



Role Description Teacher

Introduction

In our Sacred Heart school there has been a long tradition of particular care for every student. It is the policy of Sacré Cœur to live out the values that reflect its Sacred Heart tradition. These values are embodied in the Goals of Sacred Heart education, which are:

1. A personal and active faith in God
2. A deep respect for intellectual values
3. The building of community as a Christian value
4. A social awareness that impels to action
5. Personal growth in an atmosphere of wise freedom

Sacré Cœur places an emphasis on serious study and academic excellence. The curriculum is designed to engender the integral development of pupils, encouraging physical, intellectual, moral, creative and spiritual growth in a supportive and co-operative learning environment.

At Sacré Coeur we aspire to the highest professional standards. This is reflected in the quality of the relationship between staff and students, the learning environment created, the concern for each individual and a hard-working, conscientious approach to class preparation and correction.

Teachers are powerful role models and uniquely placed to influence young people, to encourage, affirm and inspire them to fulfil their potential. At Sacré Coeur teachers are expected to live the goals of Sacred Heart education. They must take a leadership role in building up the community of the school, beginning with their own classrooms where the highest standards are expected of all and everyone is treated with respect and charity. Teachers are in a position of great trust and must keep faith with students, parents and colleagues by always following through, keeping their word and demonstrating integrity.

As teachers we are lifelong learners, open to growth and willing to explore new ideas. We need to be reflective people, ever reviewing and evaluating our ideas and practices with a view to improvement and readiness to share and learn from each other.

The pastoral management of students involves teachers, parents and the students themselves as they learn self-discipline. A team approach is taken by all staff, but in particular, a pastoral team involves the Homeroom/Class teacher, the Education Leader/s, Year Level Co-ordinator/s, the Student Wellbeing Team, the Deputy Principal: Director of Staff P-12 and the Director of Students P-12. Close contact is maintained with parents.

Student academic programs are managed by a team which includes the Director of Learning and Teaching P-12, Education Leader/s and Learning Leaders.

Reports To

Teachers are responsible to the Principal, through the relevant member of the Leadership Team.

Role Overview

The Subject Teacher works in partnership with the Learning Leader in providing learning outcomes for students.

Key Duties and Responsibilities

Key duties and responsibilities include, but are not limited to:

Key Requirements

- The goals of Sacred Heart education should be evident in the modeling provided by this person in their dealings with students, staff and parents
- The teacher will be a person enthused by and committed to this role, its responsibilities and challenges and should display competence, energy and initiative in the role

Contemporary Teaching

- Develop a stimulating learning environment by using a variety of styles and approaches to cater for individual learning needs
- Understand and adhere to state and national course requirements including the standards of professional practice – Australian Standards of Teaching – and the CECV
- Employ a variety of effective teaching strategies to effectively implement the curriculum
- Give appropriate time to lesson planning and organisation
- Keep accurate records of student attendance
- Embrace the use of information and communications technologies to enhance learning
- Engage in learning progress discussions
- Write formal academic reports that conform to report writing guidelines
- Monitor the progress of each student and provide meaningful and regular feedback to each student on their progress
- Liaise with appropriate support staff in the implementation of the curriculum

Pastoral Care and Child Safety

- Provide students with a child-safe environment
- Be familiar with and comply with the School's child-safe policy and code of conduct, and any other policies or procedures relating to child safety
- Uphold and promote Restorative Practices in working with students, parents and staff
- Proactively monitor and support student wellbeing
- Exercise pastoral care in a manner which reflects school values
- The teacher may be required to be a Homeroom/Class teacher and must work closely with the other Homeroom/Class teachers and the Year Level Co-ordinator/Head of Joigny as a member of an effective team
- Implement strategies which promote a healthy and positive learning environment
- Attend year level meetings as scheduled

- Attend school assemblies as required
- Attend school liturgical celebrations as required
- Attend school organised activities relevant to House or Year level, as required.

Curriculum Development

- Plan, develop, review and evaluate curriculum in subject areas and at year levels which you teach
- Develop assessment instruments in a collegial manner where whole group testing takes place
- Evaluate digital learning materials and make recommendations to subject coordinators about their implementation
- Create and evaluate online resources for the purposes of enriching the curriculum
- Attend subject/Professional Learning Team (PLT) meetings as scheduled

Professional Development

- Have current knowledge of curriculum initiatives in your teaching areas
- Commit to ongoing professional development in your teaching areas by:
 - o Attending workshops and conferences relating to your specific role
 - o Participating in collegial professional learning with other Sacré Coeur staff
 - o Be open to researching areas of interest relevant to directions provided in the School's strategic plan
 - o Continue development of ICT skills as technologies evolve
 - o Participate in the staff appraisal process
 - o Be an active member of a relevant professional association as duties permit
 - o Support collegial learning by acting as a mentor or supervising and supporting a student teacher after consultation with the Deputy Principal, Director of Staff P-12

Co-Curricular Involvement

- Support and be involved in the co-curricular program, including camps and retreats
- Proactively encourage students to participate in co-curricular activities
- Act as a role model for participating students
- Keep accurate records of student attendance and participation within the co-curricular activity
- Create and maintain a safe environment in which students may enjoy their participation
- Oversee the provision and care of relevant equipment materials and first aid requirements

General and Administrative Duties

- Contribute to a healthy and safe work environment for yourself and others and comply with all safe work policies and procedures
- Maintain currency of mandatory reporting certification, anaphylaxis training and other certifications as required
- Demonstrate duty of care to students in relation to the physical and mental wellbeing
- Attend all timetabled lessons and act as a role model to students by being punctual to class
- Attend all relevant school meetings, rostered co-curricular activities as well as professional learning opportunities
- Attend parent teacher interviews as required;

- Participate in duty supervision as rostered and other supervision duties when required
- Carry out all extra duties as required
- Demonstrate professional and collegiate relationships with colleagues
- Uphold the professional standards expected of a teacher
- Other duties as directed by the Principal

Commitment to Catholic Education

- A demonstrated understanding of the philosophy and spirituality of a Catholic school
- A demonstrated understanding of the Church's teachings and the Catholic teacher's role in the mission of the Church
- A demonstrated capacity to instil in students a respect for each other in accordance with the teachings of Jesus Christ
- A capacity to integrate the Church's teachings into all aspects of curriculum

General Expectations

Professional Development

As required, attend learning area meetings, staff meetings; participate in professional development seminars for teachers and/or for administration staff.

Internal Relationships

Apart from the Learning Leader, primary relationships for the position are:

- Principal
- Deputy Principal, Director of Staff P-12
- Director of Learning and Teaching P-12
- Member/s of the faculty
- Students
- Staff

External Relationships

- Broader School Community
- Parents/Carers

Key Selection Criteria:

Qualifications and Experience

- Teaching qualifications
- Current Victorian Institute of Teaching (VIT) registration
- Accreditation to teach in a Catholic school *or working towards such accreditation*
- Demonstrated understanding and experience of the learning and teaching pedagogy associated with the Victorian Curriculum
- Demonstrated experience in using ICT to teach subject area

Knowledge, Experience and Skills

- Ability to work as part of a team
- Good oral and written communication skills, including ability to communicate with children, parents and the school community

- Experience and proven record in effective learning and teaching skills, including management of mixed ability classes
- Ability to demonstrate an understanding of appropriate behaviours when engaging with children
- Demonstrated capacity to participate in a range of school activities, e.g. school sports, sacramental programs, liturgies, school camps/excursions
- Leadership qualities
- Self-motivation
- Ability and willingness to accept policy directives
- Maturity
- Outstanding interpersonal skills and the ability to develop and maintain excellent relationships with members of the school community and members of the public
- Highly motivated with a high level of professional personal presentation

Highly Desirable

- Highly developed written and verbal communication skills, including presentation skills and sound administrative skills
- Highly developed IT skills, including Microsoft Office, Google Suite and Learning Management System/s
- An ongoing commitment to professional development and a capacity to adapt to new technologies

Personal Requirements and Competencies | All Staff

- Alignment with School values
- Understanding of the traditions and spirituality of a Sacred Heart (RSCJ) school and ability to confidently articulate the those
- High level of professional personal presentation
- Professional, warm, positive and welcoming presence
- Capacity to maintain high levels of confidentiality
- Enthusiastic and highly motivated to contribute
- Operates effectively in a team environment, maintains high work standards with minimal supervision and high attention to detail
- Enthusiastic and highly motivated to contribute
- Flexible and operates effectively in a changing environment

Child Safety

Sacré Cœur is committed to the safety, wellbeing and inclusion of all our students.

The School has zero tolerance for child abuse and is committed to the protection of all children from all forms of child abuse.

Particular attention is paid to the most vulnerable children (Aboriginal and Torres Strait Islander, culturally and/or linguistically diverse backgrounds and children with a disability).

In this context, Sacré Cœur implements a regular and comprehensive Child Safety and Protection program across the entire Sacré Cœur community.

All staff at Sacré Cœur take an active role, and are well-informed of their obligations, in relation to Child Safety under Ministerial Order No. 1359 Child Safe Standards – managing the risk of child abuse in schools”. Employment at Sacré Cœur is subject to school policies including the Child Safety Policy, Child Safety Code of Conduct and Child Protection – Reporting Obligations Policy, being read, understood and adhered to by being proactive in

reporting any concerns or identified risk. Where students are under staff care, there is an obligation to take all practical steps to protect students where a risk to students' safety has been identified.

Sacré Cœur has robust human resources, recruitment and vetting practices that are strictly adhered to during the application and interviewing process. Applicants should be aware that we carry out VIT, Working with Children, police record where required and reference checks to ensure that we are recruiting the right people.

Terms and Conditions

All Teaching Staff are employed under the terms and conditions of the Victorian Catholic Education Multi Employer Agreement 2022 (and subsequent Agreements).

Equal Opportunity

Sacré Cœur is committed to Equal Employment Opportunity principles and is committed to the principles of merit-based selection, equity, diversity and procedural fairness in our recruitment process.

Aboriginal and Torres Strait Islander peoples are encouraged to apply for all positions at Sacré Cœur

Summary

This Role Description is a guide only and is not intended to be an exhaustive or exclusive list of duties attached to this position. It is subject to review in response to the changing needs of the School and the development of skills and knowledge of the successful incumbent. The expectations outlined in this document also serve as a reference point to support ongoing feedback, role clarity, and professional growth.

Acknowledgement

I hereby acknowledge receipt of the role description and formally accept the duties, expectations, and conditions therein.

Print Name

Signature

Date.....

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