



POSITION DESCRIPTION

PRIMARY SCHOOL TEACHER

Context

Rosebank College, Five Dock, is a Good Samaritan, Benedictine, Catholic co-educational school committed to innovative pedagogy with strong learning outcomes across the Curriculum for Years 5 to 12.

Rosebank College belongs to the community of ten schools across Australia called Good Samaritan Education (GSE). Established in 2011 by the Sisters of the Good Samaritan, GSE schools offer quality Catholic education in the Good Samaritan Benedictine tradition. Rosebank is guided by the Good Samaritan Philosophy of Education and shaped by its commitment to the values of our spiritual tradition, including stewardship, mutuality, prayer, hospitality, humility, discernment, justice and peace. The College is committed to developing students who will engage with today's world as grounded, hope-filled young people who are equipped to lead wisely, to listen deeply and to treat their neighbour and their environment with justice, love and the compassion of Christ.

Rosebank College is incorporated and governed locally by a Board of Directors who are accountable through the Company Members to GSE.

Core Role Purpose & Accountability

The Primary School Teacher at Rosebank College provides high-quality, inclusive, and evidence-informed teaching that supports the academic achievement, wellbeing, and spiritual formation of every student. Teaching practice aligns with the Australian Professional Standards for Teachers (AITSL) and is grounded in the College's Catholic and Benedictine ethos.

The role spans the Graduate, Proficient, and Highly Accomplished career stages, with increasing expectations for impact, collaboration, leadership, and contribution to whole-school improvement.

Teachers are accountable to the Principal through the relevant Coordinator.

Key Responsibilities

The responsibilities outlined below align with the Australian Professional Standards for Teachers (AITSL) and support professional growth, goal setting, accreditation, and annual review processes within the College's culture of continuous improvement.

Contributing to the Implementation of the College's Vision and Mission by

- Upholding and modelling the mission, values, and Catholic ethos of Rosebank College.
- Actively support the College's Strategic Plan and Benedictine tradition.
- Engaging positively with the wider school community.
- Participating in and supporting College events and programs, including the PACE Program, community events, and Picnic Days.

Providing Spiritual and Religious Leadership

- Participate in the liturgical and spiritual life of the school.
- Integrate the religious dimension and Benedictine values into teaching and learning.
- Facilitate prayer and reflection within the classroom.
- Promote service to others and support the spiritual, social, emotional, and academic wellbeing of all students through learning experiences.
- Facilitate prayer and reflection within the classroom.

Developing the College Learning Community

- Plan, prepare, and deliver engaging, developmentally appropriate lessons aligned with the Australian Curriculum.
- Use a range of effective teaching strategies to meet diverse learning needs.
- Create and maintain a positive, inclusive, and safe learning environment.
- Integrate literacy, numeracy, and information and communication technologies across learning areas.
- Assess, monitor, and report on student progress using a variety of assessment methods.
- Provide timely, constructive feedback to support student growth and achievement.
- Identify and support students requiring additional learning or wellbeing support, in collaboration with relevant staff.
- Maintain professional accreditation in line with NESA requirements.
- Engage in ongoing professional learning and contribute to the College's learning culture.

Providing Innovative Leadership

- Collaborate in the planning and implementation of innovative and future-focused teaching programs.
- Contribute to curriculum development that supports 21st-century learning skills.
- Engage in reflective practice and professional learning within the College and through external networks.

Promoting Quality Relationships

- Model professionalism, punctuality, and preparedness.
- Foster respectful, inclusive, and equitable classroom environments.
- Reinforce College expectations regarding behaviour and student wellbeing.
- Communicate respectfully and professionally with students, families, and colleagues.
- Collaborate with colleagues in curriculum planning, moderation, and review processes.
- Provide parents with timely feedback and formal reports on student progress.
- Adhere to the College's Code of Conduct and Child Protection policies.

Providing Organisational Leadership

- Maintain accurate records of student attendance, learning, and assessment.
- Ensure the classroom environment is safe, organised, and well-maintained.
- Undertake supervisory duties and attend meetings, professional learning days, and school activities as required.
- Comply with workplace health and safety requirements and College policies.

Other appropriate duties as assigned by the Principal.

The College may vary this Position Description in response to the changing needs of the organisation.

Qualifications and Accreditation

- Recognised teaching qualification.
- Current NESA accreditation at the appropriate career stage (Graduate, Proficient, or Highly Accomplished).

TABLE I

This matrix defines capability expectations and evidence of impact across career stages. It supports performance development, accreditation, classroom observation, and leadership pathways.

Capability Area	AITSL Alignment	Graduate Capability & Evidence of impact on student/outcomes learning	Proficient Capability & Evidence	Highly Accomplished Lead Teacher Capability & Evidence
Professional Knowledge	Standards 1, 2	Demonstrates developing knowledge of learners and curriculum; lesson plans show awareness of student needs; mentor feedback	Demonstrates strong knowledge of K–6 learners and curriculum; differentiated programs; data-informed planning	Demonstrates expert pedagogical knowledge; supports colleagues; Leads colleagues to evaluate and revise curriculum and differentiation practices Provides advice and support to colleagues Exhibits innovative practice Model high-level teaching knowledge and skills and work with colleagues

Teaching & Learning Practice	Standards 3, 4	Delivers structured lessons with support; observation feedback; classroom routines established	Delivers engaging, inclusive and well-managed learning experiences; observation and student engagement evidence	Models exemplary practice; coaches others; Leads improvement in pedagogy
Assessment & Feedback	Standard 5	Uses assessment tools with guidance; provides basic feedback; maintains records	Designs and uses formative and summative assessment; timely, constructive feedback; clear reporting	Supports colleagues with assessment consistency; Leads moderation; drives data-informed teaching
Student Wellbeing & Classroom Culture	Standards 4	Builds positive relationships; implements wellbeing strategies with support	Proactively supports wellbeing and positive behaviour; collaborates with families and support staff	Models best practice in wellbeing; supports colleagues in consistent implementation Initiate strategies and lead colleagues to implement initiatives for behaviour management
Professional Learning	Standard 6	Participates in required professional learning; reflects with guidance	Engages in targeted professional learning aligned to goals; applies learning to practice	Mentors colleagues; contributes to system learning Plan and lead development of professional learning;
Collaboration & Communication	Standards 6, 7	Participates in team meetings and planning	Actively contributes to collaborative planning and parent communication	Supports ways to strengthen family, community and professional partnerships; Maintains high ethical

				standards and supports colleagues Leads teams in professional and community networks; Model exemplary ethical behaviour
Ethics, Values & Professional Conduct	Standard 7	Adheres to College policies and codes of conduct	Demonstrates sound professional judgment and models College values	Exemplifies ethical practice; strengthens professional culture
Contribution to College Life	Standards 6, 7	Participates in College events and initiatives	Actively contributes to co-curricular and whole-school initiatives	Leads initiatives aligned to strategic priorities



Growth Map

Growing Great Teachers

Knowledge | Practice | Wellbeing | Leadership



Graduate Teacher
Developing

- Understanding Students and Curriculum
- Building Classroom Skills
- Collecting Assessment Data
- Starting Pastoral Care



Proficient Teacher
Independent & Effective

- Delivering Engaging Lessons
- Differentiating Teaching
- Using Assessment Data
- Supporting Wellbeing



Highly Accomplished Teacher
Leading & Inspiring

- Guiding Colleagues
- Driving Improvement
- Leading Assessment Practice
- Strengthening Community



Enhanced
Student Learning



Collaborative
Practice



Professional
Reflection



College
Contribution

ROSEBANK COLLEGE MISSION STATEMENT

We encourage a love of Christ, stewardship, hospitality, compassion and service working in partnership with our families, our staff and the broader community.

As a Catholic community, we give strong witness to our role as advocates of equity, diversity and justice. As a local community, we strive to support programs and partnerships focused on collaboration, giving, service and care. As global citizens, we respond critically and intelligently to our changing world, its demands and the educational and personal challenges of our students. We commit to sustainability and environmental responsibility.

OUR VISION

Rosebank's Vision is to be a community of faith for all to realise their full potential through personal leadership and lifelong learning.

We strive to develop leaders committed to personal excellence who:

- Nurture the importance of self-leadership and leadership of others.
 - Embrace opportunities with agility and imagination.
 - Respond with empathy and act with determination and compassion.
 - Accept humility and service as a source of strength to empower others.
 - Act as brave and critical thinkers who persevere with challenges.
 - Advocate with moral courage for the good of others and our environment.
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Rosebank College has zero tolerance for child abuse. Rosebank College supports and respects all children. Child safety and wellbeing are embedded in our practices. Rosebank College is committed to providing students with a safe, healthy environment.

Updated: July 2026

Version: 1.0