



Position Description

Position Title	Classroom Teacher
Organisation	Catholic Education Sandhurst Limited (CES Ltd)
School	Notre Dame College
Location	<i>Knight Street and Emmaus Campus - Shepparton</i>
Enterprise Agreement and or Award	Catholic Education Multi-Enterprise Agreement 2022
Classification	T1-1 – T2-6
FTE	1.0
Status	Ongoing
Reports to	Principal and Deputy Principals

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 Executive Director of Catholic Education Sandhurst acts as Executive Director 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, 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 Profile

Mission: Notre Dame College is a Catholic co-educational secondary college located in Shepparton, within the Goulburn Valley. Rooted in our faith in God and built upon Marist-Mercy traditions, we provide a comprehensive and challenging educational experience for all students and staff within a faith-filled, pastoral community. Together with families, we strive to develop the full potential of each individual within a just and caring Christian environment.

Vision: Our vision is encapsulated in the phrase “To seek, to see, to respond.” We aim to grow our Catholic community and nurture high-achieving, globally connected students. These students recognize their responsibilities to themselves, each other, and the communities they inhabit. They respond as good citizens and people of faith, actively contributing to positive change.

Values: Notre Dame College seeks to embed the following values into its life:

- **Justice and Service:** Upholding fairness and compassion, we encourage students and staff to serve others selflessly.
- **Compassion and Respect:** We foster an environment where empathy and respect for one another prevail.
- **Courage and Humility:** Encouraging both bravery and humility, we empower individuals to face challenges with grace.
- **Service and the Love of Work:** Recognizing the importance of meaningful work and service to others.
- **Family and Hospitality:** We embrace a sense of community, treating one another as part of an extended family.

Position Summary

The 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.

The incumbent is further responsible for providing quality day-to-day teaching and educational experiences for the students of the College.

Key Responsibilities

Catholic Identity	<ul style="list-style-type: none">• Demonstrate active support of the College’s mission, vision, values and Mercy and Marist traditions.• Promote the mission and ethos of the College through structured classroom prayer, participation in the liturgical life of the College, and modelling of appropriate standards of behaviour.
Learning and Teaching	<ul style="list-style-type: none">• Plan, prepare and deliver quality and effective teaching and learning programs which are consistent with the Australian Professional Standards for Teachers; the College Learning and Teaching Charter,

	<p>College course outlines, curriculum policies, work programs and educational trends.</p> <ul style="list-style-type: none"> • Vocational Education and Training (VET) teachers are required to ensure they meet the compliance requirements of the Registered Training Organisation (RTO) and deliver the current Units of Competence as described in the training plan. • Prepare lessons which cater to the range of student abilities and interests and set realistic and challenging academic standards for student performance. • Support students through interaction with them in a variety of settings and through the active development of supportive learning environments and effective behaviour management practices. • Ensure that Adapted Learning Plans/Individual Learning Plans are developed for students in accordance with College policies and procedures. • Enhance the overall development of students towards effective citizenship and responsible adulthood through participation in timetabled, non-timetabled and planned extra curricula activities. • Maintain student records and samples of work and report on student performance to students, parents and other stakeholders within the published timelines. • Complete and return correction, assessments and feedback to students and families according to College guidelines and designated timelines and within published timeframes. • Analyse and use data such as but not limited to NAPLAN, VCE data, PAT testing, educational assessments etc. to plan students learning in order to improve student outcomes.
<p>Work Environment</p>	<ul style="list-style-type: none"> • Ability to work in a fast-paced, dynamic environment. • Demonstrate an adaptable and agile mindset. • Build positive and supportive relationships with staff, students, families and the community. • Contribute positively to team relationships. • Be calm under pressure and capable of thinking clearly in stressful situations.
<p>Pastoral Care and Child Safety</p>	<ul style="list-style-type: none"> • Demonstrate duty of care to students in relation to their physical and mental wellbeing. • Maintain standards of student care and discipline in and outside of the classroom, through support for and implementation of relevant College Policies and Procedures and attention to rostered duties, e.g. Yard supervision, examination supervision and excursions etc. • Attend and participate in the co-curricular life of the College as required. • Provide for the physical, social, cultural and emotional wellbeing and physical safety of students whilst at College.

	<ul style="list-style-type: none"> • Encourage the growth of self-esteem in each student. • Identify academic and personal issues which are impacting on the growth and development of each student and advise the appropriate personnel.
Professional Standards	<ul style="list-style-type: none"> • Demonstrate a commitment to professional development through interest and attendance at appropriate in-service courses and professional study and/or reading. • Maintain teaching competency and currency of knowledge of relevant curriculum programs as required by the College. • Actively support and enact College policies and procedures. • Keep abreast of statutory requirements in curriculum. • Demonstrate high levels of professionalism in all activities. • Attend Professional Learning Team meetings. • Attend scheduled meetings. • Abide by the College’s Professional Dress Code. • Participate in the College’s Annual Review Meeting process. • Handle confidential information in accordance with College policies. • Actively support and enact College policies and procedures. • Attend College meetings, assemblies, celebrations, speaking events, masses, community and faith days as well as professional learning opportunities. • Demonstrate knowledge, competence and confidence in the relevant subject disciplines. • Complete rostered and other supervision duties as required. • Follow appropriate procedures of notification if absent from school. Ensure that students have well prepared work to complete during this time.
Administration	<ul style="list-style-type: none"> • Maintain accurate and up to date attendance records in accordance with College policy and procedure. • Distribute and collect notices as required. • Follow up attendance, uniform and lates according to policy and procedure. • Completed all administration tasks as directed and in accordance with policy and procedure.

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

	Qualifications and Registrations	<ul style="list-style-type: none"> • Current registration with the Victorian Institute of Teaching. • Vocational Education and Training (VET) teachers are required to hold a current Cert IV Assessment and
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		<p>Training and relevant industry experience in the area of their expertise.</p> <ul style="list-style-type: none"> • Vocational Education and Training (VET) teachers are required to meet any requirements of the Registered Training Organisation for example: Auditing assessment/moderation meetings. • Obtain 'Accreditation to Teach in a Catholic School' or 'Accreditation to Teach Religious Education' within the first five years of employment in the College.
Essential	Knowledge and Experience	<ul style="list-style-type: none"> • An ability to design and deliver effective and innovative curriculum which meets the individual needs of each student. • An ability and desire to work as part of a range of professional teams.
	Commitment to Catholic Education	<ul style="list-style-type: none"> • Demonstrate an understanding of and commitment to the values of Catholic Education as outlined in our Mission, Vision and Values Statement (available on the College website). • Articulate how the College's Mission and Values Statement will influence and impact the way you will work at Notre Dame College.
	Work Environment	<ul style="list-style-type: none"> • Ability to work in a fast-paced, dynamic environment. • Demonstrate an adaptable and agile mindset. • Build positive and supportive relationships with staff, students, families and the community. • Contribute positively to team relationships. • Be calm under pressure and capable of thinking clearly in stressful situations.
	Illustrate a Commitment to Child Safety	<ul style="list-style-type: none"> • Notre Dame College is committed to creating and maintaining a child safe environment in which students feel safe and are safe. It is a condition of employment that the incumbent be a person suitable to work with children. • Notre Dame College has a Child Safety Code of Conduct and as a staff member of the Notre Dame College, the incumbent is subject to and expected to comply with the Child Safety Code of Conduct and complete the College Child Safe Register as amended or varied from time to time.

Date	Authorised By
20/07/2022	Jennifer Frisardi

I acknowledge that I have read and understand the above position description in its entirety and I am capable of performing all of the stated requirements.

Signed: _____

Date: _____



Position Description

Position Title	Numeracy Leader
Organisation	Catholic Education Sandhurst Limited (CES Ltd)
School	Notre Dame College
Location	<i>Knight Street Campus - Shepparton</i>
Enterprise Agreement	Catholic Education Multi-Enterprise Agreement 2022
Position of Leadership	POL 2
Time Release	8 Lessons
Status	1.0 Tenure Period 28.01.2025 - 31.12.2025
Reports to	Deputy Principal – Learning & Teaching

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comprehensive and challenging educational experience for all students and staff in a faith-filled, pastoral community. Together with families, we strive to develop the full potential of each individual within a just and caring Christian community.

Position Summary

The role of the Numeracy Leader is to develop, implement and manage a framework for improving standards of numeracy across the College (including Knight St and Year 9) so that each individual students numeracy proficiency increases.

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.

Leadership Framework

This role will work within the CES Ltd Leadership Framework. The Framework sets out that Leadership in a Catholic School creates a vision for a community in which all may have life and have it in abundance (John 10:10) and where student flourishing is the core purpose. Leaders in Catholic schools are guided by religious, professional, ethical, and moral principles and pursue this vision in service of the community. Servant leadership is at the core of all levels of leadership in the Catholic school. The leadership vision is student centred with a growth mindset that is guided by a belief in the dignity and potential of the human person.

Leadership in a Catholic school includes seven professional practices that are valued as critical elements in leading a Catholic school. They are as follows:

- Leading the Catholic School
- Leading a Well Community
- Leading Learning and Teaching
- Developing Self and Others
- Leading Improvement, Innovation and Change
- Leading the Management of the School
- Engaging and working with the Community

Key Responsibilities

<p>Leading Catholic Identity</p>	<ul style="list-style-type: none"> • Actively support the College mission, vision, values and Mercy and Marist traditions. • Continue to foster the Catholic Identity and spiritual formation of colleagues and students. • Always and consistently value and promote Indigenous cultures and reconciliation. • Recognise and celebrate the cultural and religious diversity of students as an integral part of our Catholic Identity.
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	<ul style="list-style-type: none"> Actively promote and support all initiatives associated with our ECSI (Enhancing Catholic School Identity) focus as per our Strategic Plan actions.
Leadership of Self and Others	<ul style="list-style-type: none"> Actively engage in the Notre Dame College Leadership Development Programme for staff with Positions of Leadership. Approach unexpected obstacles positively and cope effectively with setbacks and disappointment. Seek alternative ideas and apply unconventional thinking to develop possible solutions for problems and opportunities. Modelling and encouraging respectful and caring relationships with colleagues, students, and parents. Share and celebrate the contribution, impact, and achievements of others. Recognise aspirations and potential in others and encourage them to grow. Encourage others to be open to change and respond flexibly to uncertainty and ambiguity. Address underperformance with your colleagues in a timely and confidential manner and in accordance with College Policies and Procedures. Model and guide professional behaviours amongst staff in accordance with the College Staff Code of Conduct, Learning and Teaching Charter and AITSL Standards. Model and promote professional and supportive relationships between students, staff, and parents. Continue to an ongoing process to develop, communicate, and implement the College School Improvement Plan and Annual Action Plan. Work in a positive, cooperative, and collaborative manner with the Curriculum Coordinator to develop and embed a whole school approach to improving student literacy levels.
Leading Wellbeing	<ul style="list-style-type: none"> Together with the Leadership Team, encourage a culture of empowerment, responsibility, and resilience. Ensure a safe, positive engaging environment as a pre-condition for learning. Promote positive relationships, healthy attitudes, and respectful behaviours. Encourage a culture of personal responsibility and accountability for student and staff wellbeing. Model and commit to personal health and wellbeing: spiritual, physical, mental, and emotional. Watch for and act to address signs of stress in self and others.

	<ul style="list-style-type: none"> • Encourage the growth of self-esteem in every student. • Ensure student achievements are acknowledged and celebrated.
Administration	<ul style="list-style-type: none"> • Attend Curriculum Team Meetings, appropriate Diocesan Curriculum Network meetings and any other teams or project groups established as required. • Complete administration of student literacy intervention programmes including student attendance records, student timetables etc. • Have overall responsibility for the day-to-day management of literacy across the College. • Maintain a visible and regular presence at Knight St, Year 9, and the McAuley Champagnat Programme. • In consultation with the Deputy Principal Learning and Teaching, develop and implement processes to monitor student Literacy levels.
Leading Professional Learning	<ul style="list-style-type: none"> • Lead a professional learning culture to promote and support staff engagement in continuous growth and development. • Role model a commitment to continual learning and improvement in the areas of wellbeing and learning. • Demonstrate a commitment to professional development through interest and attendance at appropriate in-service courses and professional study and/or reading. • Actively seek, reflect, and act on feedback and translate this into opportunities for growth and development. • Actively share knowledge gained through experience and professional learning with colleagues. • Provide specific and targeted support for new and inexperienced staff and any others requiring specific support. • Be actively engaged in dialogue about contemporary learning and teaching practices. • Be a member of and participate in external professional networks and/or associations. • Work collegially with teaching staff to develop an understanding and commitment to a whole College approach to improving student literacy levels. • Provide leadership and support to teaching staff in the implementation of literacy strategies in the curriculum. • Promote and model a culture, which encourages cooperation amongst teachers to incorporate and embed literacy strategies into the curriculum. • Provide professional development to staff in analysing Literacy data, strategies, and interventions

	<ul style="list-style-type: none"> • Provide support to individual classroom teachers by modelling, co-teaching, observing, and providing feedback. • Develop, implement, and monitor appropriate Literacy intervention programmes to improve student Literacy levels in consultation with the Deputy Principal Learning and Teaching. • Work with staff in the use of and interpretation of relevant data sets, including but not limited to NAPLAN, VCE Data and ACER data • Ensure staff are supported and encouraged to incorporate new Literacy strategies to enhance their teaching and student engagement in their learning area. • Provide in-class support to teaching staff in incorporating Literacy strategies into the curriculum and its delivery.
Professional Standards	<ul style="list-style-type: none"> • Monitor and implement statutory curriculum requirements. • Actively support and follow all College Policies, Codes and Procedures. • Attend College meetings, assemblies, celebrations, speaking events, masses, professional learning and community and faith days, as well as professional learning opportunities. • Participate in the College Annual Review Meeting process. • Handle confidential information including personal, sensitive and health information of staff and students in accordance with College policies. • Attend all timetabled classes, duties, and supervision. • Attend Professional Learning Team meetings as required. • Demonstrate knowledge, competence, and confidence in the relevant subject disciplines. • Attend and participate in the co-curricular life of the College as required.

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

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

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"> • Current registration with the Victorian Institute of Teaching. • Vocational Education and Training (VET) teachers are required to hold a current Cert IV Assessment and Training and relevant industry experience in the area of their expertise. • Vocational Education and Training (VET) teachers are required to meet any requirements of the Registered
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		<p>Training Organisation for example: Auditing assessment/moderation meetings.</p> <ul style="list-style-type: none"> • Obtain 'Accreditation to Teach in a Catholic School' or 'Accreditation to Teach Religious Education' within the first five years of employment in the College and then continue to maintain this accreditation as per relevant guidelines.
	<p>Knowledge and Experience</p>	<ul style="list-style-type: none"> • Demonstrated ability to support the vision, mission and strategic goals of the College and align them with the Notre Dame College Strategic Plan 2019-2023 (incl.). • Demonstrated well developed communication and interpersonal skills with the capacity to build relationships and engage students, staff and parents. • Demonstrated strong personal commitment to integrity, teamwork, and professional growth. • Demonstrated ability to promote positive relationships, healthy attitudes and respectful behaviours. • Ability to support a culture of personal responsibility and accountability for student and staff wellbeing. • Ability to support teachers to be highly committed to the continuous improvement of their own teaching and to be focused on the development of knowledge and skills required to improve student learning. <ul style="list-style-type: none"> ○ and determine strategies for the continuous improvement of student outcomes. ○ Work with teams to establish school improvement targets, monitor progress and evaluate their effectiveness.
	<p>Commitment to Catholic Education</p>	<ul style="list-style-type: none"> • Actively support the College mission, vision, values and Mercy and Marist traditions. • Continue to foster the Catholic Identity and spiritual formation of colleagues and students. • Always and consistently value and promote Indigenous cultures and reconciliation. • Recognise and celebrate the cultural and religious diversity of students as an integral part of our Catholic Identity. • Actively promote and support all initiatives associated with our ECSI (Enhancing Catholic School Identity) focus as per our Strategic Plan actions.
	<p>Commitment to Child Safety</p>	<ul style="list-style-type: none"> • Notre Dame College is committed to creating and maintaining a child safe environment in which students feel safe and are safe. It is a condition of

		<p>employment that the incumbent be a person suitable to work with children.</p> <ul style="list-style-type: none"> • Notre Dame College has a Child Safety Code of Conduct and as a staff member of the Notre Dame College, the incumbent is subject to and expected to comply with the Child Safety Code of Conduct and complete the College Child Safe Register as amended or varied from time to time.
	Skills and Attributes	<ul style="list-style-type: none"> • Ability to work in a fast-paced, dynamic environment. • Demonstrate an adaptable and agile mindset. • Build positive and supportive relationships with staff, students, families and the community. • Contribute positively to team relationships. • Be calm under pressure and capable of thinking clearly in stressful situations. • Work with teams to build staff skills in analysing and interpreting data, including reviewing student achievement data and determine strategies for the continuous improvement of student outcomes.

Date	Authorised By
21/08/2024	Kris Walker

I acknowledge that I have read and understand the above position description in its entirety, and I am capable of performing all of the stated requirements.

Signed:

Date:
