



Position Description

Position Title	Primary Classroom Teacher
Organisation	Catholic Education Sandhurst Limited (CESL)
Enterprise Agreement	Catholic Education Multi-Enterprise Agreement 2022
Classification	T1-1 -T2-6
FTE	1.0
Status	Ongoing
Reports to	Principal

Our Organisation

Catholic Education Sandhurst Limited (CESL) 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.

CESL 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 is appointed by the Board of CESL 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. CESL 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 CESL 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

CESL 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.

Position Summary

The Classroom 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 whilst always adhering to the Australian Standards of Teaching.

The primary objective of the role is to:

- Develop a stimulating learning environment by using a variety of styles and approaches to cater for individual learnings needs
- Support the Catholic ethos, traditions, and practices, and apply these in classroom activities

Key Responsibilities

Contemporary Teaching	<ul style="list-style-type: none">• Employ a variety of teaching strategies to effectively to implement the curriculum• Give appropriate time to lesson planning and organisation• Understand state and national course requirements• Keep accurate records of student attendance• Embrace the use of information and communications technologies to enhance learning• Write formal academic reports that conform to report writing guidelines each semester• Monitor the progress of each student and provide meaningful and regular feedback on their progress• Liaise with appropriate support staff in the implementation of the curriculum.
Pastoral Care and Child Safety	<ul style="list-style-type: none">• 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• 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 that promote a healthy and positive learning environment

	<ul style="list-style-type: none"> • Attend staff meetings and professional learning meetings as scheduled • Attend all school assemblies • Attend school liturgical celebrations • Attend school organised activities as required
Curriculum Development	<ul style="list-style-type: none"> • Plan, develop, review and evaluate curriculum in your year-level • Develop assessment instruments in a collegial manner where whole group testing takes place and in line with the school’s assessment plan • Create and evaluate online resources for the purposes of enriching the curriculum • Attend Professional Learning Team meetings as scheduledAdd dot points here
Professional Development	<ul style="list-style-type: none"> • Have current knowledge of the curriculum and curriculum initiatives in your teaching areas • Commit to ongoing professional learning • Be open to researching areas of interest relevant to directions provided in the school’s strategic plan • Participate in the staff appraisal process
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 their physical 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

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 CESL Policies and Procedures

- All CESL policies and procedures are available in either CompliSpace and/or the Staff Portal. It is expected that all employees of CESL 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 CESL 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 CESL'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 CESL.

Compliance with Child Safety Legislation

- CESL 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 CESL 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. CESL 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 • Accreditation to teach in a Catholic school (or be working towards such accreditation)
	Knowledge and Experience	<ul style="list-style-type: none"> • Have an indepth understanding of contemporary learning and teaching • Employ a variety of teaching strategies to effectively implement the curriculum • Give appropriate time to lesson planning and organisation • Understand state and national curriculum requirements • Embrace the use of information and communications technologies to enhance learning • Fulfil all reporting requirements • Monitor the progress of each student and provide meaningful and regular feedback on their progress • Add dot points here
	Commitment to Catholic Education	<ul style="list-style-type: none"> • Accreditation to teach in a Catholic school (or be working towards such accreditation. Add dot points here
	Commitment to Child Safety	<ul style="list-style-type: none"> • As a staff member of the school, you are subject to and expected to comply with the Child Safety Code of

		<p>Conduct and the Child Protection and Safety Policy as amended or varied from time to time</p> <ul style="list-style-type: none"> • 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 • 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
	<p>Skills and Attributes</p>	<ul style="list-style-type: none"> • Ability to work collaboratively as part of a team • Creative in their approach to learning and teaching • Have good oral and written communication skills, including ability to communicate with children, parents and the school community • Effective learning and teaching skills, including management of composite classes/mixed ability classes and the an understanding of differentiation • Ability to interpret data and use this information to inform teaching • Ability to demonstrate an understanding of appropriate behaviours when engaging with children • Demonstrated capacity and enthusiasm to participate in a range of school activities, e.g. school sports, sacramental programs, liturgies, school camps/excursions • A willingness to be part of a team and work collaboratively and effectively with all members of the school community