



# POSITION DESCRIPTION

Communities of hope, joy and wonder where all are welcome.

## HSIE Teacher (Years 7 – 12)

Position Level	Teacher (Schools) (Averaged – 40 Weeks per Year)
Salary Range (Full-time)	\$ 67,328 to \$ 112,835 (based on skills and experience)
Reports To	Principal
Location	Trinity Catholic College - Goulburn
Employment Type	Full-Time
Employment Status	Temporary
Employment Term	12 October 2020 to 25 June 2021
Hours Per Fortnight	76

### Who Are We?

Catholic Education, Canberra & Goulburn (CE) plays an integral role in education both in the ACT and NSW, covering 88,000 square kilometres covering the whole of the ACT and extending from Pambula on the south coast, to Crookwell in the North, through to the western point of Lake Cargelligo. Operating 56 Schools and 8 Early Learning Centres, CE is key to the education of over 21,000 students within the Diocese and employing over 2,100 professionals. At CE, our people are the engine that drives our system.

### Our Vision

Jesus Christ, our greatest teacher, calls us to share and witness to our Catholic Faith and Tradition, build inclusive communities and deliver contemporary quality learning opportunities for every person.

Position Purpose	We have an exciting opportunity for a 7-12 HSIE (with Business Studies preferable) Classroom Teacher to join our team. The successful applicant will contribute to a learning environment which stimulates learning and promotes excellence.
Position Duties	<b>As a Teacher in a Catholic Community</b> <ul style="list-style-type: none"><li>• Demonstrate at all times active support of CE and school policies and procedures</li><li>• Embed Mission in the College by leading a faith community</li><li>• Work dynamically and collaboratively with staff to support teaching and learning and assist with the delivery of engaging differentiated lessons</li><li>• Be a driver of change within our community</li><li>• Have the capacity to teach NSW curriculum stages 4-6</li><li>• Other duties within your capabilities as directed</li></ul>

### **As a Classroom Teacher**

- Contribute to a learning environment which stimulates learning and promotes excellence and which accepts and acknowledges the needs of students to be both challenged and supported.
- Make the best use of data and resources available to inform student learning needs.
- Use a variety of teaching and learning techniques to support and address individual needs.
- Work collaboratively with the Science Subject Coordinator to meet departmental vision.
- Present and explain criteria for assessment to students in advance.
- Provide timely and useful feedback about completed assessment items to students.
- Maintain accurate records relating to assessment and learner needs.
- Communicate in a clear, respectful and professional way in order to optimise each student's development.
- Attend all lessons and be punctual to class.
- Maintain professional confidentiality on information about students.
- Be proficient in the use of IT as a teaching and administrative tool.
- Other duties within your capabilities as directed

### **Record Keeping & Reporting**

- In consultation with the Science Subject Coordinator and other teachers in faculty, assist in the planning, preparation, recording and evaluation of work undertaken by classes.
- Carry out administrative tasks thoroughly and punctually.
- Know, understand and implement Personal Plans for students with additional learning needs.

### **As a Member of Staff**

- Undertake regular professional development, such as reading and attending courses, for the development of knowledge and skills on a personal basis, to take into account current developments relevant to the needs of students and the requirements of the curriculum.
- Keep abreast of knowledge and curriculum development in teaching areas as well as current developments in educational thinking.
- Contribute to the professional development of other staff members by sharing knowledge, ideas and resources.

### **Professional Development of Self and Staff**

- Undertake regular professional development, such as reading and attending courses, for the development of knowledge and skills on a personal basis, to take into account current developments relevant to the needs of students and the requirements of the curriculum.
- Keep abreast of knowledge and curriculum development in teaching areas as well as current developments in educational thinking.
- Contribute to the professional development of other staff members by sharing knowledge, ideas and resources.

<p>Skills, Attributes and Experience</p>	<p><b>We rare looking for committed professionals with:</b></p> <ol style="list-style-type: none"> <li>1. Well-developed self-awareness and the personal capabilities of reflection on your own performance, integrity, resilience and emotional maturity.</li> <li>2. The passion and expertise to work individually and collectively with students, to maximise student wellbeing for each one, including those with additional learning needs.</li> <li>3. Demonstrated high-level classroom support teaching skills, including working collaboratively with colleagues to create innovative experiences for all learners and a demonstrated understanding of the vertical pastoral care model.</li> <li>4. Excellent interpersonal and communication skills including the capacity to develop productive and caring relationships with students, parents and staff where the focus is on the learning and well-being of the student.</li> <li>5. Demonstrated capacity and willingness to develop students' unique capabilities through participation in the broader life of the school.</li> <li>6. Demonstrated experience in inclusive education.</li> <li>7. A willingness to undertake Religious Accreditation (A) as required for Archdiocesan teachers.</li> <li>8. An articulated understanding of the Australian Professional Standards for Teachers (AITSL)</li> </ol>
<p>Qualifications</p>	<ul style="list-style-type: none"> <li>• Must hold a relevant Working with Children registration and Teaching Accreditation</li> <li>• Must have commenced or completed relevant degree</li> </ul>

## Application Requirements

All applications must be submitted online via the online recruitment system. You can apply using the 'Apply Now' button found in the job advertisement. Your application must include a resume and cover letter (separate documents) outlining your suitability for the position based on the requirements set out in the position description. E.g. why would you be the best person for the position?

## Working with Children

In the course of your employment, you will have direct contact with children, and it is, therefore, child-related work in accordance with:

- a) in the ACT, Working with Vulnerable People (WWVP) (Background Checking) Act 2011; and/or
- b) in NSW, Child Protection (Working with Children Check) (WWCC) Act 2012.

Employment with CE is conditional upon successful applicants having or obtaining a valid and current working with children registration, appropriate to the state and/or territory in which they will work. NSW and ACT require different working with children registrations.

## Religious Education

All CE staff are required to attend religious accreditation designed to acquaint you with the vision and mission of Catholic Education. For more information regarding religious education - [Click here](#)

Employment Information Collection Notice CE's Privacy Policy - [Click here](#)

Application Enquires: CE Recruitment Team

Phone: 02 5133 5563 | Email: [recruitment@cg.catholic.edu.au](mailto:recruitment@cg.catholic.edu.au)

## Teaching Registration and Accreditation

Commencement is conditional upon applicants having valid teaching registrations and/or accreditations appropriate to the state and/or territory in which they will work.

NSW and ACT require different registrations and accreditations. If you are required to perform work or access information that is deemed to be working with children in both the ACT and NSW, you will be required to have valid registrations for both regions.

- ACT – Teaching Quality Institute (TQI).
- NSW – NSW Education Standards Authority (NESA).