



- 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 | Character | Excellence
- EREA Touchstones:** Liberating Education | Gospel Spirituality | Inclusive Community | Justice and Solidarity

## POSITION DESCRIPTION

Instructions
<ol style="list-style-type: none"> <li>1. Read the Position Description carefully.</li> <li>2. If you need anything clarified, ask your Head of Learning Area.</li> <li>3. Keep a copy available for you to refer to at work.</li> </ol> <p>Please note: As the needs of the College evolve your Position Description may need to be revised. This would occur in collaboration between you and your Head of Learning Area.</p>

<b>POSITION TITLE:</b>	<b>SECONDARY SCHOOL TEACHER</b>	
<b>REPORTS TO:</b>	<b>HEAD OF LEARNING AREA</b>	
<b>SCHOOL / DEPARTMENT:</b>	<b>SECONDARY SCHOOL</b>	
<b>MAIN PEOPLE INTERACTIONS:</b>	<b>INTERNAL</b> Heads of Learning Area Across College Directors Learning Support Pastoral Care Team College Support Services (see Staff Handbook)	<b>EXTERNAL</b> Parents/ Guardians Providers/Suppliers
<b>POSITION PURPOSE:</b>	To inspire boys to be the best they can be through effective teaching, learning and pastoral care.	
<b>EXPECTED BEHAVIOURS AND ATTITUDES:</b>	<ol style="list-style-type: none"> <li>1. Actively support the Edmund Rice Charism, Edmund Rice Schooling and the Catholic ethos;</li> <li>2. Actively support a child safety culture, with a zero tolerance for child abuse;</li> <li>3. Employees responsibility to comply with EREA’s child safe practices and procedures;</li> <li>4. Adhere to the Aquinas College values at all times;</li> <li>5. Adhere to the College’s Policy, Procedures and Codes;</li> <li>6. Adhere to health and safety procedures and actively contribute to maintaining a safe, healthy and tidy environment; and</li> <li>7. Display:                             <ul style="list-style-type: none"> <li>○ a commitment to the Catholic ethos;</li> <li>○ energy, enthusiasm and drive;</li> <li>○ diplomacy and tact;</li> <li>○ a commitment to confidentiality;</li> <li>○ honesty and integrity;</li> <li>○ an outstanding work ethic;</li> <li>○ loyalty to the role, people and the College;</li> <li>○ a positive and proactive attitude; and</li> <li>○ respect for self and others.</li> </ul> </li> </ol>	

	<b>KEY POSITION RESPONSIBILITIES:</b>	<b>TASK FOCUS AREAS TO BE DEMONSTRATED:</b>
	<b>UPHOLD THE CATHOLIC ETHOS AND THE EDMUND RICE TRADITION</b>	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).
	<b>ACTIVELY SUPPORT PASTORAL CARE</b>	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.
	<b>ACTIVELY SUPPORT COLLEGE OPERATIONS</b>	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.
<b>Australian Professional Standards for Teachers</b>	<b>KNOW STUDENTS AND HOW THEY LEARN</b>	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.
	<b>KNOW THE CONTENT AND HOW TO TEACH IT</b>	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).
	<b>PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING</b>	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.
	<b>CREATE AND MAINTAIN SUPPORTIVE AND SAFE LEARNING ENVIRONMENTS</b>	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.
	<b>ASSESS, PROVIDE FEEDBACK AND REPORT ON STUDENT LEARNING</b>	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.
	<b>ENGAGE IN PROFESSIONAL LEARNING</b>	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.
	<b>ENGAGE PROFESSIONALLY WITH TEACHERS, PARENTS/ GUARDIANS AND THE COMMUNITY</b>	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.

<b>CRITERIA:</b>	
<b>QUALIFICATIONS:</b>	Tertiary qualifications specific to the specialist areas of education; Current Teachers Registration Board (TRB) registration or provisional registration; Working with Children Check clearance; Satisfactory national police clearance; Have or be prepared to obtain Accreditation to teach in a Catholic School or equivalent; and Have or be prepared to undertake Mandatory Reporting training or similar.
<b>KNOWLEDGE AND EXPERIENCE:</b>	Knowledge of the Western Australian K-10 Curriculum Outline and WACE courses (SCSA); An understanding of current educational perspectives, A commitment to excellence in teaching and learning; An understanding of tertiary and State Training Providers' (STPs) entrance requirements; A commitment to using ICT in the classroom; A commitment to delivering an educational vision with a strong sense of purpose; and Experience in or knowledge of boys' educational philosophies and a commitment to applying them.
<b>SKILLS AND ABILITIES:</b>	Strong interpersonal skills, enabling harmonious and positive relationships with colleagues, students and parents/guardians; Sound written and verbal communication skills; Strong time management and organisational skills; Well-developed ICT skills; and Ability to work autonomously and as part of a team.