



ST AUGUSTINE'S COLLEGE

POSITION DESCRIPTION

TEACHER

As a Catholic College for boys (Year 7 – Year 12) in the Marist tradition, the Gospel is at the heart of all we do. Everyday moments of prayer, reflection and peacefulness in the light of the Gospel have a formative influence on the culture of our College. We consciously seek to adopt St Marcellin Champagnat's vision that "to educate young people, you must love them, and love them all equally". It is from this vision together with the defining characteristics of Marist Education - Presence, Simplicity, Family Spirit, Love of Work, and In the Way of Mary that our distinct culture is shaped. We aim to be close to the most vulnerable and accompany our students in their development as good Christians and good citizens.

The teacher at Saint Augustine's College has an indispensable role to play in supporting and promoting the mission and goals of the College where faith and educational excellence are reconciled. It is important that teachers see themselves as being in cooperative partnership with parents and the Catholic Community and seek to support the Marist Charism in dynamic ways. The Saints teacher displays a generosity of spirit through their involvement in all aspects of College life. The young people in our care should develop skills in building positive relationships based on those modelled by College staff. Teaching practices at St Augustine's College are focused on the continual development and enrichment of the educational experiences and outcomes for all students as they develop into young men with 'strong minds' and 'gentle hearts'.

POSITION DETAILS

Accountable to:	College Principal
Position Title:	Teacher
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
Communicates with:	Director of Studies Teaching Staff Staff of St Augustine's

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1. PREAMBLE

This position description has been constructed to serve a dual purpose: Firstly, to provide information to teachers considering applying for a teaching position at the College, and secondly to clarify expectations for existing teachers.

The document is based on both internal College policies and procedures and external guidelines, agreements and codes set by various bodies governing Queensland Catholic Schools, including:

- > National Professional Standards for Teachers
- > Education Queensland (Standards of Professional Practice and Code of Ethics)
- > Catholic Education Commission – Accreditation to Teach in a Catholic School and Accreditation to Teach Religious Education
- > Statement of Principles for Employment in Catholic Education
- > Code of Conduct for Employees of Catholic Education
- > Saints Augustine’s College Code of Conduct
- > Catholic Employing Authorities Enterprise Collective Agreement – Diocesan of Queensland 2015-2019
- > St Augustine’s College Staff Handbook

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2. PROFESSIONAL STANDARDS

2.1 Standards of Professional Practice

The Australian Professional Standards for Teachers are used for registration purposes in Queensland.

Teachers' demonstration of the Standards will occur within their specific teaching context, at their stage of expertise (Graduate, Proficient, Highly Accomplished, Lead) and reflect the learning requirements of the students they teach. As per the Australian Professional Standards for Teachers there is an expectation that all teachers at Saints Augustine's College:

- > Know students and how they learn
- > Know the content and how to teach it
- > Plan for and implement effective teaching and learning
- > Create and maintain supportive and safe learning environments
- > Assess, provide feedback and report on student learning
- > Engage in professional learning
- > Engage professionally with colleagues, parents/carers and the community

All teaching staff are expected to undertake an annual Performance growth in Action Plan (PGIAP) and yearly Profiling process. The PGIAP involves goals and a reflection of teaching practice and identification of individual professional learning goals linked to the: College Strategic Plan and the Teaching and Learning Framework; and the Standards and Career Stage as stated above. The appraisal process includes a series of formal and informal support meetings, dialogue and collaborations involving peers and other relevant Middle and Senior Leadership colleagues as appropriate.

Teaching staff are responsible for maintaining their registration, as per Queensland College of Teacher requirements, by actively seeking, undertaking and documenting professional learning activity.

2.2 Positive Relationships and Pastoral Care

Teaching staff at Saint Augustine's College should endeavour to take an active interest in the personal, spiritual, academic and social development of each student by looking for ways to get to know each boy very well, and establishing a positive relationship with him which is conducive to his growth.

All staff are responsible for the pastoral care of students. There is consistency in approach and expectation when addressing the pastoral care and behaviour management of students. All staff are to be conversant with the following College Policies: Student Protection Policy; Student Anti-bullying Policy and the College's Discipline Policy. In accordance with these policies, staff are expected to maintain appropriate behaviours when engaging with children.

The pastoral care of students is overseen by Heads of Year in consultation with the Deputy Principal (Pastoral), alongside Homeroom teachers. Pastoral Care Team meetings are held throughout the term.

3. PROFESSIONAL RESPONSIBILITIES

3.1 Professional Learning

In accordance with the Australian Professional Standards for Teachers, teaching staff are required to maintain professional knowledge and skills specific to their subject area and the teaching and learning framework of the

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College. Staff are expected to seek and access external professional learning opportunities in consultation with Middle and Senior Leadership colleagues. Where appropriate staff are encouraged to formally report back to members of staff (e.g. workshop presentations during internal Professional Learning programs or staff meetings) who would benefit from the professional learning session also.

It is the responsibility of each teacher to keep a record of their Professional Learning. Recommended platforms to maintain these records include the QCT CPD tool and/or the CES platform iLearn.

Internal professional learning programs require staff attendance and participation. Part-time staff are asked to attend internal professional learning on at least a pro-rata basis, but are advised to consider the needs of: their curriculum area(s), the College and the Queensland College of Teachers Professional Learning requirements, when selecting to attend.

3.2 Curriculum Development

The currency and improvement of curriculum resources relies on the contribution of teaching staff in a curriculum area. This includes writing and updating teaching and learning resources, work programs and the development of assessment items. The work of a Curriculum Area is overseen by a Head of Department in consultation with the Deputy Principal (Curriculum) and alongside subject teachers. All staff are to be conversant with the College Policies relating to academic integrity.

3.3 Intellectual Property

All documentation generated while employed by the College is and remains the property of the College. Documentation should be published and shared appropriately.

3.4 Use of Data to guide teaching practice

Using data to inform areas for change and improvement within a structured process of subject review is an essential component of effective teaching and learning at the College.

It is expected that teachers involve the use of a range of data sources and feedback to guide the development of their practice. This includes Student Feedback Surveys, Peer Observation, NAPLAN results, QCS Results and Student Reports etc. A reflection of feedback is then to be made during the appraisal process and in a teacher's PGIAP. The College's BI tool provides a comprehensive analysis of student data and is located on the staff portal.

3.5 College Communication

Members of the College are required to regularly check various sources of communication including email, electronic notice boards, bulletins, newsletters, Teams, etc., and keep abreast of all relevant information and proceedings. Also, all staff are to be conversant with the College Policies, for example: Academic Integrity Policy; Privacy Policy.

3.6 ICT Competency

Teachers commencing employment at the College are issued with a laptop to assist with their teaching practice and administrative duties. As part of this responsibility, it is necessary for teachers to have adequate knowledge and skill for their effective use.

Teachers are required to have a high level of competency in the use of software programs and computer

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applications that are required by the College – specific to subject departments and administrative duties. In regard to classroom practice, the competent use of Microsoft OneNote and TEAMS is expected. Continued professional learning in the area of ICT is seen as a necessary and integral part of effective teaching and learning.

3.7 Attendance at Meetings

A meeting schedule is prepared prior to the commencement of the school year and made available to all staff via the College calendar. Attendance at meetings is prioritised over other school activities (e.g. training, rehearsals, study session and detention etc.). Teachers who cannot attend a meeting are requested to tender written apologies to the chairperson in advance. Teachers are expected to be on time for all meetings and are requested not to make alternative arrangements that conflict with their meeting obligations. Teaching staff are required to attend the Monday morning prayer and briefing which is scheduled to commence at 8.20am. Monday afternoon meetings (including Whole staff, Pastoral and Academic) are scheduled to commence at 3:30pm and normally conclude by 4.30pm.

3.8 Homeroom Teachers

All members of the teaching staff are Homeroom Teachers or members of year-level teams. At St Augustine's College this is regarded as a key role in the academic and pastoral care of students. Each Homeroom Teacher has charge of a year-level Homeroom Group and meets with them each day. The Homeroom Teacher has oversight of the general progress of each student in the Homeroom Group and is the person who is the parents' normal and first point of contact with the College. At each year level, Homeroom Teachers develop practical and effective strategies for knowing, monitoring, supporting, guiding, challenging, and reporting on students. The key areas of accountability are:

- > Pastoral Care
- > Academic Care
- > Administration

3.9 Yard Duty Supervision

Normally, staff will be allocated supervision duties to occur: before school, during recess, at lunch or after school. It is the responsibility of the scheduled supervising teacher to ensure that students in the designated area are safe and behaving in an acceptable way. Likewise, supervising staff are required to be vigilant of the correct and careful use of College grounds and property.

3.10 Parent-Teacher-Student Interviews

Scheduled Parent-Teacher-Student Interview meetings occur during the year as per the College Calendar. Teachers are expected to bring necessary documentation (results, student work samples, attendance records, etc.) to discuss a student's progress and strategies the student can use to improve their performance.

The occasion provides the opportunity for constructive discussion between teachers, parents and students with the goal of enabling and encouraging student success. Professional attire and conduct are to be maintained throughout Parent-Teacher-Student interviews.

3.11 Co-curricular Participation

Saints Augustine's College Staff are generous in their participation in co-curricular activities. There is an expectation that staff seek to contribute to the various co-curricular programs offered. Teaching staff are

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expected to attend at least one Year level camp or retreat. Participation in these activities helps to build positive relationships and enhances the family spirit of the College.

3.12 Professional Conduct

The College's expectation of professional conduct is outlined in the College Code of Conduct Policy. The values underpinning this code are based on integrity, respect and responsibility. It identifies a set of principles which describe the professional conduct, personal conduct and professional competence expected of a teacher by their colleagues and the community.

3.13 Professional Dress

The teaching and administrative staff of St Augustine's College should, at all times, project an image befitting their professional status within the College community. All staff should dress in a professional manner, that is, well-groomed and in appropriate clothing. Some specific College events require staff to dress more formally, for example, male staff are asked to wear a tie. For further information please read the College's 'Staff Professional Dress Code Policy'.

3.14 Ceasing employment or taking extended leave

Ceasing a term of employment or accessing extended leave (e.g. Long Service leave) requires as early notice as possible in accordance with award agreements. Where possible a full and complete handover of relevant material and information takes place with the replacement staff member.

3.15 Additional Responsibilities

Including, but not limited to:

- > Presence at information evenings as required
- > Organisation of excursions as per the College Excursion Policy
- > Attendance at overnight camps or retreats as required
- > Attendance at College, House, year level and pastoral assemblies
- > Supervision of extra classes as per the Certified Agreement
- > Presence at College events including the College Opening Mass, Open Evenings, Inter House carnivals and Presentation Evening
- > Contributing to the religious life of the College through appropriate participation in prayer, masses, retreats and liturgical celebrations
- > Knowledge of College policies
- > Other duties as directed by the Principal.

4. HOURS OF WORK

Teachers are normally expected to be at school by 8:20 a.m. and may leave after 3.30 p.m. unless required to attend classes, scheduled meetings or other College activities. Teachers who have a need to leave the property earlier than the designated time are requested to sign out and consult the Director of Administration.

A full teaching load for a fully registered teacher is calculated according to: a maximum of 21.5 hours of contact time per week; preparation and correction time is 20% of actual teaching time; other duties and responsibilities, including cover periods or extra supervisions. An example of a teaching load for a full-time registered teacher is: five lines, Homeroom, Sport and up to three Yard Duties and extra supervisions. (QIEU)

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Staff who will be absent or late for the commencement of the school day, are requested to contact the Director of Administration prior to 7:00am via email or on 4052 9150 and place instructions for lessons on the College portal under 'Staff Relief and Cover'. As far as is possible, staff absence is to be kept to a minimum. Therefore, staff are requested to take leave for travel, medical and dental appointments, or other appointments not related to school, during holidays or after hours. Staff absence greater than two days requires a Medical Certificate.

Staff arriving late to school are requested to notify the Director of Administration.

4.1 Planned Absences

Teachers aware that they will be absent from classes on a particular day (due to an excursion, illness, professional learning etc.) are to leave ample, relevant coursework for the classes being covered. Instructions for these classes are to be placed on the Staff Portal under 'Staff Relief and Covers'. It is highly recommended that this work is on either OneNote or Teams where possible. Work should not be practical based and videos are to be limited.

4.2 Extras

Teachers taking a class in place of an absent teacher are expected to actively conduct the class and encourage productivity amongst students.

5. 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 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
 - 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
 - Plan and apply appropriate behaviour management strategies that contribute to the establishment and maintenance of a safe and supportive learning environment
 - Maintain appropriate behaviours when engaging with students.
- > 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

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- 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
 - 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. It is expected that OneNote and TEAMS is utilized in accordance with College policies.

Physical Requirements:

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

6. 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;

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- > Current drivers licence;
- > A strong demonstrated commitment to the objectives, vision and ethos of Catholic Education.

7. 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 2020 – 2023.

8. 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 2020 - 2023.
- > 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.

9. 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:

Name

Signature

Date