

POSITION DESCRIPTION

Classroom Teacher

Context

Padua College is a coeducational Catholic secondary school serving the Mornington Peninsula through a dedicated multi-campus model. Grounded in our Catholic heritage, Padua College embraces a holistic approach, nurturing academic excellence, formation in faith, compassion, moral responsibility, and emotional maturity in every young person. We believe that every child is important and uniquely gifted, created in the image and likeness of God. In unlocking their potential and discovering their talents, we inspire students to live purposefully, become lifelong learners, and make a positive impact on their world through service and justice.

Motivating Every Purpose

Our "why" at Padua College is grounded in our Catholic identity and shaped by our Franciscan and Mercy charisms. Through education, we seek to recognise the dignity and potential of every person, inspire a love of learning, nurture the growth of the whole person, build relationships founded on compassion and respect, and encourage each person to use their gifts in service of others.

This is at the heart of *Motivating Every Purpose* and gives direction to our vision, decisions, and actions.

Together, we are committed to supporting every person to:

- discover and develop their God-given gifts and talents;
- grow as a learner and as a person, striving to become all they are called to be; and
- use their gifts, knowledge, and character to make a positive difference in the lives of others and in the world.

Our Core Values

- We **welcome** and affirm
- We inspire **growth of the whole person**
- We create a **love of learning**
- We build **positive relationships**
- We embrace **diversity**
- We show **compassion** for those in need
- We reconcile and **forgive**
- We work for a just and **peaceful world**

Those in positions of leadership on each campus shape and drive the development of a College-wide attitude that engenders the Padua College Mission and Values.

Overview of the Role

The *Catholic Education Multi Enterprise Agreement 2022* states that, a Level 1 Classroom Teacher teaches "...a range of students/classes and are accountable for the effective delivery of their programs". They "...are skilled Teachers who operate under general direction within clear guidelines following established work practices and documented priorities." They "... participate in the development of school policies and programs and assist in the implementation of school priorities." They "... are responsible for teaching their own classes and may also assist and participate in policy development, project teams and the organisation of co-curricular activities". Level 1 teachers must, in their early years of teaching, work with a

mentor for support, professional development and to meet the requirements to move to full VIT registration.

A Level 2 Classroom Teacher *"... plays a significant role in assisting the school to improve student performance and educational outcomes determined by the school strategic plan and state-wide priorities and contributing to the development and implementation of school policies and priorities. A critical component of this work will focus on increasing the knowledge base of staff within their school about student learning and high-quality instruction to assist their school to define quality Teacher practice". They may also have responsibility for the supervision and training of one or more student teachers or early career teachers. Level 2 Classroom Teachers are expected to:*

- (a) "...have the content knowledge and pedagogical practice to meet the diverse needs of all students;*
- (b) model exemplary classroom practice and mentoring/ coaching other Teachers in the school to engage in critical reflection of their practice and to support staff to expand their capacity;*
- (c) provide expert advice about the content, processes and strategies that will shape individual and school professional learning;*
- (d) assist staff to use student data to inform teaching approaches that enable targets related to improving student learning outcomes to be achieved".*

Teachers are immediately responsible to the Learning Leaders, the Assistant Heads/Directors of Campus - Learning and Pedagogy, Deputy Principals/Directors of Campus, and the Vice Principal - Learning and Teaching across the College for the development, implementation, and teaching of the curriculum. They are also responsible to the House Coordinators, Assistant Heads of Campus - Student Wellbeing and Growth, the Deputy Principals/Directors of Campus, and the Vice Principal – Students, for the pastoral care and discipline of students as well as the smooth and effective management of classes.

Major Areas of Responsibility

The Teacher's major areas of responsibility include but are not limited to:

- teaching, monitoring, supporting, and guiding individual students within the class group;
- supporting the Catholic ethos of the school;
- communicating with students' families;
- completing administrative tasks associated with the learning and teaching program;
- supporting the learning and teaching initiatives and curriculum programs, with specific reference to the Padua College Learning and Teaching Framework;
- ensuring the safety, wellbeing, and inclusion of all students;
- understanding, maintaining, and complying with all regulatory, legislative, professional, ethical and College requirements, including but not limited to Victorian Institute of Teaching requirements, Code of Conduct, Code of Ethics, and AITSL standards;
- availability for and participation in curricular and co-curricular College activities, whole year level camps and events; and
- performing other duties and implementing decisions as requested by the Principal or the College Improvement Team.

Statement of Duties

The following duties are aligned to the Teacher's major areas of responsibility.

Teaching, monitoring, supporting, and guiding individual students within the class group	The teacher will teach, monitor, support, and guide students by: • understanding the duties of the Classroom Teacher with respect to welfare and effective classroom management; • attending to the learning needs of all students in her/his class, particularly with respect to adapting work to suit the individual learning modes of students and their individual needs; • seeking the guidance of the Learning Leader and Learning Diversity in investigating the educational background of each student (including being familiar with Learning Profiles and providing feedback for Parent Support Groups); • remaining up to date with the current curriculum including VCAA updates; • explicitly teaching the set curriculum within the allocated semester or academic year; and • providing effective formative and summative feedback in a timely manner to support student learning and improve student performance.
Supporting the Catholic ethos of the school and its wellbeing programs	The teacher will support the Catholic ethos of the school by: • upholding the ethos and values of the Catholic school at all times; • understanding and accepting that the contract of employment assigns a fundamental importance to the maintenance of the Catholic educational philosophy of Padua College which, at a minimum, requires the avoidance of any public action that runs counter to Catholic values and philosophy; • understanding that inherent to the position of a Teacher at Padua College may be the assignment of duties in student wellbeing and pastoral care programs (eXcel) as a Homeroom Teacher or House Coordinator or in another capacity; • understanding that staff are expected to support house-based activities and other related programs; • attending all College assemblies, special assemblies, year level assemblies, Masses, and liturgies; and • attending all House and House-related meetings.
Communicating with student's families	The teacher will communicate with students' families by: • acting as the point of contact for subject matters for both students and families in an effective and professionally appropriate manner and using appropriately professional communication skills; • communicating on a regular basis with each student's family to discuss progress and other relevant information; • contacting the student's home and the appropriate House Coordinator when students have failed to submit work or are at risk of not completing the course satisfactorily or are at risk of unsuccessful progress; and

	ensuring professional and active participation in all reporting including regular Progress Reporting.
Completing administrative tasks associated with the learning and teaching program	The teacher will complete administrative tasks associated with the learning and teaching program by carrying out all administrative work involved in keeping class records, school records, programs, and registers of work.
Supporting the learning and teaching initiatives and curriculum programs	The teacher will support the learning and teaching initiatives and curriculum programs by: - acquainting themselves with and implementing the goals and policies of the College in academic, pastoral, and welfare matters; - maintaining exemplary practice and student engagement informed by Padua's Learning and Teaching Framework; - implementing Padua College's Instructional Model to enhance student engagement and learning outcomes; - using data to inform planning and classroom practice for continuous improvement; - actively participating in the Coaching Program of the College to enhance professional practice; - collaborating within Learning Areas in regular review and revision of curriculum including assessment; - following the curriculum policies and guidelines set down by the College and published on the Staff Policy Portal accessed from the College Learning Management System; - attending all Learning Area meetings and working with Learning Leaders to: - develop and review courses and units of work - plan excursions and activities - implement assessment and reporting procedures - implement the homework policy - prepare booklists and budgets - keeping up to date with developments within: - the Learning Area - learning and teaching effectiveness (To do this the Classroom Teacher needs to be aware of the Professional Development opportunities offered within and beyond the College. These will be published and available through the Assistant Heads of Campus - Learning and Pedagogy, the Vice Principal - Staff, Strategy and Development, Learning Leaders, Melbourne Archdiocese Catholic Schools (MACS), and the Victorian Catholic Education Authority (VCEA)); - availability for and attendance at Progress Reporting times; - availability for and attendance at weekly briefings, College, Campus, Faculty and House Staff meetings; and - availability for and attendance at all Staff Professional Learning Days, College directed professional learning and any other events as gazetted or directed the Principal or his/her nominee.

Ensuring the safety, wellbeing, and inclusion of all students	Padua College is committed to the safety, wellbeing, and inclusion of all our students. The teacher will: • take an active role and be well informed of their obligations in relation to Child Safety under Ministerial Order No. 1359 <i>"Implementing the Child Safe Standards – Managing the Risk of Child Abuse in School and School Boarding Premises"</i>; • undertake regular professional learning in the area of Child Safety; • ensure they understand and comply with all legislative and regulatory requirements, including College Policies and Procedures; and • provide inclusive education practices.
Availability for and participation in curricular and co-curricular College activities, events, and whole year level camps	The teacher will be available for and participate in curricular and co-curricular College activities and events by: • attending and participating in a minimum of one whole year level camp each year; • attending and participating in College special events, as designated by the Principal or his/her nominee, including but not limited to, Open Days, Opening Mass, Graduation Evenings, ECAT, Welcome Evenings etc.; and • supervising a range of student activities including a range of learning and wellbeing programs.
Understanding, maintaining, and complying with all regulatory, legislative, professional, ethical and College requirements.	The teacher will understand, maintain, and comply with all regulatory, legislative, professional, ethical and College requirements by: • ensuring they understand and comply with the Australian Institute for Teaching and School Leadership Professional Standards for Teachers including: • Standard 1: Knowing students and how they learn • Standard 2: Knowing the content and how to teach it (Professional Knowledge) • Standard 3: Planning for and implementing effective teaching and learning (Professional Practice) • Standard 4: Creating and maintaining supportive and safe learning environments (Professional Practice) • Standard 5: Assessing, providing feedback and report on student learning (Professional Practice) • Standard 6: Engaging in professional learning (Professional Engagement) • Standard 7: Engaging professionally with colleagues, parents/carers, and the community (Professional Engagement) • ensuring they maintain registration with the Victorian Institute of Teaching; • ensuring they understand and comply with the Victorian Institute of Teaching Code of Conduct; • ensuring they understand and comply with the Victorian Institute of Teaching Code of Ethics; • ensuring they understand and comply with the MACS College Code of Conduct; • ensuring they understand and comply with all College Policies and Procedures; and

	ensuring completion of all compliance training and activities (ongoing) as required in a timely manner and to a satisfactory standard as determined by the College.
Expectations	The teacher is expected to: - have the capacity to manage and work within a profession centred on human relationships and interactions, requiring tolerance, empathy, understanding, kindness, and good measure, including the ability to effectively manage emotional situations; - undertake assigned classes as determined by the operational requirements of the College; - undertake reasonable additional duties as may be assigned to you from time to time, including, but not limited to, additional classes, supervision duties, and professional learning; - understand that the classes, students, workload, extra duties, and subjects assigned to you as a Teacher will be in accordance with the <i>CEMEA 2022</i> and the College's needs at the time and are subject to variation in response to planned and unplanned events; - attend normal recess, lunchtime, and before and after school student supervisions or yard duties in accordance with the <i>CEMEA 2022</i> or its successors; - be familiar with and comply with Padua College's Child-Safety and Wellbeing Policy and Code of Conduct, and any other policies or procedures relating to child safety; - be familiar with and comply with legislated Occupational Health and Safety practices and participate in consultative processes to ensure workplace safety for staff and students; - maintain currency of all relevant legislated and required College Occupational Health and Safety modules, and all First Aid and CPR qualifications; - undertake regular professional learning to maintain a high level of awareness of current and best practice in the major areas of responsibility associated with the role; - attend College and Campus Staff Meetings as requested by the Principal or his/her nominee; and - perform any other day-to-day duties as requested by the Principal or his/her nominee.

This statement of duties is not intended to be an exhaustive or exclusive list of duties assigned to the position. They are intended as a guide as to the responsibilities of the role. The position is subject to review and modification by the Principal (or nominee), in negotiation with the appointee, in response to the evolving needs of the College, and experience and expertise of the appointee. Any significant additions to the responsibilities may be requested by the Principal (or nominee) through consultation and mutual agreement with the appointee.

Child Safety

Padua College is committed to the safety, wellbeing, and inclusion of all our students. The College has zero tolerance for child abuse and is committed to the protection of all children from all forms of child abuse. Particular attention is paid to the most vulnerable children (Aboriginal and Torres Strait Islander children, children from culturally and/or linguistically diverse backgrounds and children with a disability). In this context, Padua College implements a regular and comprehensive Child Safety and Protection program across the entire community.

All staff at Padua College take an active role and are well informed of their obligations in relation to Child Safety under Ministerial Order No. 1359 "Implementing the Child Safe Standards – Managing the Risk of Child Abuse in Schools and School Boarding Premises". Employment at Padua College is subject to College policies, including the Child Safety Policy, Child Safety Code of Conduct and Child Protection – Reporting Obligations Policy, being read, understood, and adhered to by being proactive in reporting any concerns or identified risks. Where students are under staff care, there is an obligation to take all practical steps to protect students where a risk to students' safety has been identified.

All staff are also required to understand and meet their obligations under mandatory reporting requirements, the Reportable Conduct Scheme, and the failure to disclose and failure to protect offences under the *Crimes Act 1958 (Vic)*.

Key Organisational Relationships

INTERNAL	EXTERNAL	COMMITTEES
Principal College Improvement Team AHOc – LaPs AHOc - SWAGs Learning Leaders Learning Diversity Team Teachers Students	Parents and guardians MACS VCAA	

Criteria For Effective Leadership

The effective performance of the Teacher will be due to their capabilities across a comprehensive range of the following:

Attributes & Dispositions

- commitment to the Mission, Vision, and Catholic identity of Padua College
- passion for teaching and learning
- a vision for exemplary practice and student engagement informed by Padua's Teaching and Learning Framework
- determination to achieve the goals set for the Learning Area's success each year
- a high level of motivation to ensure learning and teaching standards foster student achievement and success
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- openness to change and commitment to improvement
- a tenacious and resourceful capacity for hard work
- approachability as an active listener, negotiator, and advocate
- perseverance, sensitivity, compassion, and patience in the face of complex and difficult situations
- high level of discretion when handling confidential and sensitive information
- optimism, confidence, and enthusiasm when motivating students
- collaborative and flexible in professional settings
- dependability and reliability
- Behaves in ways that respect and advance the profession (VIT Code of Ethics, 2021)

- Positive role model in education settings, in the community and online (VIT Code of Conduct, 2021, P.2.1)
- Acts with discretion and maintains confidentiality in all communications (VIT Code of Conduct, 2021, P.2.1)

Knowledge & Understandings

- thorough knowledge of contemporary best practice approaches to teaching and learning
- awareness of innovations in pedagogy and technologies influencing the learning landscape and learning environments
- up-to-date knowledge of learning and assessment policy and procedures
- knowledge of the appropriate avenues and resources for seeking information, support, and clarification in relation to the responsibilities of the role
- demonstrated commitment to ongoing learning through post-graduate studies

Skills & Capabilities

- Demonstrated record as working towards a Proficient Teacher level within the learning area
- The ability to use data to provide feedback and plan for continuous improvement
- Ability to form teams and sustain teamwork
- Track record of skilfully fostering positive relationships between teachers and students
- Clear and personable communication skills
- Excellent capabilities in the application of learning technologies and use of learning management systems
- Capacity to multi-task and pay close attention to detail
- Ability to keep to timelines and manage multiple deadlines

Tenure, Conditions and Requirements

Classification	T1-1 – T2-6 under the <i>Catholic Education Multi Enterprise Agreement 2022</i> (or its successors)
Tenure	Ongoing
Appraisals	Annual Review Meeting
Entitlements	Entitlements under the <i>Catholic Education Multi Enterprise Agreement 2022</i> (or its successors)
Requirements	Victorian Institute of Teaching – Full Registration Have or be working towards Accreditation to Teach Religious Education in a Catholic School, or have or working toward VCEA Accreditation to Teach in a Catholic School Completion of OHS Modules

Authorised by: _____
(Principal)

Date: _____

Signed by: _____

Date: _____

Name: _____

Date of Document: September 2026

Date for Review: September 2029

