner to experience success

• Building and maintaining respectful, inclusive and positive relationships with students and fostering such relationships between students **Assesses, provides feedback and reports on student learning by:** • Using a wide variety of formal and informal assessment tools to assess student learning • Providing timely and effective feedback to students encouraging them to reflect on and monitor their learning • Reporting effectively to parents/caregivers about student learning	• Clear expectations are established with students and discipline issues are addressed in a fair, respectful and timely manner • Modelling and teaching social emotional skills and competencies • Records of students learning progress

SUPPORT IMPROVEMENT INNOVATION AND CHANGE
By working purposefully to support a shared system and school vision and the delivery of improvement initiatives

RESPONSIBILITIES	EXAMPLES OF IMPACT
• Ensuring authentic integration of the Australian Curriculum's General Capabilities into teaching programs • Work collaboratively with colleagues to improve professional knowledge and practice	• Programs provide opportunity for collaboration and independent work • Supporting School Leadership Teams in implementing new initiatives in the school as appropriate

MAINTAIN FOCUS ON EVIDENCE AND IMPACT
By identifying and implementing evidence-based strategies to deliver improved student outcomes and engaging with the community to focus on what matters most

RESPONSIBILITIES	EXAMPLES OF IMPACT
• Contributing to delivery of School and System Improvement priorities relevant to own area of responsibility	• Working collaboratively with colleagues across the school to support and contribute to the school's strategic focus for learning; and school improvement plan

DEVELOP SELF AND OTHERS
By demonstrating commitment to building capacity through self-reflection, own professional learning and supporting the professional learning of others

RESPONSIBILITIES	EXAMPLES OF IMPACT
Engages in professional learning by: • Active participation in professional learning meetings and collaborative inquiry with a focus on teaching and learning and student engagement • Actively engaging with the PP&D process and effective utilisation of the *Australian Professional Standards for Teachers*	• Maintaining high standards of professional practice by observation of class teaching, practice and reciprocal peer review followed by constructive dialogue • Collaborating effectively with colleagues and professional networks to share ideas, tools and strategies with a focus on quality learning outcomes

ENGAGE AND WORK COLLABORATIVELY WITH THE COMMUNITY
By building and maintaining respectful relationships with students, colleagues, families, parish and external agencies and considering the impact actions and decisions have on others

RESPONSIBILITIES	EXAMPLES OF IMPACT
Engages professionally with colleagues, parents and carers and the community by: • Engaging in meaningful partnerships with colleagues, families, parish and community members to enhance student learning and wellbeing outcomes • Actively participating in School events, e.g. school masses and liturgies, formation. • Adhering to System and School codes of conduct, policies and professional standards • Presenting a professional image in personal presentation and in all communication and interaction	• Using effective communication approaches to update and involve all families regarding student learning outcomes in compliance with CSO guidelines • Ensuring respectful communication and effective resolution and decision-making processes with all stakeholders, e.g. FACS, AITSL, ACARA, etc. • Supporting and contributing to organisation of excursions/incursions and extra-curricular events as required

MANAGE RESOURCES EFFECTIVELY
By implementing and supporting structures and processes that contribute to the effective management of school and system resources and policies

RESPONSIBILITIES	EXAMPLES OF IMPACT
• Effectively managing resources to contribute to improved outcomes • Complying with school and system policies and procedures to ensure compliance; minimise risk; and a strong safety culture	• Ensuring deadlines, curriculum and administrative tasks are dealt with in a timely and effective manner

FUNCTIONAL REQUIREMENTS

- Sedentary to light physical work
- Frequently sits or stands at an issued desk and operates scanning or manual issuing equipment
- Stands and walks frequently around the teaching spaces to teach the class, monitor and interact with young people and to provide individual support to pupils
- Occasional bending, lifting, pulling or carrying, bending, squatting or crouching, stretching and twisting
- Occasional to frequent repetitive neck, upper body, wrist, hand and finger movements
- Occasional stretching, climbing and twisting may be required
- Voice used extensively while communicating, instructing and supervising students