

ROLE DESCRIPTION

Teacher: Years 7 - 12

RESPONSIBLE TO	Principal, through the Deputy Principal and Learning Area Leaders
CLASSIFICATION	Teacher
COMMENCEMENT	October 2022
EMPLOYMENT TERMS	<ul style="list-style-type: none"> • Employment is in accordance with terms and conditions as outlined in the Victorian Catholic Education and Multi-Employer Agreement (VCMEA 2018) • Remuneration is in accordance with the VCMEA 2018

Mercy College is a Catholic secondary college for young women, committed to handing on the teachings of Christ and His Church, and to living out those teachings.

We have a proud and rich history of educating young women in Years 7-12 providing knowledge and skills to equip them in their future life directions. The Mercy values of excellence, hospitality, justice and compassion are guiding principles that signal 'who we are' to each other and for each other. We seek to be a College that educates the whole person.

With an emphasis on developing a socially just and environmentally aware approach to life, we provide a basis for each student to contribute with purpose to our local, national and international world as a confident, articulate and self-aware young woman. We challenge our students to become independent and questioning learners and equip them with the skills necessary for lifelong learning. Inspired by Catherine McAuley and the Mercy tradition, we strive to do this within a faith-based, nurturing and educationally challenging environment.

At Mercy College, we respect, value and celebrate each student's gifts and all that they bring to our community. All that we do in the areas of faith, wellbeing, academic and co-curricular programs seeks to affirm, celebrate and extend each students talents and gifts. Our teaching and support staff work in partnership with our families to support their child's development.

Mercy College Child Safety Commitment

Mercy College has a zero-tolerance policy for child abuse and is committed to promoting child safety, children's wellbeing and protecting children from abuse. Ministerial Order 1359 requires Mercy College to implement child safety standards and to accommodate and take the needs of all children (including but not limited to: Aboriginal and Torres Strait Islander children, children from culturally and linguistically diverse backgrounds, children with disabilities and children who are vulnerable) into account when creating a child safe environment.

Position Purpose

Subject Teachers are appointed by the Principal and report directly to the Learning Area Leader who reports to the Deputy Principal. They are responsible for developing innovative, inspiring learning opportunities for their students and supporting student learning to achieve optimum outcomes for each student.

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A Subject Teacher is responsible for planning, preparing and delivering curriculum as well as general supervision of students.

The accountabilities within the role are as follows but not limited to:

1. Contemporary Teaching – all teachers

- Demonstrate awareness of and alignment to the Catholic ethos of the College
- Model the College's values of relationships, achievement, faith and community
- Develop a stimulating and engaging learning environment by using diverse teaching strategies and approaches to cater for a variety of learning needs and student capability – including integration of Information and Communication Technologies.
- Provide for individual differences by modifying curriculum and assessment to either extend or support students
- Understand and adhere to state and national course requirements including the standards of professional practice
- Proactively monitor the progress of each student using a variety of assessment and reporting methods and provide meaningful and timely feedback to students and parents
- Write formal academic reports which conform to the Assessment and Reporting Policy
- Liaise with appropriate staff where relevant in the implementation of curriculum including other specialist staff, counsellors and learning resource staff to optimise learning experiences and outcomes for all students
- Proactively participate in the College's professional learning community program
- Formulate professional learning goals in response to classroom observations, student/parent feedback and the school's strategic plan

2. Subject Teacher

- Capably utilise contemporary and relevant materials, teaching methods and programs within the curriculum area
- Know and actively utilise the characteristics at different developmental phases and use this information to inform learning needs and the preparation of targeted teaching
- Proactively utilise a range of assessment and reporting methods to
- Monitor and inform teaching practice and to facilitate accurate and comprehensive records of student progress
- Provide students and parents/guardians with ongoing informative feedback
- Proactively communicate with other teachers and parents/guardians on student wellbeing and academic issues of students
- Develop constructive relationships with students and utilise a classroom

management plan to cater for all students

- Demonstrate comprehensive knowledge of relevant and best practice approach to disciplines/methods
- Participate in and contribute to faculty based curriculum development

3. Professional Engagement – all teachers

- Teaching is informed by relevant current research with commitment to ongoing professional development
- Continue to learn and implement digital technologies to facilitate student learning
- Proactively participate in the staff professional growth processes
- Support collegiate learning by supporting student teachers and sharing learnings with colleagues, including acting as a mentor when required

4. Curriculum Development – all teachers

- Work with colleagues to review student progress and assessment using student feedback and assessment data
- Utilise data to optimise learning for all students
- Share learning and teaching resources with colleagues, develop and evaluate resources and participate in assessment moderation with colleagues
- Contribute to team meetings including recommendations for best practice and ongoing development including inquiry based learning, integrated curriculum and utilisation of digital technologies and skills

5. Student Wellbeing – all teachers

- Proactively monitor and support student wellbeing
- Manage student well-being issues in collaboration with the Homeroom Teacher, Learning and Wellbeing Level Leaders and when required, Director of Student Engagement and Wellbeing
- Implement strategies which promote a healthy and positive learning environment

6. Co-curricular Involvement – all teachers

- Proactively encourage students to participate in co-curricular activities
- Nominate students for awards where relevant
- Maintain records of student participation and contributions

Team Members and Relationships

- Team Memberships
 - Learning Area Team
 - Learning Area leaders
- Relationships Internal
 - Deputy Principal
 - Homeroom Teachers
 - Learning and Wellbeing Level Leaders
 - Director of Student Engagement and Wellbeing
 - Learning Support Officers /School Officers where applicable
 - Learning Diversity Leader
- Relationships External
 - Broader school community

Education/Qualification

- Relevant degree/post graduate qualifications

Knowledge and Skills

- Ability and commitment to evidence based practice.
- Demonstrated understanding of and interest in the key social and developmental issues impacting adolescent girls
- Knowledge of and experience in practical application and commitment to Restorative Practices to achieve positive outcomes
- Highly developed organisational planning and co-ordination skills, including the ability to manage demanding or competing deadlines
- Capacity to develop an engaging and contemporary learning environment to cater for individual learning needs for all students
- Highly developed interpersonal and communication skills
- Attention to detail and accuracy in communications
- Readiness to adapt to and develop the use of emerging technologies

General requirements for all staff

- Current VIT registration or other registration as appropriate
- Accreditation to teach in a Catholic School or a willingness to seek accreditation as soon as possible, and a commitment to the ethos of Catholic Education
- Understanding of and commitment to legal and moral obligations relating to child safety.
- Anaphylaxis training – 22300VIC accreditation OR to have successfully completed the ASCIA e-training for Victorian Schools with verification of practical application completed within 30 days, to be fully compliant
- Completion of DET mandatory reporting e-learning module (non-government schools).
- Commitment to personal professional growth

School wide accountabilities for all staff

- Proactively demonstrate Mercy College values of inspiration, relationships, achievement, faith and community in daily work and interactions with students and colleagues
- Appreciate and encourage differences, valuing people for their skills,
- Competencies, and contribution to Mercy College's continuing success
- Demonstrate duty of care to students in relation to their physical and mental wellbeing
- Contribute to a healthy and safe work environment for self and others and comply with all safe work policies and procedures
- Maintain excellent communication and relationships with students and other staff
- Attend all relevant school meetings and College events including assemblies, Eucharists, community and faith days as well as professional learning opportunities
- Participate in duty supervision as rostered and other supervision duties when required
- Understand and comply with the standards of professional practice as articulated by the Victorian Institute of Teaching (VIT), Australian Institute of Teaching and School Leadership (AITSL) and the Catholic Education Commission of Victoria (CECV)
- Demonstrate and ensure compliance with VIT Registration Requirements; Code of Conduct and Ethics and Mercy College's policies and procedures including the College's Child Safety Code of Conduct and Child Safety and Wellbeing Policy
- Adhere to the College's professional dress code