



St Catherine's School



# RECRUITMENT INFORMATION



## Our School

St Catherine's is a vibrant, close-knit community where students, teachers, and parents share in the journey of learning. We have magnificent teachers who are great activators of change for girls and who enhance their students' learning through the provision of a stimulating, tailored and future-focused education.

## Our History

The School was founded in 1896 when Miss Jeanie Hood opened a school in Templeton Street, Castlemaine, which she named Castlemaine Ladies' College.

The name was changed to St Catherine's Girls' College, Castlemaine, after the Anglican School at Waverley in Sydney in 1903, and in 1920, the College moved to Williams Road, Windsor with 48 students enrolled, and soon after purchased 'Kilbride House' (formerly known as Beaulieu) at 17 Heyington Place Toorak, where the School is today.

In 1948, Barbreck, at 33 Heyington Place, was acquired for use as a Junior School, making possible further extensions to the Secondary School. Increasing enrolments facilitated the purchase of 29 and 31 Heyington Place, and in 1958, 27 Heyington Place was acquired to provide a new boarding house.

In 1961 the School had almost 600 students, and 23 Heyington Place was purchased as a residence for the Headmistress. In 1998, Illawarra, a superb 1890s mansion adjacent to the School campus was restored by the School as an additional Boarding House through a special leasing arrangement with the National Trust, owners of the property, and in 1999, the School purchased 'Wiltondale' at 25 Heyington Place.

Most recently, the School has completely refurbished the Barbreck Junior School, and is currently updating Kilbride House – now known as Sherren House – to a return to its former stately glory. We are proud of our beautiful school and our heritage, and when you walk in the doors of Sherren House, you are immediately struck by the elegant foyers, rooms, and displays of time's past.

## Our Vision

A St Catherine's School student approaches her dealings with all others with absolute and unwavering integrity. She approaches both her work and the world around her with a sense of curiosity. She will always persevere, even when the path ahead seems challenging. She displays genuine empathy at all times.

## School Charter

As a leading girls' school in Australia, St Catherine's School is committed to nurturing and empowering independent and globally responsive young women, enabling them to approach all their endeavours with confidence, wisdom and integrity.

## School Values

*Integrity*  
*Curiosity*  
*Perseverance*  
*Empathy*  
*Gratitude*

## School Motto

*Nil magnum nisi bonum –*  
**Nothing is great unless it is good.**

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## Strategic Intent – St Catherine's School Towards 2025

### Intent 1 – Academic Achievement

Embed an unwavering focus on intellectual curiosity through a rigorous academic program, sensitive to the needs of individual pursuits.

### Intent 2 – Wellbeing & Leadership

Encourage our students to be proud of their accomplishments, seek out challenge and build personal leadership and confidence.

### Intent 3 – Co-Curricular Opportunities

Empower young women to discover through experience and find their voice in the communities and world around them.

### Intent 4 – Exemplary Staff

Enhance the student experience through the engagement of exceptional staff, committed to girls education and wellbeing.

### Intent 5 – Embrace Community

Ensure opportunities for our students through a cohesive, diverse and inclusive community of current and past parents, St Catherine's School alumnae and wider school network.

### Intent 6 – Equip Our Future

Envision the delivery of learning environments for students and staff that lead the world in innovative and contemporary design and the delivery of exceptional educational programs.



## Our Team

Our staff consist of over 265 full time, part time and casual teaching and non teaching staff across three campuses; Senior School, Junior School and our Early Learning Centre.

Our School is lead by the following members of our Senior Leadership Team:

### Senior Leadership Team

Interim Principal ..... Mr Robert Marshall  
Deputy Principal – School Operations ..... Mrs Gina Peele  
Deputy Principal – Head of Senior School .... Mrs Ceri Lloyd  
Director of Business ..... Ms Rebecca Brodie  
Director of Community Engagement ... Mrs Kerrie Mussert  
Head of Junior School ..... Ms Karen McArdle  
Head of ELC ..... Ms Sarah Bethune  
Director of ICT ..... Mr Vineeth Jayachandran  
Deputy Business Manager ..... Mr Joe Esposito  
Human Resources & Risk Manager ..... Ms Liz Rowell  
Director of Senior Years ..... Mrs Allison Cassidy  
Director of Middle Years ..... Ms Freda Armstrong

## Professional Development

The School provides a diverse range of professional learning opportunities including:

### Individual and Department Professional Development

This includes a wide variety of conferences, workshops, courses and networks off-site as well as in-house and on-line experiences.

### Induction Program for New Staff

A new employee induction is conducted during the staff days preceding the beginning of Term 1, or during the first week of each term as needed.

### Regular Staff Professional Learning Days

Several days each year (at the beginning and end of Term) are dedicated to a program of staff professional learning opportunities incorporating Workplace Health and Safety (WHS), student protection, cultural and professional development learnings.

### Buddy Program

All new staff are allocated a 'buddy' to assist in their orientation into the school community.

### Positions of Responsibility

When current staff take extended leave, an internal recruitment process is adhered to in order to fill any vacancy of positions of responsibility – allowing for staff to step up temporarily into roles at a higher duty for professional development purposes.

### Annual Appraisal Program

All staff participate in an annual appraisal program that identifies professional development requirements and opportunities available internally and externally.





## Our working environment

Our Staff are engaged under the provisions of either the St Catherine's School General Staff or Teachers Agreement.

Some of our benefits include:

- Superannuation fund of choice – paid at 11%
- Salary sacrificing and salary packaging arrangements
- Positions of responsibility and allowances (teachers)
- 15 sick leave days per year

Other employment benefits include:

- Discounted school fees for children of permanent staff
- IT devices supplied for relevant roles
- Free annual staff flu vaccinations
- Employee Assistance Program (EAP)
- Access to an on-site outside school hours care and vacation care service
- An on-site café and catering
- On-site parking – permanent staff
- Use of onsite pool and gym

## Recruitment Process

In applying for a role at St Catherine's School, your application should include:

1. A comprehensive curriculum vitae giving details of relevant achievements in recent roles as well as your education and professional qualifications.
2. A covering letter that summarises your interest in this role and providing evidence of your ability to match the selection criteria outlined.
3. Names and telephone numbers of two (2) recent professional referees. (Please note; we will not contact your referees without your permission and not before an interview has been offered).

Please ensure that your application reaches us by the closing date and time provided in the advertisement for the position. All applications MUST be submitted through the [seek.com.au](https://www.seek.com.au) website or via our own careers website – do not email your application to the school as it may not be received or reviewed.

## Acknowledgement

You will receive an email acknowledging your application and detailing the shortlisting and interview timeframes.



## Selection Process

Short-listed candidates are contacted to arrange a time to meet with the selection panel for an initial interview.

Shortlisted candidates will be sent an application / declaration form for compliance and privacy information.

Candidates short-listed from the first interview may be required to come back for a second interview and/or further recruitment activities.

As part of the interview process for teaching staff, short-listed candidates may be asked to demonstrate their teaching by the applicant being requested to develop and present some teaching materials.

## Reference Checks

A minimum of two reference checks are undertaken. The selection panel will discuss your application with your nominated referees. The school also reserves the right to consult with other persons who may have knowledge of your experience. This is at the Principal's discretion.

## Pre-employment Compliance Checks

The preferred candidate will be subject to employment screening and may be asked to undertake a psychometric assessment and a medical for this purpose.

The preferred candidate must satisfy relevant child protection legislation and:

1. for teaching roles, be a registered teacher with Victorian Institute of Teachers; or
2. for non-teaching roles, hold a current Working with Children Check

International candidates will provide the panel with relevant visa documentation supporting their right to live and work in Australia. This information will be verified with the Department of Immigration.

The School reserves its right to undertake additional pre-employment checks to support the commitment to recruiting the highest quality employees and considering the specific needs of each role.

## Questions?

Please email [hr@stcatherines.net.au](mailto:hr@stcatherines.net.au)



## St Catherine's School

# POSITION DESCRIPTION MATHEMATICS TEACHER

Department	Mathematics	Reports to	Head of Mathematics
School Charter	As a leading girls' school in Australia, St Catherine's is committed to nurturing and empowering independent and globally responsive young women, enabling them to approach all their endeavours with confidence, wisdom, and integrity.		
Our Vision and Values	<b>School Values:</b> Integrity, Curiosity, Perseverance, Empathy, Gratitude 'A St Catherine's student approaches her dealings with all others with absolute and unwavering <b>integrity</b> . She approaches both her work and the world around her with a sense of <b>curiosity</b> . She will always <b>persevere</b> , even when the path ahead seems challenging. She displays genuine <b>empathy</b> and <b>gratitude</b> at all times.'		
School Motto	<i>Nil magnum nisi bonum</i> - Nothing is great unless it is good.		

### St Catherine's Towards 2025

Intent 1 Academic Achievement	Embed an unwavering focus on intellectual curiosity through a rigorous academic program, sensitive to the needs of individual pursuits.
Intent 2 Wellbeing and Leadership	Encourage our students to be proud of their accomplishments, seek out challenge and build personal leadership and confidence.
Intent 3 Co-Curricular Activities	Empower young women to discover through experience and find their voice in the communities and world around them.
Intent 4 Exemplary Staff	Enhance the student experience through the engagement of exceptional staff, committed to girls' education and wellbeing.
Intent 5 Embrace Community	Ensure opportunities for our students through a cohesive, diverse and inclusive community of current and past parents, St Catherine's alumnae and wider school network.
Intent 6 Equip our Future	Envision the delivery of learning environments for students and staff that lead the world in innovative and contemporary design and the delivery of exceptional educational programs.

## Introduction

The Mathematics Teacher must be an innovative, passionate, and collegial teacher, who is responsible for providing a classroom environment that is challenging and engaging.

It is expected that all staff at St Catherine's will embrace the School's strategic intent and goals, particularly in regard to the School's values and traditions and our Culture of Thinking.

We seek to appoint a highly skilled professional, who embraces school life and contributes to the community.

## SPECIFIC RESPONSIBILITIES

- Teach classes as timetabled, ensuring appropriate curriculum delivery and assessment practices in line with the Faculty's curriculum statements and the School's policies and procedures.
- Have good knowledge of recent strategies and methods in mathematics teaching.
- Attend all Faculty Meetings and staff meetings (regular meetings are held during the year).
- Work closely with and support the work and educational aims of the Head of Faculty.
- Assist with the Faculty's contribution to all School Community events, such as Tour Mornings, Parent Teacher Interviews and a range of Information Evenings as required.
- Engage regularly in Professional Development (subject specific and wider educational).
- Complete all documentation as required, ensuring sound record keeping and management of resources.
- Participate in the Annual Review system for teachers.
- Participate in the School's Co-curricular Program and specifically, as a member of the Mathematics Team, in the Maths Help Program.
- Understand CAS technology and the ability to use it with proficiency.
- Utilise data (NAPLAN and VCE) to inform innovative practices in Mathematics, leading to Outcome Improvement.
- Communicate effectively with students, parents, and staff.
- Show a preparedness to take on coordination of a Year level with the Faculty.

## Key Tasks

- Apply knowledge of contemporary pedagogy to facilitate and enhance learning experiences.
- Assist in the design and the implementation of the St Catherine's School Mathematics curriculum.
- Differentiate resources, classroom activities & assessments to support all learners.
- Be available to give students individual assistance outside of class time, as required.
- Meet all deadlines in relation to assessment and continuous reporting as specified by the Head of Faculty and Deputy Principal - Teaching and Learning.
- Assess and return student work fairly, efficiently, comprehensively and in a timely manner.
- Prepare resource material for own classes and share resources and ideas with all members of the Faculty, as appropriate.
- Work within specified assessment guidelines (following set criteria for the award of grades, following department assessment methodology, including cross marking and the setting of examinations and tests).

## Child Safety Responsibilities

- Provide students with a Child Safe environment.
- Ensure and promote the safety of children from diverse backgrounds including children from culturally and/or linguistically diverse backgrounds, Aboriginal children, and children with disabilities.
- Be familiar with and comply with the School's Child Safe policy and Child Safe Code of Conduct, and any other policies or procedures relating to child safety.
- Participate in the School's Child Safe training programs as required.
- Raise any child safety concerns with the School's Child Safety Champions.



## Key Selection Criteria

- Current VIT Registration.
- Previous experience teaching Mathematics from Years 7-12.
- Expert knowledge of content area and a demonstrated willingness to continue to develop knowledge and skills.
- Close understanding and use of a variety of teaching strategies which address different aspects of the learning area, and the range of learning styles of students in the class.
- A proven capacity to deliver content with vigour and rigour.
- Ability to work and contribute productively to a team situation.
- Excellent interpersonal skills.
- Ability to be proactive and take initiative.
- Highly developed organizational skills.
- A current knowledge of Australian Curriculum imperatives as they impact on Mathematics.
- Knowledge of contemporary pedagogy and willingness to embrace the St Catherine's Teaching for Thinking culture.
- Well-developed classroom management strategies which enhance student engagement and outcomes.
- An active supporter of and contributor to a collegial work environment.
- Demonstrated innovative use of ICT to enrich learning.
- Willingness to uphold the ethos and values of the School at all times.

This Position Description is a guide only and is not intended to be an exhaustive or exclusive list of duties attached to this position. The Position Description is subject to review in response to the changing needs of the School and the development of skills and knowledge of the successful incumbent.

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17 Heyington Place  
Toorak VIC 3142

Telephone +61 3 9822 1285  
Email [hr@stcatherines.net.au](mailto:hr@stcatherines.net.au)

[www.stcatherines.net.au](http://www.stcatherines.net.au)

CRICOS 00574F  
ABN 90 004 251 816