



The best he can be

Vision: Aquinas College's vision is to educate boys to become the men the world needs.

Strategic Purpose: Aquinas College's purpose, in partnership with parents and guardians, is to provide a Catholic education for boys in the Edmund Rice Tradition.

Our Values: Faith in action | Justice with compassion | Service with generosity
Respect for all | Excellence every day

EREA Touchstones: Liberating education | Gospel spirituality | Inclusive community | Justice and solidarity

POSITION DESCRIPTION

POSITION TITLE:	SECONDARY SCHOOL TEACHER	
REPORTS TO:	HEAD OF LEARNING AREA	
SCHOOL / DEPARTMENT:	SECONDARY SCHOOL	
MAIN PEOPLE INTERACTIONS:	INTERNAL Heads of Learning Area Across College Directors Learning Support Pastoral Care Team College Support Services (see Staff Handbook)	EXTERNAL Parents/ Guardians
POSITION PURPOSE:	To inspire boys to be the best they can be through effective teaching, learning and pastoral care.	
EXPECTED BEHAVIOURS AND ATTITUDES:	<ol style="list-style-type: none"> 1. Actively support the Edmund Rice Charism, Edmund Rice Schooling and the Catholic ethos; 2. Actively support a child safety culture, with a zero tolerance for child abuse; 3. Adhere to the Aquinas College values at all times; 4. Adhere to the College's Policy, Procedures and Codes; 5. Adhere to health and safety procedures and actively contribute to maintaining a safe, healthy and tidy environment; and 6. Display: <ul style="list-style-type: none"> o a commitment to the Catholic ethos; o energy, enthusiasm and drive; o diplomacy and tact; o a commitment to confidentiality; o honesty and integrity; o an outstanding work ethic; o loyalty to the role, people and the College; o a positive and proactive attitude; and o respect for self and others. 	



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	KEY POSITION RESPONSIBILITIES:	TASK FOCUS AREAS TO BE DEMONSTRATED:
	<p>UPHOLD THE CATHOLIC ETHOS AND THE EDMUND RICE TRADITION</p> <p>ACTIVELY SUPPORT PASTORAL CARE</p>	<p>Active support of the Catholic ethos and values of the College; Active promotion of the College's evangelising mission through its life and curriculum; Involvement in the life of the College; and Support for the EREA touchstones (Charter).</p> <p>Working in accordance with the College's Pastoral Care programs; Proactively communicating with parents/ guardians in a timely manner; and Maintaining the confidentiality of delicate or sensitive information at all times.</p>
	ACTIVELY SUPPORT COLLEGE OPERATIONS	<p>Comply with all relevant legislative, regulatory obligations, College policies and procedures; Participate in the College's before school, after school or weekend co-curricular activities; Complete administrative and operational activities in alignment with College requirements; and A willingness to undertake tasks as requested by the Headmaster or their delegate.</p>
Australian Professional Standards for Teachers	KNOW STUDENTS AND HOW THEY LEARN	<p>An awareness of students' physical, social, intellectual development and their characteristics; An understanding of how students learn; An understanding of students with diverse linguistic, cultural, religious and socioeconomic backgrounds; Strategy development and application to teach Aboriginal and Torres Strait Islander students; Differentiated teaching to meet the specific learning needs of students across the full range of abilities; and Strategy development and application to support the full participation of students with disabilities.</p>
	KNOW THE CONTENT AND HOW TO TEACH IT	<p>An understanding of content and teaching strategies for the specific teaching area; An understanding of content selection and organisation; An understanding of curriculum, assessment and reporting; An understanding and respect for Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians; Promotion of literacy and numeracy strategies; and Effective utilisation of Information and Communication Technology (ICT).</p>
	PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING	<p>Establishing challenging learning goals; Planning, structuring and sequencing of learning programs; Using a range of teaching strategies; Appropriate selection and use of resources; Effective classroom communication; Evaluation and improvement of teaching programs; and Engagement with parents/guardians in the educative process.</p>
	CREATE AND MAINTAIN SUPPORTIVE AND SAFE LEARNING ENVIRONMENTS	<p>Support of student participation; Management of classroom activities; Management of challenging behaviour; Management to maintain student safety; and Use of ICT safely, responsibly and ethically.</p>
	ASSESS, PROVIDE FEEDBACK AND REPORT ON STUDENT LEARNING	<p>Strategy development and application for assessing student learning; Timely and effective feedback to students on their learning; Consistent and comparable judgements; Interpretation of student data; and Reporting on student achievement.</p>
	ENGAGE IN PROFESSIONAL LEARNING	<p>Identifying and planning professional learning needs; Engagement in professional learning and improving practice; Engagement with colleagues and improving practice; and Applying professional learning and improving student learning.</p>
	ENGAGE PROFESSIONALLY WITH TEACHERS, PARENTS/ GUARDIANS AND THE COMMUNITY	<p>Meeting professional ethics and responsibilities; Complying with legislative, administrative and organisational requirements; Engagement with parents/guardians; and Engagement with professional teaching networks and broader communities.</p>