



Position Description

Position Title	Teacher Years 5-8
Organisation	Catholic Education Sandhurst Limited (CES Ltd)
School	St Augustine's, College
Location	Kyabram
Enterprise Agreement and or Award	Catholic Education Multi-Enterprise Agreement 2022
Classification	Classroom Teacher
Remuneration	TBC (annual rem excluding superannuation)
FTE	1.0
Status	Ongoing
Reports to	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 3 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 Victorian Catholic Education Authority (VCEA), 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 Executive Director 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 Executive Director 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 and parishes, stimulating, enriching, liberating, sacramental and nurturing learning environments drawn from the Catholic tradition in each of the diocesan school communities.

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, a pursuit of excellence in all levels of learning and creating communities of welcome, hospitality and inclusion.

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

St Augustine's College is a co-educational Catholic college proudly providing student-centred learning experiences from Foundation to Year 12.

St Augustine's College has a proud tradition of providing Catholic education to students from the Kyabram district and beyond.

At our college the sense of community and partnership with families is key to the learning success and wellbeing of our students. As a college we embrace our Catholic identity and witness this daily in words, symbols, and actions.

All members of staff are expected to support the school's Catholic ethos, traditions and practices, and apply these to their work at all times.

Statement of Duties

Commitment to Catholic Education	<ul style="list-style-type: none"> • Demonstrate an understanding of the ethos of a Catholic school and its mission • Demonstrate a commitment to instil in students a respect for each other in accordance with the teachings of Jesus Christ • Demonstrate a commitment to personal witness as a member of a faith community • Commitment to gain and maintain Accreditation to Teach in a Catholic School CECV 1.6 and/or Accreditation to Teach Religious Education CECV 1.7.
Contemporary Teaching	<ul style="list-style-type: none"> • Develop a stimulating flexible learning environment • Employ a variety of effective teaching and pedagogical practices and strategies to effectively implement the F-10 Victorian Curriculum • Understand and adhere to state and national course requirements including the standards of professional practice – Australian Standards of Teaching – and the Victorian Curriculum/Source of Life • Create inclusive learning environment which provides opportunities for all students to succeed in line with the Disability Discrimination Act and the Disability Standards for Education. • Provide adjustments for students with a disability in line with NCCD requirements. Include adjustments in planning documentation and use student's Personalised Learning Plans to support them to access all learning. • Give appropriate time to lesson planning and organisation, including the completion of all Google planning documents and Atlas planning documents • Keep accurate records of student attendance via SIMON • Follow up non attendance without notification within 2 days • Ensure that students are at the centre of every decision made as a part of your team • Be open and flexible to change • Apply an understanding of the latest pedagogy and needs of all learners within our spaces • Embrace and initiate cross curricula learning opportunities

	<ul style="list-style-type: none"> • Make decisions about learning from an evidence base • Embrace the use of digital technologies to enhance learning • Engage in moderation discussions regularly with your team or learning area/s • Write feedback reports that conform to report writing guidelines in line with CECV expectations • Monitor the progress of each student and provide meaningful and regular feedback to each student on their progress • Conduct TA interviews and PSG conversations with families according to the College schedule • Prepare and attend subject teacher interviews as scheduled
Pastoral Wellbeing and Child Safety	<ul style="list-style-type: none"> • Attend school organised activities relevant to house or year level, as required • Actively contribute towards a child safe environment for all students within our College • 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 • Ensure positive behaviour expectations through the implementation of SOLE • Promote The Resilience Project • Follow up all behaviours of concern and commendations • Promote positive partnerships and liaison between students/staff and families through the TA system • Exercise pastoral care in a manner which reflects school values • Implement strategies which promote a healthy and positive learning environment • Attend community meetings as scheduled • Attend learning area meetings as scheduled • Attend school assemblies as required • Attend school liturgical celebrations • Attend school organised activities relevant to house or year level, as required
Curriculum Development	<ul style="list-style-type: none"> • Collaborate with colleagues to plan, develop, review and evaluate curriculum in subject areas and at year levels which you teach • Develop assessment strategies in a collegial manner where whole group assessment takes place • Evaluate digital learning materials and make recommendations to learning area leaders about their implementation • Create and evaluate online resources for the purposes of enriching the curriculum • Attend curriculum planning and team planning meetings as scheduled and at times agreed upon by the team.
Professional Development	<ul style="list-style-type: none"> • Have current knowledge of curriculum initiatives in your teaching areas • Commit to ongoing professional development in your teaching areas • Be open to researching areas of interest relevant to directions provided in the school's strategic plan • Continue development of digital technology skills as technologies evolve • Participate in the staff performance and development processes (PPiPS) • Be an active member of a relevant professional association as duties permit

	<ul style="list-style-type: none"> • Support collegial learning by acting as a mentor or supervising and supporting a student teacher after consultation with DP:SLPP
Extra-Curricular Involvement eg. camps, immersions, interschool sports, public speaking, debating, production	<ul style="list-style-type: none"> • Support and be involved in extracurricular programs • Proactively encourage students to participate in extracurricular activities • Act as a role model for participating students • Keep accurate records of student attendance and participation within the extra curricular activity • Create and maintain a safe environment in which students may enjoy their participation • Oversee the provision and care of relevant equipment materials and first aid requirements
General and Administrative Duties	<ul style="list-style-type: none"> • Contribute to a healthy and safe work environment for yourself and others and comply with all safe work policies and procedures • Adhere to and comply with the Victorian Institute of Teaching Code of Conduct • Adhere to and comply with all College and Catholic Education Sandhurst Ltd policies and procedures • Maintain currency of first aid, mandatory reporting and anaphylaxis training • Demonstrate duty of care to students in relation to the physical and mental wellbeing • Attend school meetings and after school services/assemblies, sporting events, mass, community and faith days as well as professional learning opportunities as required • Participate in duty supervision as rostered and other supervision duties when required • Demonstrate professional and collegiate relationships with colleagues • Uphold the professional standards expected of a teacher • Other duties as directed by the Principal

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

Essential	Qualifications and Registrations	<ul style="list-style-type: none"> • Teaching qualifications • Current Victorian Institute of Teaching (VIT) registration
	Knowledge and Experience	<ul style="list-style-type: none"> • Effective in the delivery of teaching and learning programs and practices that demonstrate appropriate curriculum knowledge • A contemporary working knowledge of the social and development needs of young people and a passion for education • A commitment to a high-performance environment, and emerging technologies in education

	Commitment to Catholic Education	<ul style="list-style-type: none"> • Accreditation to Teach in a Catholic school or a willingness to undertake such accreditation
	Commitment to Child Safety	<ul style="list-style-type: none"> • A commitment to student wellbeing and educating the whole child • Ability to adhere to all college policies and procedures which outlines the commitment to providing a Child Safe environment • Knowledge of the 11 principles within the Child Safe Standards
	Skills and Attributes	<ul style="list-style-type: none"> • Highly developed computer skill and literacy • Effective in the delivery of teaching and learning programs and practices that demonstrate appropriate curriculum knowledge • Ability to use interactive technologies, web and electronic media, in the classroom and for administrative and other matters • Organised and flexible, with the ability to prioritise workload, manage multiple tasks and be proactive • Committed to a high-performance team environment • Committed to student wellbeing • Effective interpersonal skills, proven ability to maintain positive relationships with students, staff, parents and community members • Ability to adapt and operate effectively in a demanding and evolving environment • A commitment to achieving best practice • A high standard of personal presentation
Desirable		<ul style="list-style-type: none"> • Accreditation to teach Religious Education and Lead in a Catholic School or a willingness to undertake such accreditation • Highly experienced in teaching in subject area • First Aid Qualification • Course in Anaphylaxis Awareness & Management

St Augustine's College

Community Leader: Community and Wellbeing

F-4 / 5-8 / 9-12

POL 3 Release 8hrs/week

The Community Leader: Community and Wellbeing will co-lead a learning community as a senior leader of the College. Along with other members of the Leadership Team, the community leaders hold collective responsibility for the overall leadership of the College.

Operational Role	<ul style="list-style-type: none"> • Monitor the implementation of the TA protocols • Ensure positive, welcoming environments with visual cues to SOLE and symbols/spaces that mark our Catholic identity • Monitor attendance, uniform standards, and presentation of learning community • Collaborate with Business Manager regarding budgets and resourcing of learning community • Coordinate and where necessary delegate the organisation of learning community events • Monitor wellbeing referrals for students and staff • Initiate proactive approaches to work with students at risk • Monitor the quality and fidelity of the implementation of formal social emotional learning programs, positive behaviours (SOLE) and eSmart • Co-chair community meetings • Track behaviour incidents on SIMON, and take appropriate action • Liaise with parents/teachers to complete support plans for tier 2 and 3 students
Relational Role	<ul style="list-style-type: none"> • Model and witness to our Catholic identity • Promoting a culture of ongoing improvement of student learning, wellbeing and engagement (including behaviour) with class teachers or TAs from learning community • Design and implement feedback mechanisms for ongoing partnerships with students, staff and families from wellbeing and student engagement • Develop, clarify and communicate processes for the specific learning community regarding wellbeing and student engagement • Support the engagement of learning area staff with College's performance and development framework with a focus on student wellbeing and engagement • Support teachers to ensure that TA protocols have been met by staff in their communities, offer support to staff and model expected behaviours • Maintaining links and building partnerships with external educational providers/settings in relation to transition • Attendance at key College events as a Leadership Team member
Strategic Role	<ul style="list-style-type: none"> • Member of College Leadership Team and Community and Wellbeing Team • Collaborate with Learning Leaders, Learner Diversity Leaders and Catholic Identity Leader to ensure a cohesive approach to wellbeing and engagement (including behaviour) in learning community • Monitor and evaluate the implementation and impact of school improvement strategies/activities within learning area in relation to student and staff wellbeing and engagement (including behaviour) • Contribute to the development of school improvement plan and annual action plans • Ensure all aspects of community development and wellbeing within the learning community align with the College values, graduate outcomes and Learning and Teaching Framework.

Systemic Role	<ul style="list-style-type: none"> • Provide availability for diocesan school reviews and selection panels
Key Attributes	<ul style="list-style-type: none"> • CECV Accreditation to teach in a Catholic School - or commitment to complete • Ability to communicate effectively • Ability to collaborate • Well developed emotional intelligence and relational skills • Knowing and understanding the importance of confidentiality • Up to date knowledge and skills and commitment to ongoing professional learning • High level organisational skills to meet the needs of meetings, documentation, event planning and supporting all relevant people • Proficient in the use of technology and College IT systems • Competence in dealing with difficult and challenging situations calmly

Key Internal Connections:

Teams:

Leadership Team

Community and Wellbeing Team

Accountable to:

Deputy Principal: Wellbeing

Deputy Principal: Catholic Identity & Community

Principal