



Position Description

Position Title	Teacher
Organisation	Catholic Education Sandhurst Limited (CES Ltd)
School	St Michael's Primary School
Location	Tallangatta
Enterprise Agreement	Catholic Education Multi-Enterprise Agreement 2022
Classification	Teacher T1-1 to T2-6 as per CEMEA 2022
Remuneration	\$78,801 to \$116,894
FTE	1
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 Northwest Victoria. The organisation supports more than 3000 employees in 51 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 Executive Director of Catholic Education Sandhurst acts as Chief Executive Officer for the Board of CES Ltd and within its delegated schedule for the organisational, administrative, support and service matters related to Catholic schools within the Diocese.

The Executive Director of Catholic Education Sandhurst 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

At St Michael's, we teach with heart. Our identity statement speaks to this beautifully, inspiring us all to greatness.

The St Michael's Catholic Primary School Community follows the Josephite tradition of being a supportive learning environment that challenges the landscapes of our hearts and minds.

Our school motto – Courage, Compassion and Community forms our Learning Philosophy.

Courage: We promote individual growth underpinned by a positive learning culture. A culture that is authentic, challenging and supportive of building resilience.

Compassion: We provide quality education, inspired by the Gospel, enacting empathy and social justice, where students are empowered to better choose whom they become as people, learners and leaders in the world.

Community: We are an inclusive and respectful community where each individual is known, valued and cared for, enabling them to feel confident to explore their curiosities and flourish to their potential.

We are a faith-filled, supportive and collaborative school community where we live out our Catholic Faith tradition through a Christ-centred culture of compassion and courage. Students are at the heart of everything we do and we foster our students' learning through high expectations and challenge for all in our inclusive community. We ensure the continued growth and flourishing for all in our school by focusing on the whole child's development, working in partnership with our families and using contemporary, evidenced based learning and teaching and wellbeing practices.

Position Summary

The role of the teacher is to provide quality education and care for the whole child, including their spiritual, social, emotional, cognitive and physical wellbeing. Teachers at St Michael's Primary School have an understanding of, and commit to supporting the mission and ethos of Catholic education within the school by:

- Aspiring to develop positive relationships throughout the school community including engagement and pastoral care of students and supporting their spiritual and moral development.
- Nurturing the sacramental, liturgical, ritual and prayer life of the school.
- Making a commitment to Reconciliation and education regarding our rich Aboriginal and Torres Strait Islander heritage.
- Rejoicing in our relationship with our environment and endeavour to work sustainably.
- Ensuring that the teachings, values and practices of the Catholic Church form the foundation of our school.
- Engaging with the wider community and reaching out in service to others.
- Teachers have responsibility for the wellbeing of the whole child, both academically, spiritually, emotionally, socially and physically with a focus on quality evidence-based teaching and learning. They work collaboratively with colleagues to deliver the curriculum in a stimulating and engaging manner while seeking feedback on practice and ongoing professional development.
- A teacher is part of the St Michael's community and works in partnership with parents, families and the broader community.

Key Responsibilities

<p>Professional Knowledge</p> <ul style="list-style-type: none"> ● Know students and how they learn ● Know the content and how to teach it 	<ul style="list-style-type: none"> ● Select from a flexible and effective repertoire of evidence-based teaching strategies to suit the wellbeing, spiritual, physical, social, emotional and intellectual development and characteristics of students. ● Expand understanding of how students learn using research and evidence-based knowledge. ● Collaborate with colleagues to develop effective teaching strategies that address the learning strengths and needs of students from diverse backgrounds. ● Evaluate your learning and teaching programming, using student assessment data, to ensure differentiation for the specific learning needs of students across the full range of abilities. ● Collaboration and work with colleagues to access specialist knowledge, and relevant policy and legislation, to develop teaching programs that support the participation and learning of students with disabilities. ● Collaborate with colleagues to use current and comprehensive knowledge of content and evidence-based teaching strategies to develop and implement engaging learning and teaching programs. ● Exhibit innovative practice in the selection, sequencing and organisation of content and delivery of learning and teaching programs. ● Design and implement learning and teaching programs using knowledge of curriculum, evidence-based pedagogy, assessment and reporting requirements. ● Provide opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages. ● Apply knowledge and understanding of effective evidence-based teaching strategies to support students' English, mathematics and science achievement. ● Model high-level teaching knowledge and skills and collaborate with colleagues to use current ICT to improve their teaching practice and make content relevant and meaningful.
<p>Professional Practice</p> <ul style="list-style-type: none"> ● Plan for and implement effective teaching and learning ● Create and maintain supportive and safe learning environments ● Assess, provide feedback and report on student learning 	<ul style="list-style-type: none"> ● Set explicit, challenging and achievable learning goals for all students. ● Collaborate with colleagues to plan, evaluate and modify learning and teaching programs to create productive learning environments that engage all students. ● Select and use relevant teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking. ● Select and/or create and use a range of resources, including ICT, to engage students in their learning. ● Use effective verbal and non-verbal communication strategies to support student understanding, participation, engagement and achievement. ● Collaborate with colleagues to review teaching and learning programs using student feedback, student assessment data, knowledge of curriculum and workplace practices.

	<ul style="list-style-type: none"> ● Plan for appropriate and contextually relevant opportunities for parents/ carers to be involved in their children’s learning. ● Model effective practice and support colleagues to implement inclusive strategies that engage and support all students. ● Implement and share with colleagues a flexible repertoire of strategies for classroom management to ensure all students are engaged in purposeful learning. ● Manage student behaviour by establishing and negotiating routines and clear expectations with students and address discipline issues promptly, fairly and respectfully. ● Ensure students’ wellbeing and safety within school by implementing school and/ or system, curriculum and legislative requirements. ● Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching. ● Develop, select and use informal and formal, diagnostic, formative and summative assessment as well as peer and self assessment strategies to assess student learning. ● Provide timely, effective and appropriate feedback to students about their achievement and progress relative to their learning goals. ● Understand and participate in assessment moderation activities to support consistent and comparable judgements of student learning. ● Use a range of student individual and whole class data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice. ● Report clearly, accurately and respectfully to students and parents/ carers about student achievement and progress, making use of accurate and reliable records.
<p>Professional Engagement</p> <ul style="list-style-type: none"> ● Engage in Professional learning ● Engage professionally with colleagues, parents/carers and the community 	<ul style="list-style-type: none"> ● Use the <i>Australian Professional Standards for Teachers</i> and guidance from leaders and colleagues to identify and plan professional learning needs. ● Participate in professional learning to update knowledge and practice, targeted to Individual professional needs and school and/or system priorities. ● Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice. ● Undertake professional learning programs designed to address identified student learning needs. ● Maintain high ethical standards and support colleagues to interpret codes of ethics and exercise sound judgement in all school and community contexts. ● Understand the implications of and comply with relevant legislative, administrative, organisational and professional requirements, policies and processes. ● Establish and maintain respectful collaborative relationships with parents/ carers regarding their children’s learning and wellbeing. ● Participate in professional and community networks and forums to broaden knowledge and improve practice. ● Complete the Disability Standards for Education Professional Learning modules bi-annually and Mandatory Reporting modules annually. ● Undertake annual appraisal process (Annual Review Meeting).

	<ul style="list-style-type: none"> ● Uphold the Learning Philosophy of the school.
Pastoral Care and Child Safety	<ul style="list-style-type: none"> ● Be familiar with and comply with the organisations child-safeguarding policy and code of conduct, and any other policies relating to child safeguarding. ● Assist in the provision of a child-safe environment for students. Demonstrate duty of care to students in relation to their physical and mental wellbeing ● 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.
Catholic Identity	<ul style="list-style-type: none"> ● Instil in students a respect and love for each other and to serve others for the common good in accordance with the teachings of Jesus Christ. ● Foster our Josephite charism to never see a need without trying to do something about it by acting with courage and compassion to be a strong, committed and generous faith filled community. ● Respectfully participate in all prayer, rituals and liturgical celebrations.
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. ● Maintain currency of first aid, mandatory reporting and anaphylaxis training. ● Demonstrate duty of care to students in relation to the physical, social, emotional, spiritual and mental wellbeing. ● Attend all relevant school meetings and after school services/assemblies, sporting events, Mass, community, and faith days as well as professional learning opportunities as directed by the principal – Time in Lieu arrangements to be provided in these instances. ● Attend and be an active member of afternoon briefings, staff meetings, Professional Learning Community meetings as relevant to specific duties. ● 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 – AITSL, VIT and CESL. ● Be open to shared learning opportunities for staff, students, families and the wider community through involvement in the school community.

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. In addition, it is expected that all employees comply with policies, safe work procedures, instructions, and rules of CES Ltd's OH&S Management System, including requirements to report any health, safety or wellbeing issues as well as eliminate hazards, follow instructions, and participate in training and consultation processes. You will also be required to provide evidence of your current First Aid, Anaphylaxis training and vaccination status 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">• Tertiary qualifications in Education• Registration with the Victorian Institute of Teaching (VIT)• First Aid Certificate inclusive of CPR, Anaphylaxis & Asthma
	Knowledge and Experience	<ul style="list-style-type: none">• Experience and proven record in effective primary school learning and teaching skills, including management of composite classes with a diverse range of students.• Demonstrated experience in engaging in collaborative processes to share knowledge on the creation of positive learning environments, curriculum and contemporary evidence based pedagogical approaches.• Evidence of seeking ongoing professional development including regular reading of professional publications.• Experience in implementing strategies to support the full

		<p>participation of students with disabilities and differentiating to meet the specific needs of students across a full range of abilities.</p> <ul style="list-style-type: none"> • Demonstrated understanding of how students learn and evidence of adapting teaching practice to facilitate learning. • Understanding current reporting procedures and practices. • Maintaining knowledge in curriculum guidelines and content • Demonstrated experience designing and implementing learning and teaching programs using sound knowledge of the curriculum. • Demonstrated knowledge of a range of diagnostic, formative, peer, self and summative assessment processes
	Commitment to Catholic Education	<ul style="list-style-type: none"> • Demonstrated commitment to Catholic Education and Catholic Identity along with an understanding and willingness to work within the Catholic ethos, traditions, and practices and embed this into all aspects of the curriculum.
	Commitment to Child Safety	<ul style="list-style-type: none"> • Must be able to demonstrate an understanding of appropriate behaviours when engaging with children as well as have an understanding of cultural safety of children from culturally and or linguistically diverse backgrounds. • Demonstrated understanding of legal obligations relating to child safety including mandatory reporting.
	Skills and Attributes	<ul style="list-style-type: none"> • Proven experience in using ICT to teach all subject areas including but not limited to Microsoft 365. • Proven ability to work as part of a team. • Well-developed communication and interpersonal skills with the capacity to continue to build strong relationships with students, staff, parents and our parish community. • Demonstrated capacity to participate in a range of school activities including school sports, sacramental programs, liturgies, community events and school camps/excursions. • A willingness to share knowledge in a collaborative Professional Learning Community.
Desirable		<ul style="list-style-type: none"> • Accreditation to teach within a Catholic school or accreditation to teach religious education (or willingness to commence upon appointment). • Experience in managing single stream and composite classes with a diverse range of learning, cognitive, social and emotional needs.