



# Position Description

<b>Position Title</b>	<b>Classroom Teacher</b>
<b>Organisation</b>	Catholic Education Sandhurst Limited (CES Ltd)
<b>School</b>	Doxa School Bendigo
<b>Location</b>	<i>Bendigo</i>
<b>Enterprise Agreement</b>	Victorian Catholic Education Multi-Enterprise Agreement 2018
<b>FTE</b>	0.6
<b>Classification</b>	T1-1 - T-2-6
<b>Status</b>	Fixed Term (1 year)
<b>Reports to</b>	Principal

## Our Organisation

Catholic Education Sandhurst Limited (CES Ltd) is committed to the mission of Catholic Education across the Diocese of Sandhurst. With a rich history dating back to 1853 the Diocese reaches from Central to Northeast Victoria. The organisation supports more than 3000 employees in 52 schools and 2 early childhood facilities. It also provides support to 4 secondary colleges owned and operated by Religious Institutes.

CES Ltd participates and cooperates in the work of the Catholic Education Commission of Victoria Ltd (CECV), which has key responsibilities for the allocation and distribution of government funding, facilitating cooperation across the four Victorian Dioceses, and in working and cooperating with government statutory authorities.

The Chief Executive Officer of Catholic Education Sandhurst is appointed by the Board of CES Ltd to support the administrative, organisational, and service matters to Catholic schools within the Diocese.

The Chief Executive Officer and all delegations via that position operate within the parameters of Canon Law and the Catholic Church structures and processes. CES Ltd is the employing authority for its schools and acknowledges and respects the role of Parish Priests within the Parish communities in which schools are located and supported.

## Our Vision

The vision for CES Ltd is to provide, in partnership with our families, stimulating, enriching, liberating, and nurturing learning environments in each of the Catholic school communities within the Diocese. At the heart of this vision is our commitment to the ongoing duty of care that we have for the safety, wellbeing and inclusion of all children and young people.

We believe:

- That the values of the Gospel are central to who we are, what we do, and how we act.
- That we have a vital role in the mission of the Catholic Church to imagine and seek new horizons while respecting our Tradition.
- That a strong sense of community is dependent on the quality of our collegial relationships.
- That each person's potential is fostered through the dedicated ministry of Catholic Education.
- In leadership encompassing vision, innovation, and empowerment.

## Our Values

CES Ltd Values underpin and reflect the behaviours we expect of our staff:

### **Principles of Catholic Social Teaching**

The identity of the Sandhurst Catholic School reflects the principles of Catholic social teaching, grounded in the person of Jesus, and interpreted and enacted for the "common good" in response to the "signs of the times".

These principles require that the dignity and potential of each person be fully respected within a climate that is conducive to peace, security, and development. This must find expression in the relationships, structures, curricula, planning, processes, and care in the everyday life of the school.

### **Respect**

Respect for the dignity and potential of each person within a climate that is conducive to peace, security, and development. This must find expression in the relationships, structures, curricula, planning, processes, and care in the everyday life of the school.

### **Partnerships**

The Sandhurst Catholic Schools do not function in isolation. In attending to the religious dimension of education, the most fundamental partnerships are those with parents/guardians and with local Catholic faith communities. The school is part of the wider Church community.

### **Faith**

The tasks of evangelisation, catechesis and religious education are shared by home, school and parish, with each having its own distinct contribution to make in a sense of genuine partnership.

## School Summary

Doxa School Bendigo is a Catholic Secondary Flexible Learning Setting aiming to engage vulnerable and disconnected young people into an education that is tailored to meet their specific needs.

Doxa School Bendigo is a Child Safe community that is committed to providing an environment that is true to our school wide expectations: being Safe, Kind and Curious.

Doxa School provides excellent learning opportunities by building quality relationships with the school and wider community. A student- centered approach is theoretically underpinned by the schools' key pillars of practice: Catholic Identity, Choice Theory, Trauma Sensitive Practice and Social Emotional learning.

## Position Summary

The Generalist Teacher works to ensure their priorities focus on quality teaching and learning and the wellbeing of students and colleagues. This position is expected to maintain a high level of diverse educational methods designed to educate students. ensuring adherence to the Australian Standards of Teaching at all times.

## Key Responsibilities

<b>Pastoral Care and Child Safety</b>	<ul style="list-style-type: none"><li>● 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</li><li>● Assist in the provision of a child-safe environment for students.</li><li>● Demonstrate duty of care to students in relation to their physical and mental wellbeing.</li><li>● Proactively monitor and support student wellbeing.</li><li>● Exercise pastoral care in a manner which reflects school values.</li><li>● Implement strategies which promote a healthy and positive learning environment.</li><li>● Attend relevant school organised activities, as required.</li></ul>
<b>Contemporary Teaching</b>	<ul style="list-style-type: none"><li>● Employ a variety of effective teaching strategies to effectively implement the curriculum.</li><li>● Give appropriate time to lesson planning and organisation.</li><li>● Understand state and national course requirements.</li><li>● Keep accurate records of student attendance.</li><li>● Embrace the use of information and communications technologies to enhance learning.</li><li>● Engage in learning progress discussions.</li></ul>

	<ul style="list-style-type: none"> <li>● Write formal academic and pathway reports that conform to report writing guidelines.</li> <li>● Monitor the progress of each student and provide meaningful and regular feedback to each student on their progress.</li> <li>● Liaise with appropriate support staff in the implementation of the curriculum.</li> </ul>
<b>Curriculum Development</b>	<ul style="list-style-type: none"> <li>● Plan, develop, review and evaluate curriculum in subject areas and at year levels which you teach.</li> <li>● Ensure the diverse needs of learners is considered during curriculum development.</li> <li>● Develop assessment instruments in a collegial manner where whole group testing takes place.</li> <li>● Evaluate digital learning materials and make recommendations to subject coordinators about their implementation.</li> <li>● Create and evaluate online resources for the purposes of enriching the curriculum.</li> <li>● Attend team meetings as scheduled.</li> </ul>
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>● Have current knowledge of curriculum initiatives in your teaching areas.</li> <li>● Keep abreast of regularly updated information from the VCAA.</li> <li>● Commit to ongoing professional development.</li> <li>● Be open to researching areas of interest relevant to directions provided in the school's strategic plan.</li> <li>● Continue development of ICT skills as technologies evolve.</li> <li>● Participate in the staff appraisal process.</li> <li>● Be an active member of relevant professional associations.</li> </ul>
<b>Co-curricular Involvement</b>	<ul style="list-style-type: none"> <li>● Support and be involved in the co-curricular program, as required.</li> <li>● Proactively encourage students to participate in co-curricular activities.</li> <li>● Act as a role model for participating students.</li> <li>● Keep accurate records of student attendance and participation within the co-curricular activity.</li> <li>● Create and maintain a safe environment in which students may enjoy their participation.</li> <li>● Oversee the provision and care of relevant equipment materials and first aid requirements.</li> </ul>
<b>Organisational Management of the School</b>	<ul style="list-style-type: none"> <li>● Contribute to a healthy and safe work environment for yourself and others and comply with all safe work policies and procedures.</li> <li>● Comply with all administrative duties required including development of ILPs and other learning plans as appropriate.</li> </ul>

	<ul style="list-style-type: none"> <li>● Maintain currency of first aid, mandatory reporting and anaphylaxis training.</li> <li>● Demonstrate duty of care to students in relation to the physical and mental wellbeing.</li> <li>● Attend all relevant school meetings and after school services/assemblies, sporting events, mass, community and faith days as well as professional learning opportunities.</li> <li>● Participate in duty supervision as rostered and other supervision duties when required.</li> <li>● Demonstrate professional and collegiate relationships with colleagues.</li> <li>● Uphold the professional standards expected of a teacher.</li> </ul>
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Carry out all other duties that are within the limits of the skill, ability, competence, and training of the employee, and aligned with the requirements of the role as may be directed from time to time.

## Mandatory Responsibilities and Requirements

### **Compliance with CES Ltd Policies and Procedures**

- All CES Ltd policies and procedures are available in either CompliSpace and/or the Staff Portal. It is expected that all employees of CES Ltd must ensure that they comply with policies, procedures and standard ways of work practices when carrying out their work. Any breaches in compliance may result in disciplinary action.

### **Compliance with Occupational Health and Safety**

- All CES Ltd employees have a responsibility to take reasonable care of their own health and safety along with the safety of others. It is expected that all employees comply with policies, safe work procedures, instructions, and rules of CES Ltd’s OH&S Management System.
- All employees must report any hazards or any other health, safety, or wellbeing issues to their team leader/principal. There is also an expectation that employees will actively eliminate hazards, follow instructions, and participate in training and consultation processes.
- All employees who have responsibility to supervise /lead others have additional responsibilities including ensuring that employees have clearly defined safety roles and responsibilities, addressing OH&S issues immediately, be aware of tasks being undertaken by employees and ensure that they have the skills required to perform tasks safely, ensuring training is provided to address any knowledge or skills gaps for performing work safely, ensuring clear policies and procedures are implemented as well as holding regular OH&S meetings with employees and managing non-compliance.

- Depending on the role some employees will be required to provide evidence of successful completion of First Aid Certificate inclusive of Anaphylaxis training prior to commencing employment with CES Ltd.

### Compliance with Child Safety Legislation

- CES Ltd is committed to creating and maintaining a child safe school environment in which all students feel safe and are safe. They do this by promoting the safety, wellbeing, and inclusion of all children. All CES Ltd employees have a responsibility to comply with current Child Safety legislation. This includes keeping up to date with relevant mandatory reporting requirements and maintaining a valid working with children check or VIT registration. CES Ltd are committed to ensuring the safety of children in our care, as such rigorous reference and background checks are conducted at the pre-employment stage. All staff are also expected to comply with the Child Safety Code of Conduct as amended or varied from time to time.

## Key Selection Criteria

<b>Essential</b>	<b>Qualifications and Experience</b>	<ul style="list-style-type: none"> <li>• Maintain current Victorian Institute of Teaching (VIT) registration.</li> <li>• Commitment to comply with the CECV Accreditation Policy to hold Accreditation to Teach in a Catholic School and Accreditation to Lead in a Catholic School.</li> <li>• Commitment to complete the Disabilities Standards for Education professional learning course regularly.</li> <li>• Complete Protecting Children - Mandatory Reporting and other Obligations (PROTECT) online learning annually.</li> </ul>
	<b>Commitment to Child Safety</b>	<ul style="list-style-type: none"> <li>• Have a demonstrated understanding of child safety.</li> <li>• Familiarity with legal obligations relating to child safety (e.g., mandatory reporting) and comply with the child safe policies and code of conduct and any other policy, procedures or legislation related to child safety.</li> <li>• Be a suitable person to engage in child-connected work.</li> </ul>

	<p><b>Skills and Attributes</b></p>	<ul style="list-style-type: none"> <li>● Highly developed computer skill and literacy skills</li> <li>● Effective in the delivery of teaching and learning programs and practices that demonstrate appropriate curriculum knowledge.</li> <li>● Ability to use interactive technologies, web and electronic media, in the classroom and for administrative and other matters.</li> <li>● Organised and flexible, with the ability to prioritise workload, manage multiple tasks and be proactive.</li> <li>● Committed to a high-performance team environment.</li> <li>● Committed to student wellbeing.</li> <li>● Effective interpersonal skills, proven ability to maintain positive relationships with students, staff, parents and community members.</li> <li>● Ability to adapt and operate effectively in a demanding and evolving environment.</li> <li>● A commitment to achieving best practice.</li> <li>● A high standard of personal presentation.</li> </ul>
<p><b>Desirable</b></p>		<ul style="list-style-type: none"> <li>● Knowledge in Doxa School Bendigo's pillars of Practice; Choice Theory, Trauma Sensitive Practice and Social and Emotional Learning.</li> <li>● Knowledge in the 'Nationally Consistent Collection of Data' (NCCD).</li> <li>● Knowledge in 'Science of Learning' and 'The Explicit Instruction Model'.</li> </ul>