

Subject Teacher

REPORTING RELATIONSHIP	Principal
School Commitment	At Santa Maria College, our vision of One Community, Three Villages embodies our commitment to educate young women for now and into the future. Acutely aware of the interdependence between Faith, Learning and Wellbeing, the following pillars guide our leadership endeavours to build a community of holistic learners: • Fostering respectful relationships with students, staff and families, where student voice is highly valued • Creating a flourishing learning environment within a global educational platform so that all students can learn • Leading, empowering and shaping our community within our Catholic, Good Samaritan, Benedictine tradition within a framework of guardianship • Building individual capacity to enhance communal growth, vision and innovation Educational Leaders at Santa Maria College are people who demonstrate passion, commitment and lead with a spirit of kindness as reflected in Gospel values.
Commitment to Child Safety	All children and young people have a right to feel safe and be safe. Santa Maria College promotes a vision of Catholic education that is impelled by the Parable of the Good Samaritan, guided by the Rule of St Benedict, and inspired by the Sisters of the Good Samaritan, as stated in the GSE Philosophy of Education. As such, Santa Maria College is committed to a culture of no tolerance for child abuse. We prioritise the safety and wellbeing of all young people and continue to respond positively and proactively to Ministerial Order 1359 in relation to related policies, procedures, strategies, risk mitigation and through responsiveness to emerging issues. Santa Maria College is committed to the establishment of a culturally safe environment in which the diverse and unique identities and experiences of Aboriginal and Torres Strait Islander young people are respected and valued. The person of each individual human being, in his or her material and spiritual needs, is at the heart of Christ's teaching: that is why the promotion of the human person is the goal of the Catholic school.
Leading within a Good Samaritan Education Framework	• Be a good listener (listening with the ear of the heart) as highlighted in the prologue of the Rule of St Benedict • Be reflective and discerning leader, open to conversation in the light of what is best to grow the community • Listen, adapt and mentor the students to become just, compassionate, discerning learners and reflective young women for today and tomorrow within a Benedictine context • Attend Good Samaritan Education formation sessions when required
Professional Expectations	• Encourage best professional practice in the classroom through modelling, co-teaching and direct instruction • Demonstrate a strong commitment towards working with staff, students and families to implement the vision, mission and strategic intent of the College • Be a visible and positive presence in the community and promoter of the Strategic Plan • Stay abreast of current educational trends and use evidence to inform best practice • Demonstrate effective communication that promotes collaboration and building of team

	• Work with colleagues to review, modify and expand their repertoire of knowledge and skills for improved student outcomes that can be demonstrated through the use of data collection • Build a culture that promotes learner agency and voice • Demonstrate high expectations (i.e.: giving and receiving feedback), leading colleagues to build capacity • Treat each other (staff and students) with courtesy and respect • Comply with all applicable policies and procedures of the School and uphold the School's Catholic ethos • Retain confidentiality, demonstrate exemplary professional standards and work in a spirit of respectful relationships • Demonstrate in word and action a commitment to child safe practices and protocols. This includes the promotion of the safety, wellbeing and inclusion of all children and young people. • Attend out of hours' commitments each term as negotiated, attend meetings as required in relation to the role and leadership needs of the College • Perform any other duties/responsibilities as required and negotiated by the Principal
Health & Safety Requirements	• Take reasonable care of your own safety and health and safety of others • Report hazards, accidents or incidents (near misses) in accordance with agreed college procedures; • Follow established safe working procedures, instructions and rules; • Cooperate with the employer with respect to any action taken by the employer to comply with any requirement imposed by or under the act; • Not interfere or misuse anything provided in the interests of health and safety or the welfare of others; • Not wilfully place at risk the health and safety of any other person in the workplace.
The Position:	The teaching staff are responsible for preparing and implementing a comprehensive educational teaching and learning plan according to the College's requirements. Staff at Santa Maria College show a passion for teaching with a proven ability to engage students through relationships established on mutual trust and respect. Teaching staff are appointed by the Principal and are expected to work in partnership with the College Leadership Team in developing effective learning and teaching outcomes and connecting with and guiding our young people. It is expected that teaching staff set a high standard of professional performance and adhere to all College guidelines.
Role Responsibilities	In the Classroom: • Maintain a classroom environment conducive to learning. This requires both discipline and challenge. Discipline requires a consistent and clearly understood level of expectation, which should be both real and just. • Develop a positive climate that encourages student resilience, an inquiring mind and a shared responsibility for learning; • Carefully check attendance at every class and consult with the Homeroom/ Pastoral Teacher if any discrepancy is suspected. If the discrepancy is confirmed, the Village Leader is to be advised of the situation. • Be prompt and prepared for timetabled classes; Begin and end class periods on time. NO students should be dismissed before the end of the class. • Ensure that students note in their student planner/ diary any homework task that is assigned to them.

	• Hold all classes in the scheduled location. No teacher may cancel a class session or change the location of a class without permission from the Deputy Principal. The Daily Organiser and the office should be notified of such a change. • Provide adequate supervision for each class. No teacher may leave his/her class unsupervised. Individual students or groups of students released from classes for whatever reason must have a note from the Teacher. • Plan lessons according to the curriculum outlines. Evidence of planning is the responsibility of every teacher. Subject teachers share this with the Learning Leader. Learning Leaders share this with the Deputy Principal - Learning and Teaching. • Use a range of teaching practices and resources to engage students in effective learning and to meet the physical, social and intellectual development and characteristics of your students; • Demonstrate innovative thinking/theory/practice in your learning area; • Ensuring that any classroom used is left in an orderly and tidy manner. Chairs must be put on tables and windows closed at the end of the final class of the day; • Ensure your working area is safe and compliant with Occupational Health and Safety standards. Outside the Classroom: • Being conversant with school policy in matters of discipline and assessment; • Preparing regular reports as required on student progress; • Keeping records of students' assessment levels which may be called upon; • Seeking assistance from the Deputy Principal, Learning and Teaching, Village Leaders or other responsible persons when needed; • Attending all meetings: learning area, general staff, Homeroom or others as required; • Attend out of hours' commitments or co-curricular activities each term as scheduled or negotiated, • Attend all assemblies and liturgies as required; • Encouraging courteous speech and manners by students and fellow teachers; • Participating in supervision duties, such as yard, bus, etc. • Respond to parent/guardian communication within two business days; • Only communicate with students through College approved platforms; • Staff responsible for spending College funds must be financially responsible stewards of the funds available to them to ensure the College is able to provide a learning/work environment that is beneficial to all students and staff. • Oversee the provision and care of relevant equipment and materials • Continue development of ICT skills as technologies evolve; • Perform any other duties/responsibilities as required by the Principal
Required Competencies	• Current VIT registration; • Have a working knowledge of the AITSL standards; • Demonstrated ability to establish positive and effective working relationships with staff and students; • Effective collaboration skills; • Strong organisational and time management skills, with an ability to prioritise tasks, meet prescribed deadlines, and concurrently manage a number of competing tasks.

The Position Description is subject to review and modification by the Principal, in response to the strategic direction of the School, and the development of the skills, knowledge and understanding of the position.

Acknowledgment of Position Description

I, _____, acknowledge that I have received and reviewed the Position Description above.

I understand the duties, responsibilities, and expectations outlined therein, and I agree to carry out my role in alignment with these requirements.

I understand that the Position Description may be subject to review and updates, and I will be informed of any changes accordingly.

Signature: _____ **Date:** _____