

POSITION TITLE:	Teacher – All Subject Areas
REPORTS TO:	Principal
CLASSIFICATION:	Remuneration in accordance with the Catholic Employing Authorities Single Enterprise Collective Agreement – Diocesan Schools of Queensland (Available at www.cns.catholic.edu.au)
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.

NEWMAN CATHOLIC COLLEGE OVERVIEW

Newman Catholic College, co-located on James Cook University site, Smithfield, is Cairns Catholic Education's newest college, joining a system of 29 other catholic schools and colleges. Opened in 2022, with approximately 140 Year 7 students and growing a year level each year until Year 12 is reached in 2027, its location on and interaction with the University presents endless opportunities to meet the diverse learning needs of our students. Newman Catholic College works collaboratively with James Cook University so that learning and teaching is enhanced at all year levels.

Our curriculum at Newman Catholic College centres on design, digital and inquiry-based learning. It is strategic in its intent to promote the development of skills such as problem solving, critical analysis, and creative thinking; a curriculum that is innovative, digital and design focused, and forward thinking for all students, wherever they are on their learning journey.

Newman Catholic College has as its heart the Gospel and as such supports an inclusive enrolment policy. Our charism is guided by our patron saint, St John Henry Newman with an underlay of St Francis of Assisi and his approach to ecology. Through this we hope that students see themselves as led to humility before the mystery and wonder of our universe (Psalm 104 and Psalm 148). It is our desire that through growth in ecological awareness students will be encouraged to participate in practical programs and initiatives that serve others.

Staff play a vital role at Newman Catholic College in developing opportunities of holistic education for young people and promoting the message of Christ. It is essential that staff see themselves in genuine partnership with families and the wider community, and together, seek to support the Newman Charism. Young people in our care are invited to develop skills based on the positive faith filled role modelling provided by their staff, families, and community. Teaching practices at Newman Catholic College will be in line with our Newman Catholic College Learning Framework and Standards of Practice.

PURPOSE OF THE ROLE

Teachers will have a vital role in the next phase of strategic growth of the College. The role involves the day-to-day teaching of the Years 7 to 12 curriculum. Part of the Lower Secondary School (Years 7-9) curriculum will be delivered through an integrated learning approach across various Learning Areas.

The role of the **Teacher** is to support the mission of the College through the enactment of the learning and teaching program. This involves: planning, preparing and delivering effective learning and teaching programs; contributing to the development and implementation of the College objectives and planning; ensuring that appropriate pedagogies are implemented in the classroom; contributing to the establishment and maintenance of a supportive school environment utilising thorough analysis of current data to inform decisions; and prudently administering available resources.

The **Teacher** is expected to demonstrate excellence in the knowledge, understanding and research of their Learning Area, and will actively contribute to the holistic education offered at Newman Catholic College.

As a teacher you will:

- Contribute to the development of Newman as a new College;
- Plan, prepare and deliver effective learning and teaching programs in a new way growing students into creativity rather than out of it;
- Contribute to the development and implementation of the school objectives and school planning; and,
- Contribute to the establishment and maintenance of a supportive school environment.

Teachers are accountable to and under the direction of the College Principal.

May God bless you with a heart fired by love willing to do Him some definite service.



ESSENTIAL DUTIES AND RESPONSIBILITIES

These are the typical duties and areas of responsibility that all teaching staff at Newman Catholic College are expected to uphold and are aligned with the National Professional Standards for Teachers.

MISSION OF THE CHURCH

- Understands and supports the role of Catholic Education in the Mission of the Church
- Demonstrates a willingness to articulate the implications of the model and message of Christ and the school's Mission Statement in the curriculum
- Demonstrates a willingness to review and reflect teaching practices considering the school's mission statement
- Incorporates gospel values in the curriculum
- Actively supports school worship and liturgy
- Nurtures personal spiritual development and is open to a personal encounter with Jesus Christ.

LEARNING AND TEACHING

- Develops a relational platform as a basis for learning and teaching.
- Understands the nature of the learner and the learning process and tailors teaching programs to meet the diverse needs of students.
- Plans and prepares effective, quality learning and teaching programs and practices, which are consistent with the National Professional Standards for Teaching and diocesan and school-based learning area plans and policies.
- Maintains teaching competency and currency of knowledge of relevant curriculum programs, as required by school 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 centered and academically challenging.
- Demonstrates effective classroom management, which provides an environment that is conducive to learning
- Provide assistance to students with individual educational needs.
- Assesses student performance (diagnostic, formative and summative) for developmental feedback and reporting purposes.
- Maintains student records and samples of work and reports on student performance to students, parents, the school, diocesan, and statutory authorities.
- Exercises professional responsibility in engendering a love of learning and developing lifelong learning.
- Effectively uses ICT in learning and teaching and possess transferable skills and familiarity with the functionality of a Learning Management System.

(In accordance with National Professional Standards for Teachers, Number 1, 2, 3 & 5)

STUDENT WELLBEING

- Facilitates personal development and social participation of the learner.
- Maintain appropriate behaviours when engaging with children.
- Demonstrates effective behaviour management practices.
- Provides for the physical, social, cultural, and emotional well-being and physical safety of students.
- Enhances student development towards effective citizenship and responsible adulthood, through participation in planned and co-curricular 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.
- Implements knowledge, skills and strategies gained from professional learning.

(In accordance with National Professional Standards for Teachers, No 6)

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PARTNERSHIPS

- Participates in collaborative development and evaluation of curriculum, school policies and procedures.
- Establishes and maintains appropriate interpersonal relationships within the school, as well as between the school and community, particularly regarding 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 College;
 - Participate in worship and prayer in our College; and
 - Develop in students an appreciation and acceptance of Catholic values through teachings and by personal example, integrity and behaviour.
- Plan, prepare and implement for effective learning and teaching *(Refer to National Professional Standards for Teachers, Number 1, 2, 3 & 5):*
 - Appropriate knowledge to plan and prepare teaching and learning programs which meet the diverse characteristics, needs and learning styles of students, and are consistent with relevant curriculum and policies; and,
 - Implement effective and inclusive teaching and 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; and,
 - Plan and apply appropriate behaviour management strategies that contribute to the establishment and maintenance of a safe and supportive learning environment.
- 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; and,
 - Engage with colleagues to discuss teaching practices to improve educational outcomes.
- 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 and members of the wider community to establish effective partnerships and achieve educational outcomes; and,
 - 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; and,
 - Competent use of digital technologies necessary to demonstrate the required range of skills and tasks.

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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;
- Work environment may involve exposure to potentially dangerous materials and situations that requires following safety precautions and may involve the use of protective equipment; and,
- Work environment involves the use of tools, machinery and other equipment that requires following safety precautions and may involve the use of protective equipment.

MANDATORY QUALIFICATIONS AND REQUIREMENTS

- Professional qualifications in Education;
- 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 drivers' licence; and,
- A strong demonstrated commitment to the objectives, vision and ethos of Catholic Education.

RELATED DOCUMENTS

- National Professional Standards for Teachers.
- Policy – Accreditation to Teach and Accreditation to Teach Religious Education.
- 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;
- A sound working knowledge of the Catholic Education context and an appreciation for Catholic Education issues.

HOW YOU WILL BE ASSESSED

How we do things is as important as what we do, therefore you will be assessed on your ability to use your experience, knowledge, skills, and competencies confidentially with good judgement and wisdom.

You will be assessed on your ability to demonstrate the following four capabilities – Personal, Professional, Relational and Organisational within context to the key accountabilities identified above.

Within the context of the role described above, the ideal applicant will be someone who has the following key capabilities:

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1. Supports strategic direction

Knowledge of, or ability to gain knowledge of, departmental administrative and financial policies, practices and procedures, and Workplace Health and Safety legislation and requirements.

2. Achieves results

Demonstrated ability to undertake professional practices in relation to a busy and dynamic department.

3. Supports productive working relationships

Demonstrated ability and commitment to work as an effective member of a team, by providing support, training, and guidance to team members.

4. Displays personal drive and integrity

Demonstrated ability to work with limited supervision and within guidelines and respond to issues as they arise.

5. Communicates with influence

Effective communication and interpersonal skills that encourage positive interaction across the school community and the wider educational and parish communities.

Capabilities	
Personal	Professional – Knowledge and Understanding
Engages in self-reflection	Is aware and responsive
Gives witness to personal faith and commitment	Integrates a Catholic stance in area of responsibility
Displays a sense of self-efficacy and personal identity	Supports and engages change processes
Displays intuition as well as logic and reason	Demonstrates appropriate styles of decision making
Projects confidence, optimism and resilience	Inspires a collegial purpose and vision
Demonstrates honesty and integrity	Supports efficient and robust structures and systems
Demonstrates ethically responsible behaviours	Focuses on core outcomes and accountabilities
Is morally courageous	Engages in workplace learning and relevant professional development
Demonstrates a commitment to personal spiritual growth	Operates with a commitment to sound educational focus
Displays imagination and vision	Operates with a spirit of service and professionalism
Integrates work and personal life	Develops moral purpose
Engages with the Catholic culture	Demonstrates capacity to provide professional support
Is culturally sensitive	
Social and Interpersonal	Organisational
Is relationally adept	Gives priority to the Church's mission in education
Is emotionally mature	Engages in future thinking, aware of the big picture
Is guided by the spirit and teachings of the Gospel	Supports organisational capacity to respond to contemporary and future needs
Communicates with confidence	Avoids imposing old paradigms on new realities
Is authentically present	Supports a growth promoting workplace
Displays a trusting disposition	Exercises committed and ethical stewardship
Supports collaborative and productive working environments	Contributes to organisational sustainability
Engages in positive politics	Supports a sharing organisational culture that focuses energies and talents
	Operates in fidelity to Catholic social teaching and environmental responsibilities



REPORTING & OTHER RELATIONSHIPS

Teachers are accountable in the first instance to their Leader of their Department. Teachers consult and liaise with their Leader of Department, Deputy Principal – Academic Studies, the Principal and other Diocesan staff/committees, where appropriate.

