



Caroline Chisholm Catholic College

Position Description – Teacher

POSITION CLASSIFICATION:

Teacher

REPORTS TO:

Principal via Head of Learning or House Coordinator

Vision and Mission

Caroline Chisholm Catholic College is committed to educate and prepare our students to be the best they are called to be in a faith-filled and inclusive community. We strive to be leaders in learning excellence in our community by incorporating:

- Victorian Institute of Teaching ([Standards of Professional Practice](#) and [Code of Ethics](#))
- Australian Institute for Teaching and School Leadership (AITSL) [Standards](#)
- Victorian Catholic Education Multi Employer Agreement 2018 ([VCEMEA 2018](#)).
- Catholic Education Commission Victoria ([Accreditation to Teach in a Catholic School](#))

It is expected that all staff of Caroline Chisholm Catholic College endeavour to uphold the College mission statement and to live out its vision.

Coaching

The College is committed to a positive and reflective culture, as such, the College supports and implements a coaching programme for all staff. Coaching is built into the professional practice which is acknowledged as contributing to the effective and meaningful growth and development of staff.

Learner Mentor Programme

The Learner Mentor guides students and supports them to attain and develop a useful set of learning behavior, they monitor both the academic and pastoral wellbeing progress of students. All teaching staff are expected to participate in the Learner Mentor programme.

Professional Responsibilities

The College uses the [AITSL standards](#) to classify teachers into stages from Graduate, Proficient to Highly Accomplished. The primary focus is on planning, preparation and teaching of curriculum to achieve specific student outcomes, as well as nurturing and student's overall wellbeing.

Graduate Teacher (1-3 Years)

Graduate Teachers are expected to:

- Demonstrate and implement a range of strategies to differentiate teaching across a range of abilities including effective use of ICT
- Understand and organise teaching area content into effective learning sequence including literacy and numeracy components
- Plan lessons using their knowledge of students, provide challenging yet achievable goals and understand the importance of evaluation to improve student learning programs

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- Identify strategies to support inclusive student participation and organised classroom activities with practical approaches to manage challenging behaviour
 - Demonstrate their understanding of a range of assessment strategies and interpretation of data to modify and evaluate teaching programs
 - Understand the significance of Professional Learning, the role of the Australian Professional Standards for teachers and seek and apply constructive feedback from supervisors
 - Apply key principles described in the code of ethics for the teaching profession and understand relevant legislation and College policies.

Proficient Teacher (5-7 years)

Proficient Teachers are expected to:

- Develop teaching activities based on research and collegial advice to incorporate differentiated and personalised strategies for a full range of student abilities
- Apply content knowledge to develop engaging, coherent and well sequenced programs including effective strategies to support literacy and numeracy
- Evaluate personal teaching programmes based on student feedback and assessment data to implement well-structured engaging programmes and plan for contextually relevant opportunities for parent/carers involvement
- Establish engaging interactive classrooms and manage behaviour by negotiating clear expectations and routine with students
- Develop diagnostic formal and informal assessment to provide timely feedback. Use student assessment data to analyse and identify intervention and support strategies
- Contribute to collegial discussions and apply constructive feedback from colleagues
- Participate in updating knowledge and practices targeted to prioritised needs of the college
- Participate in professional and community networks, understand implications of legislative and professional requirements and meet the code of ethics established by the college and regulatory authorities.

Highly Accomplished Teacher (7+ years)

Highly Accomplished Teachers are expected to:

- Expand understanding and evaluate learning programs using assessment data for specific learning needs of students across a full range of abilities
- Exhibit innovative practice and support colleagues to develop and implement engaging programs by using ICT and strategies to improve student's literacy and numeracy
- Work with colleagues to plan, evaluate and modify programs based on feedback, data and workplace practices to develop a culture of high expectations in a productive learning environment
- Develop, model and share with colleagues a repertoire of strategies to cultivate an inclusive engaging classroom including flexible behaviour management strategies
- Develop and select a comprehensive range of assessment strategies to identify learning needs for timely feedback. Work with colleagues to use data and construct accurate informative and timely reports
- Initiate and engage in professional learning discussions with colleagues in a range of forums to evaluate practice directed at improving professional knowledge and educational outcomes of students.
- Plan for professional learning by assessing, critiquing and analysing the [Australian Professional Standards](#) to support colleagues to achieve their professional learning goals and offer quality placement for pre-service teachers
- Contribute to professional networks and associations, support colleagues to review and interpret legislative, college policies and procedures and maintain high ethical standards.

For all teachers, additional responsibilities may include but are not limited to:

- Supervising a range of student activities including support and wellbeing programs;
 - Contributing to a range of co-curricular activities.
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These duties are indicative, and the College has the right to vary these duties to accommodate the demands of a changing and evolving educational environment.

Other duties as directed by the Principal

Selection Criteria

- Holds a current registration with the Victorian Institute of Teaching
 - Demonstrates commitment to Catholic Education including Accreditation to Teach in a Catholic School or a commitment to attain registration within 2 years of the appointment
 - Proven success as a teacher and demonstrated competence in the use of ICT and Innovative Teaching
 - Remain committed to undertaking a proactive role in enhancing student learning outcomes and perform at a high level of teaching
 - Strives to be a leader in Learning Excellence
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Terms & Conditions

Terms and Conditions of employment are as per the Victoria Catholic Education Multi-Enterprise Agreement 2018 (VCEMEA).

Child Safe School

Caroline Chisholm Catholic College is committed to creating and maintaining a child safe environment in which students feel safe and are safe. The College has established, implemented and continuously reviews and improves our Child Protection Programme in accordance with Ministerial Order No. 870 and the Victorian Child Safe Standards and Principles.

For further information on our Child Safety Code of Conduct and our Child Protection and Safety Policy please refer to our website: www.cccc.vic.edu.au