



Subject Teacher

Marist-Sion College Warragul

Position Description

Position Information	
Classification Level and Category	Teacher under the DOSCEL Schools and Secretariat Agreement 2022
Strategic Pillar and Organisational Strand	Student Learning Culture and Growth
Team Membership	Learning Areas
Reports to	Deputy Principal – Student Learning Culture and Growth
Our College	
Marist-Sion College, Warragul, is a Catholic co-educational secondary school, inspired by the traditions of the Marist Brothers and the Sisters of Our Lady of Sion. Our mission is to provide a high-quality Catholic education where young people are supported to thrive in the world, acting with love, compassion and justice. At our school students will come to know the love of God and see themselves as created in God's image. Students will be supported to engage with their broader social context and develop a contemporary knowledge and understanding of faith and the Catholic tradition. Our vision is for students to experience an education where they are <i>known and loved</i>, grow as <i>life-long learners</i> and <i>live as active citizens</i> inspired by the principles of Catholic Social Teaching.	
Position Objective	
The Subject Teacher is responsible for planning, delivering and assessing high-quality learning programs that promote student achievement, engagement, growth and wellbeing in accordance with College policies and procedures, the Victorian Curriculum and Assessment Authority (VCAA) and the Diocese of Sale Catholic Education Limited (DOSCEL), including the Religious Education Curriculum 'To Live in Christ Jesus'. Working collaboratively with Learning Leaders, colleagues and House teams, the Subject Teacher contributes to a positive, inclusive and faith-filled learning environment where students are supported to develop their knowledge, skills, confidence and sense of belonging. The Subject Teacher supports the academic, wellbeing and spiritual development of students through effective teaching practices, positive relationships, participation in Learning Area teams, involvement in the College House system and Tutor responsibilities where required.	

Capabilities and Responsibilities	
Create and maintain safe and challenging learning environments	• Develop a positive learning environment where respect for individuals is fostered and learning is the focus. • Provide a learning environment that engages and challenges students and encourages them to take responsibility for their own learning. • Use and manage materials, resources and classroom spaces to create a stimulating and safe environment for learning. • Establish and maintain clear and consistent expectations for students as learners by implementing the College's School Wide Expectations – Be Respectful, Be Responsible and Be Safe.
Know how students learn and teach effectively	• Use data to inform pedagogical practice and support targeted learning for students. • Draw on contemporary research and evidence-based approaches to support teaching and learning practice. • Understand the importance of prior knowledge and language for learning, as well as the impact of discussion, group interaction and reflection in the learning process. • Engage students in active learning through the use of high-impact teaching strategies and approaches such as "Do Now" and "Exit Tickets". • Understand the College Instructional Model and use the Instructional Model Playbook to support implementation of strategies within lesson structures. • Actively engage in Teaching Sprints to refine and extend pedagogical practice.
Know the content and how to teach it	• Work towards becoming an Expert Teacher using the DOSCEL Expert Teacher Practice document as a framework. • Demonstrate a sound and critical understanding of the content, processes and skills taught. • Articulate the key features and relevance of content to students and others and demonstrate how it is applied. • Apply effective methodologies, resources and technologies that support student learning of content, processes and skills. • Maintain familiarity with curriculum statements, policies, materials and programs associated with the content taught.
Know students and how they learn	• Understand the learning strengths and areas of challenge for students and the factors that influence their learning. • Recognise and respond to the diverse social, cultural and religious backgrounds of students, treating all students equitably and with dignity. • Develop respectful relationships with students and demonstrate sensitivity to their social and emotional needs. • Communicate regularly with students to support learning and engagement. • Promote student agency and voice by actively seeking feedback and input from students.
Professional Practice	• Plan and assess for effective learning. • Use knowledge of students, content and pedagogy to establish clear and achievable learning goals. • Plan for the use of a range of activities, resources and materials to provide meaningful learning opportunities for all students. • Monitor student engagement and maintain records of learning progress.

Capabilities and Responsibilities	
	• Select assessment strategies to evaluate student learning, provide feedback to students and their parents/guardians/carers, and inform future planning of teaching and learning. • Work collaboratively with Learning Support Officers to develop learning goals and plan appropriate adjustments. • Actively engage in professional learning and professional reading relevant to teaching practice and areas of responsibility. • Engage in research and professional inquiry aligned with priorities identified in the College Annual Improvement Plan (AIP).
Use a Range of Teaching Practices and Resources to build Positive Relationships with Students.	• Build positive relationships with students that support engagement, belonging and learning. • Communicate learning intentions and success criteria clearly to support student understanding. • Provide opportunities for students to explore ideas, develop knowledge and build skills through discussion and collaboration. • Use a range of teaching strategies, technologies and resources to engage students. • Provide meaningful feedback to students and parents/guardians/carers regarding learning progress.
Professional Engagement	• Reflect on, evaluate and improve professional knowledge and practice. • Work collaboratively in Subject Teams to review and refine curriculum, assessment tasks and learning activities. • Work within the framework of College, Department of Education and Training (DET) and DOSCEL policies and procedures. • Engage in professional dialogue, contemporary research and collaboration to improve professional practice.
Duties Specific to the Role	Curriculum and Collaboration • Work collaboratively in Subject Teams to develop engaging and challenging curriculum programs with clear learning outcomes, differentiated learning opportunities, shared documentation and consistent assessment practices. • Attend and participate in Subject Team meetings, Learning Area meetings, House Meetings and Staff Meetings, including weekly Staff Briefing. • Liaise with the Learning Leader and relevant colleagues as required. • Continue to develop ICT skills and effectively use digital platforms and technologies to support teaching and learning. Student Learning and Wellbeing • Adapt learning programs in accordance with Personalised Learning Plans developed through the Learning Adjustment Team. • Monitor student progress and provide timely reporting through the College Learning Management System, formal reports and Parent Teacher Student Interviews. • Promote student wellbeing in accordance with the Child Safety and Wellbeing Policy and Whole School Approach to Positive Behaviour Support Framework. • Communicate with parents/guardians/carers regarding student progress, concerns and learning needs.

Capabilities and Responsibilities

	College Contribution • Participate in co-curricular activities, excursions, camps and overnight activities as required. • Participate in whole College Masses, Liturgies, Assemblies, House activities, Inter-House carnivals and other College events (for part-time teachers, where these occur during scheduled working hours). • Undertake yard duty, extras and other responsibilities. • Contribute to the stewardship of College resources and classrooms. • Contribute to the Occupational Health and Safety of staff and students. • Maintain all required training and certifications and actively participate in emergency management and critical incident responses.
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Selection Criteria	
Catholic Identity	• Ability to promote and uphold the Catholic Identity of the College. • Demonstrate commitment to the mission, vision and values of Marist-Sion College. • Gain or maintain Level 1 Accreditation to Teach in a Catholic School or Level 2 Accreditation to Teach and Lead in a Catholic School within five years of commencement. • Demonstrate an understanding of and commitment to Catholic education and the formation of students within the traditions of the Church.
Skills and Attributes	• Highly relational, student-centred and inclusive. • Committed to the safety, wellbeing and inclusion of all students. • Strong pedagogical knowledge and curriculum expertise. • Creative thinker with the ability to develop innovative solutions to support student learning. • Strong communicator who works collaboratively with colleagues, students and families. • Informed by data and evidence-based practices to improve student outcomes. • Future-focused, goal-oriented and committed to continuous improvement. • Professionally reflective and growth-oriented. • Strong organisational skills and the ability to manage competing priorities.
Education and Experience	• Relevant teaching qualifications and current Victorian Institute of Teaching (VIT) registration. • Demonstrated knowledge and understanding of curriculum requirements, assessment practices and contemporary teaching approaches. • Strong curriculum knowledge and ability to design engaging, challenging and differentiated learning experiences. • Experience using data to inform teaching practice and improve student learning outcomes.
Child Safety	• Provide students with a child-safe and inclusive learning environment. • Be familiar with and comply with the College Child Safety policies, Staff Code of Conduct and all procedures relating to child safety and wellbeing. • Proactively monitor and support student wellbeing. • Exercise child safety and inclusion practices that reflect College values. • Implement strategies that promote a healthy, positive and respectful learning environment. • Demonstrate Duty of Care to students in relation to their physical, emotional and mental wellbeing.
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