



POSITION TITLE:	Classroom Teacher Years 7 -12 – Cooktown based
REPORTS TO:	Principal through Head of Campus
CLASSIFICATION:	As per the Catholic Employing Authorities Single Enterprise Collective Agreement – Diocesan Schools of Queensland
AUTHORISATION:	Executive Director

CATHOLIC EDUCATION SERVICES – DIOCESE OF CAIRNS

Catholic Education Services in the Diocese of Cairns is a dynamic and growing organisation that is actively inviting schools to co-create with us, schools that are places of rich learning for now and into the 22nd Century.

Our vision is to *offer every student in every school a world class education enriched by their lived encounter with the Catholic Faith.*

Catholic Education Services is committed to this vision through Co-Leadership with schools to build communities of learning that provide a safe, nurturing and academically challenging environment. Our schools are places where we create opportunities for every student and every staff member so that they are inspired to contribute to our society, innovate, explore possibilities, and achieve excellence.

Catholic Education Services in the Diocese of Cairns embraces thirty (30) schools including twenty (20) primary schools, two (2) Prep to Year 12 colleges and eight (8) secondary colleges. One of these colleges is a Special Assistance College with campuses in Cairns, Cooktown, and Edmonton. This community also includes Catholic Education Services located in Cairns itself. Over the next five years there are two new schools planned.

All schools and colleges, except three, are within a two-hour drive of Cairns. Cooktown, Waibeni Island (Thursday Island) and Weipa are accessed by daily flights and located in some of the most beautiful parts of the country. In total, there are 11 500 students and 1500 staff.

Leadership and strategic management of Catholic Education Services is the responsibility of the Executive Director of Catholic Education. Through a team of professionals, and in Co-Leadership with principals, the Executive Director manages and facilitates a number of significant delegations which include:

- Support of the mission of the Church as delivered through Catholic Education
- Support of schools by providing services that strengthen school capacity
- Provision of leadership and forward planning to develop organisational capability
- Distribution to schools of government allocated funds and their accountability
- Monitoring quality of schools and compliance/accountability with requirements of governments, Church, and parents
- Within limits, provision of some centralised, specialised student services, where this is the most effective and efficient approach

Our staff are supported to experience success and satisfaction in their vital role.

Cairns also offers many lifestyle opportunities that can be found in few other places and is surrounded by World Heritage listed areas including the Great Barrier Reef and the Daintree Rainforest, all within an hour's journey from the growing City of Cairns. It is the gateway to our Asian neighbours with direct flights to China, Japan and Singapore as well as having direct flights to all the east coast capital cities, Darwin, and Queensland's Sunshine and Gold Coasts.



HOLY SPIRIT COLLEGE

The College is an initiative of the Diocese of Cairns and Catholic Education Services and offers individualised and adaptable multiyear secondary education programs for young people disengaged from mainstream schooling. The College is a registered Special Assistance School that is co-educational and currently has an enrolment capacity of 40 young people in Cooktown, 60 in Manoora and 90 in Edmonton. The Cooktown campus is the main college campus with associate campuses situated in Cairns suburbs. The Cooktown campus includes 2 sixteen bed residential units while the Cairns campuses are both day-only facilities.

The college provides a variety of innovative teaching and learning practices that acknowledges young people's complex education and social needs and empowers them to identify and pursue individual transition to adulthood, further education, employment and importantly a connection to the community. Staff at Holy Spirit College are multi-disciplinary in response to the diverse needs of young people and their families.

Young people who attend include Indigenous and non-indigenous young people who are disengaged from mainstream education for a range of reasons and include those:

- with a history of complex trauma;
- who are highly transient;
- with a history of extended periods of unexplained absences;
- in the care of the Office of Children and Families;
- who have had contact with the juvenile justice system;
- with mental illness or at risk of engaging in self-harming behaviours or substance abuse;
- who have been excluded or repeatedly suspended from school;
- who are homeless;
- who are young parents;
- with a generational history of early school leaving;
- with a generational history of unemployment.

At present the enrolment of young people in the Cooktown boarding residences is one hundred percent Aboriginal and Torres Strait Islander young women and men in age from 12 to 17 years.

Underpinning all the work of the College are three operating principles of right Relationships, Respect and Responsibility.

PURPOSE OF THE ROLE

The Classroom Teacher works with and supports young people, their families, college staff in assisting young people to develop their skills for taking the next steps in their lives. The position requires an extraordinary commitment to serving marginalised and disengaged young people who may have a range of personal and social issues including social emotional, cognitive, sensory or physical disability. Many of the young people are impacted by complex trauma experiences. The position requires a strong respect and non-judgemental attitude to disengaged young people and their family/guardian's needs in preparing for the next phase of their lives. Teachers are expected to manage positive relationships with a variety of internal and external stakeholders.

As a learner and teacher, you will:

- Plan, prepare and deliver effective learning programs within the Holy Spirit College Learning Guidelines
- Contribute to the development and implementation of the College objectives and planning



- Contribute to the establishment and maintenance of a supportive and positive environment for all
- Undertake Professional Learning opportunities including trauma and culturally sensitive practices
- Participate in a culture of professional observation, supervision, and ongoing improvement
- Work as part of a collaborative team

Teachers are accountable to the College Principal, under the direction of the Head of Campus.
The position is based in one of the two campuses in Cairns, being Manoora or Edmonton.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Typical duties performed may include, but are not limited to:

MISSION OF THE CHURCH

- Understand and supports the role of Catholic Education in the Mission of the Church
- Demonstrate a willingness to articulate the implications of the model and message of Christ and the school's Mission Statement in the curriculum
- Committed to the life and practice of one's faith tradition
- Demonstrate a willingness to review and reflect teaching practices in light of the school's mission statement
- Incorporate gospel values in the curriculum
- Actively supports school worship and liturgy
- Nurture personal spiritual development

LEARNING AND TEACHING

- Develop and work within a relational platform as a basis for learning
 - Contribute to young people's learning as a Lead Learner
 - Understand the nature of the learner and the learning process and tailors learning programs to meet the diverse needs of young people, in line with the College's Learning Framework
 - Plans and prepare effective, quality learning and teaching programs and practices, which are consistent with the National Professional Standards for Teaching and diocesan and college-based learning area plans and policies
 - Maintains teaching competency and currency of knowledge of relevant curriculum programs, as required by College and Diocese, including *Accreditation to Teach in a Catholic School* and *Accreditation to Teach Religion in a Catholic School*
 - Creates a nurturing and stimulating learning environment, which is inclusive, learner centred and academically challenging
 - Demonstrates effective classroom management, which provides an environment that is conducive to learning and provides for trauma sensitive and culturally appropriate practices
 - Provide assistance to young people with individual educational needs
 - Maintain appropriate behaviours when engaging with children
 - Assesses performance (diagnostic, formative and summative) for developmental feedback and reporting purposes
 - Maintains records and samples of work and reports on young people's performance for them, their guardians, the college, diocesan and statutory authorities.
 - Exercise professional responsibility in engendering a love of learning and developing lifelong learning
 - Effectively use ICT in learning and teaching
- (In accordance with National Professional Standards for Teachers, Number 1, 2, 3 & 5)*

PASTORAL CARE

- Facilitate personal development and social participation of the learner
- Demonstrates effective trauma sensitive practices
- Provides for the physical, social, cultural and emotional well-being and safety of young people



- Enhances young people's development towards effective citizenship and responsible adulthood, through participation in planned and extra curricula activities
(In accordance with National Professional Standards for Teaching, Number 4)

PROFESSIONAL GROWTH

- In consultation with the leadership team of the school or a nominated support person, regularly monitors the effectiveness of the teaching / learning program.
- Participates in and supports professional learning with particular emphasis on trauma informed and culturally responsive practices.
- Implement knowledge, skills and strategies gained from professional learning
(In accordance with National Professional Standards for Teachers, No 6)

PARTNERSHIPS

- Participate in collaborative development and evaluation of curriculum, college policies and procedures.
- Establishes and maintains appropriate interpersonal relationships within the school, as well as between the school and community, particularly in regard to the Diocesan 'Code of Conduct'.
- Is aware of, and actively supports school and Diocesan policies
(In accordance with National Professional Standard, Number 7)

GENUINE OCCUPATIONAL REQUIREMENTS

- Share in the Church as a professional within the school faith community
 - Support the Catholic ethos of our schools
 - Participate in worship and prayer in our schools
 - Develop in young people an appreciation and acceptance of Catholic values through teachings and by personal example, integrity and behavior
- Plan, prepare and implement for effective learning *(Refer to National Professional Standards for Teachers, Number 1, 2, 3 & 5)*
 - Appropriate knowledge to plan and prepare learning programs which meet the diverse characteristics, needs and learning styles of students, and are consistent with relevant curriculum and policies
 - Implement effective and inclusive learning processes, including the use of technology, to establish a challenging learning environment to encourage students to work toward their full potential
- Create and maintain safe, supportive and caring environments *(Refer to National Professional Standards for Teachers, Number 4)*
 - Facilitate the prevention of child harm by recognising and responding appropriately
 - Communicate effectively with students including using appropriate interpersonal skills
 - Plan and apply appropriate trauma sensitive strategies that contribute to the establishment and maintenance of a safe and supportive learning environment
 - Operate within the context of Holy Spirit College Policies and Procedures.
- Engage in professional learning and reflection *(Refer to National Professional Standards for Teachers, Number 6)*
 - Model continuous learning through participation in professional development activities
 - Review and evaluate personal teaching practices to improve student learning
 - Engage with colleagues to discuss teaching practices to improve educational outcomes
 - Participate in professional supervision.
 - Participate in daily and weekly staff meetings, and whole team reflective practice sessions
 - Participate in professional development that is relevant to the work of the College.
- Engage professionally with colleagues, parents/carers and the community *(Refer to National Professional Standards for Teachers, Number 7)*
 - Comply with professional ethics and understanding



- Understand the need to work collaboratively with school staff, parents/ carers and members of the wider community to establish effective partnerships and achieve educational outcomes
- Contribute to the school community
- Accountable and responsible for ensuring professional behaviour
- Ability to cope with own emotions and behaviour effectively
- Ability to comply with legislation and professional regulations to reduce the risk of harm to self and others
- Ability to maintain an appropriate level of confidentiality
- Ability to communicate in English both verbally and in writing to meet necessary standards with respect to clarity, accuracy and professionalism appropriate to the position
- Ability to locate appropriate and relevant information from multiple sources and convey, integrate and implement knowledge in practice
- Ability to prioritise workloads and manage multiple tasks with competing timelines
- Ability to accept responsibility for own work
- Intermediate to advanced skills in Microsoft Office applications necessary to demonstrate the required range of skills and tasks
- Competent use of digital technologies necessary to demonstrate the required range of skills and tasks

Physical requirements of the position:

- Work is normally performed in a typical interior office and/or classroom environment
- Work may be performed in an outdoors environment and may involve exposure to elements such as weather (sun/wind/rain), dust, dirt, fumes and/or loud noises
- Manoeuvring within the school environment appropriate to the position
- Frequent use of telecommunication and electronic equipment
- Frequent driving of a motor vehicle including buses [LR licence]
- Work environment involves exposure to potentially dangerous materials and situations that requires following safety precautions and may involve the use of protective equipment

MANDATORY QUALIFICATIONS AND REQUIREMENTS

- Professional qualifications in Education at Bachelor level or above.
- Registered or eligible to register with Queensland College of Teachers.
- Willingness to achieve Accreditation to Teach in a Catholic School and Accreditation to Teach Religion in a Catholic School (Teachers of Religious Education)
- Willingness to support and participate in the prayer, liturgy and sacramental life of the Church in the school community.
- Promote child safety at all times
- Capacity to understand and implement Duty of Care and Workplace Health and Safety requirements.
- Current Queensland drivers licence at LR or above preferred or gain within 3 months of employment.
- A strong demonstrated commitment to the objectives, vision and ethos of Catholic Education and Holy Spirit College.



SELECTION CRITERIA

- Demonstrated experience or willingness to teach a combination of English and Mathematics along with any of Visual or Performing Arts, Manual Arts, Tourism, Technologies, the Sciences, have Upper Primary or Middle Schooling experiences.
- Ability to establish rapport with young people who have disengaged from other types of schooling through working in a similar environment.
- Demonstrated high levels of ability in developing and implementing a range of individual learning choices, within the Holy Spirit Learning Journeys curriculum, which meet the diverse characteristics, needs and learning styles of young people disenfranchised from education.
- Commitment to and proven ability to learn and work in a dynamic, collaborative and changing environment.
- The ability to acquire an understanding and commitment to working under three operating principles of Relationships, Respect, Responsibility.
- Willingness and capacity to become a Lead Learner through working within research-based bespoke frameworks.

RELATED DOCUMENTS

- National Professional Standards for Teachers
- Policy – Accreditation to Teach in a Catholic School
- Statement of Principles for Employment in Catholic Education
- Code of Conduct for Employees of Catholic Education
- Catholic Employing Authorities Single Enterprise Collective Agreement Diocesan Schools of Queensland

ADDITIONAL INFORMATION

The incumbent will need:

- The appointee to this position will be required to complete a period of 6 months' probation, in accordance with The Fair Work Act 2009.
- Teachers are covered under the Catholic Employing Authorities Single Enterprise Collective Agreement Diocesan Schools of Queensland
- An in-depth understanding of and commitment to the mission and objectives of Catholic Education in the Diocese of Cairns and the College;
- A sound working knowledge of the Catholic Education context and an appreciation for Catholic Education issues.

EMPLOYEE ACCEPTANCE

The employee's signature signifies an understanding and acceptance that the content contained herein and forms an integral part of their employment terms and conditions.

I have read and acknowledge receipt of this Position Description:

Employee Name: _____

Signature: _____ **Date:** _____

