



Marist-Sion College – Warragul

Position Description Subject Teacher

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 an **innovative education** which **integrates faith, learning** and **life** in a **welcoming community**.

STATEMENT OF DUTIES	
<p>Position Summary</p>	<p>Subject teachers are responsible for the implementation of all College programs and policies. Teachers are accountable to the Curriculum Leaders, while working under the guidance of their Learning Leader(s). All staff members are involved in the House system of student wellbeing, and all teachers may be required to be Tutors. The teams of teachers in Learning Areas work together to provide for the educational and wellbeing needs of students and to continuously improve teaching and learning.</p> <p>A Teacher is appointed by the Principal and is responsible to the Deputy Principal - Student Learning Culture and Growth. The role is required to undertake a broad range of tasks to support the needs of our College.</p> <p>Employment Category and Classification: Teacher Campus Location: Warragul Agreement: Diocese of Sale Catholic Education Limited Schools and Secretariat Agreement 2022</p> <p><i>Visa sponsorship is not available for this position. All applicants require current and valid working rights for Australia.</i></p>
<p>Organisational Relationships</p>	<p>Reports to: Learning Leader, Director of Learning and Deputy Principal - Student Learning Culture and Growth Direct Reports: Nil Internal Liaisons: Executive Team, Students and College Staff. External Liaisons: Members of the College Community and General Public.</p>
<p>Responsibilities</p>	<p>Teachers know how students learn and how to teach them effectively</p> <ul style="list-style-type: none"> • Teachers draw on the body of knowledge about learning and contemporary research into teaching and learning to support their practice. • Teachers know the importance of prior knowledge and language for learning, and the impact of discussion, group interaction and reflection in the learning process. • Teachers know how to engage students in active learning.

STATEMENT OF DUTIES

- Teachers know how classroom and program design, use of materials and resources and the structure of activities impact on learning.
- Teachers know the central place of religious education within the school curriculum.

Teachers know the content they teach

- Teachers have a sound, critical understanding of the content, processes and skills they teach.
- Teachers can articulate the key features and relevance of their content to their students and others, and can demonstrate how it is applied.
- Teachers know the methodologies, resources and technologies which support learning of the content, processes and skills they teach.
- Teachers are familiar with curriculum statements, policies, materials and programs associated with the content they teach.

Teachers know their students

- Teachers know the learning strengths and weaknesses of their students and are aware of the factors that influence their learning.
- Teachers are aware of the social, cultural, and religious backgrounds of the students they teach, and treat students equitably.
- Teachers develop an understanding and respect for their students as individuals, and are sensitive to their social need and the way they interact with others.
- Teachers know the importance of working with and communicating regularly with students.

Professional Practice

- Teachers plan and assess for effective learning.
- Teachers use their knowledge of students, content and pedagogy to establish clear and achievable learning goals for their students.
- Teachers plan for the use of a range of activities, resources and materials to provide meaningful learning opportunities for all their students.
- Teachers monitor student engagement in learning and maintain records of their learning progress.
- Teachers select assessment strategies to evaluate student learning, to provide feedback to students and their parents/guardians and to inform further planning of teaching and learning.

Teachers create and maintain safe and challenging learning environments

- Teachers develop a positive learning environment where respect for individuals is fostered and where learning is the focus.
- Teachers provide a learning environment that engages and challenges their students and encourages them to take responsibility for their own learning.
- Teachers use and manage the materials, resources and physical space of their classroom to create a stimulating and safe environment for learning.
- Teachers establish and maintain clear and consistent expectations for students as learners and for their behaviour in the classroom.

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Teachers Use a Range of Teaching Practices and Resources to Engage Students In Effective Learning

- Teachers communicate effectively with students to make their learning programs explicit, to build rapport, and to support their learning.
- Teachers provide and manage opportunities for students to explore ideas and develop knowledge and skills, through discussion and group activities.
- Teachers use and manage a range of teaching and learning strategies, technologies, activities and resources.
- Teachers provide meaningful feedback to students and their parents/guardians about their developing knowledge and skills.

Professional Engagement

- Teachers reflect on, evaluate and improve their professional knowledge and practice.
- Teachers work within the framework of College, Department of Education and Training (DET) and Diocese of Sale Catholic Education Limited (DOSCEL) policies.
- Teachers regularly reflect on and critically evaluate their professional knowledge and the effectiveness of their teaching.
- Teachers work collaboratively with other members of the profession and engage in discussion of contemporary issues and research to improve professional practice.

Duties Specific to the Role

- Work collaboratively in Subject Teams to develop an engaging and challenging curriculum with clear learning outcomes, provision for differentiated learning, shared curriculum documentation and consistent assessment strategies.
- Attend and participate in Subject Teams meetings.
- Liaise with the Learning Leader of the Learning Area as required.
- Attend and participate in Learning Area Team meetings, normally once per term.
- Adapt learning programs according to the Individual Learning Plans, prepared through the Learning Support team, in consultation with the Learning Adjustment Leader.
- Enhance student learning with Information and Communication Technologies (ICT) and learning integration.
- Monitor student academic performance and report student progress in an ongoing manner through the College Learning Management System and through student subject formal reports.
- Promote student management and wellbeing in accordance with the Child Safety and Wellbeing Policy and the Whole School Approach to Positive Behaviour Support Policy.
- Communicate with families at Parent/Student/Teacher Interviews and initiating such contact in cases where issues need to be addressed.
- Keep informed by reading SharePoint notices, the Daily Bulletin, all school emails and other school correspondence on at least a daily basis, and responding appropriately.

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	<ul style="list-style-type: none"> • Engage in mutual professional formation and providing collegial support, particularly if at Leader or highly accomplished level. • Participate in co-curricular activities and overnight stays as required by various College events. • Attend whole school Masses, relevant House Masses, Liturgies and Assemblies, Inter-House carnivals and other College events (for part time teachers, whenever these run during scheduled on-campus time). • Undertake yard duty, extras and other responsibilities, as required. • Contribute actively to the care of the College resources and classrooms. • Contribute to the Occupational Health and Safety of all staff and students. • Maintain professional registration and professional learning records.
Child Safety	<ul style="list-style-type: none"> • Provide students with a child-safe environment. • Be familiar with and comply with the school's child-safe policy and code of conduct, and any other policies or procedures relating to child safety. • Proactively monitor and support student wellbeing. • Exercise pastoral care in a manner which reflects school values. • Implement strategies which promote a healthy and positive learning environment. • Attend year level meetings as scheduled. • Attend all College assemblies, celebrations and liturgies. • Attend College organised activities relevant to house or year level, as required.
Professional Development	<ul style="list-style-type: none"> • Be actively engaged in professional development in your area of work. • Be actively engaged in researching areas of interest relevant to directions provided in the school's strategic plan. • Participating in Staff Seminars and Professional Learning activities to further enhance the quality of programs offered. • Continue to develop ICT skills on platforms to support work.
General	<ul style="list-style-type: none"> • Support the Catholic Identity of the College. • Understand the relevant compliance imperative. • Uphold the professional standards of the College. • Contribute to a healthy and safe work environment for yourself and others and comply with all safe work policies and procedures. • Assist with disaster response such as evacuations, lockdowns and test drills. • Demonstrate professional and collegiate relationships with colleagues. • Participate in Yard Duty supervision as rostered and other supervision duties when required. • Demonstrated capacity to participate in incursions, excursions and at least one overnight stay in a year. • Maintain currency of first aid, mandatory reporting and anaphylaxis training. • Demonstrate duty of care to students in relation to the physical and mental wellbeing.

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	<ul style="list-style-type: none">• Attend all relevant College meetings and after College services/assemblies, sporting events, mass, community and faith days as well as professional learning opportunities as directed.• Other duties assigned from time to time by the Principal.
Skills/Attributes	<ul style="list-style-type: none">• Highly relational and student centred.• Committed to the safety, wellbeing and inclusion of all.• Creative thinkers and innovative problem solvers.• Strong communicators and collaborative team players.• Informed by data and evidence based practices.• Future focused and goal orientated.

Selection Criteria Subject Teacher

SELECTION CRITERIA	
1. Commitment to Catholic Education	<ul style="list-style-type: none"> • A demonstrated understanding of the ethos of a Catholic school and its mission. • Commitment to supporting the Catholic identity and mission of the College.
2. Commitment to Child Safety	<ul style="list-style-type: none"> • Experience working with children. • Commitment to and understanding of child protection and child safety issues in schools. • Demonstrated understanding of appropriate behaviours when engaging with children. • Be a suitable person to engage in child-connected work. • Demonstrated understanding of Mandatory Reporting.
3. Education and Experience	<p>Essential:</p> <ul style="list-style-type: none"> • Victorian Teachers Registration (VIT). • A minimum of Certificate 2 in First aid (the College will provide this training if necessary).
4. Commitment to high quality targeted teaching and use of evidence-based learning and teaching strategies.	<ul style="list-style-type: none"> • Understanding / demonstrated use of evidence-based learning and teaching strategies. • Understanding / demonstrated focus on student learning, growth and developmental learning. • Willingness to contribute to ongoing curriculum and course development, to enhance student outcomes.
5. Ability and willingness to engage in ongoing professional reflection and dialogue to enable ongoing improvement.	<ul style="list-style-type: none"> • Be actively engaged in researching areas of interest relevant to directions provided in the College’s strategic plan. • Computer literacy, including the ability to use ICT to promote quality learning.
6. Effective classroom management skills.	<ul style="list-style-type: none"> • Willingness to implement positive education strategies and restorative practices. • Ability to develop positive relationships with students.
7. Ethos and participation	<ul style="list-style-type: none"> • Commitment to support, monitor and follow up students in the role of Tutor (if applicable). • Ability and commitment to work positively with colleagues as a member of mutually supportive staff teams. • Commitment to high standards of professionalism. • Preparedness to participate in co-curricular activities / overnight stays.