CABRA Dominican College

Position Information Document

Teacher

Position Details

Role Title:	Teacher
Line Manager	House Leaders and Leaders of Learning and ultimately the Principal
Teaching Load:	Refer to letter of appointment and subsequent variations
Nature of Employment:	0.70 FTE
Tenure:	Permanent
Conditions of Employment:	All employment conditions are governed by the SA Catholic Schools Enterprise Agreement 2020 as amended or replaced ("Enterprise Agreement")

Role Description

Teachers play a vital role in ensuring that Cabra Dominican College is an inclusive community, committed to innovation and the pursuit of excellence.

Cabra Dominican College teachers are:

- Knowledgeable, self-motivated and resilient practitioners who work to ensure optimal student outcomes, such that each student achieves to their highest potential.
- Highly competent and commit to establishing and maintaining a welcoming, safe, inclusive and contemporary classroom environment, within which all students have the opportunity to flourish. They develop strong and positive working relationships with their students.
- Highly knowledgeable practitioners who have expertise in their learning area(s). They know the curriculum, how to teach, differentiate and assess, and they establish highly engaging learning environments.
- Positive collaborators with colleagues, parents/caregivers, families and the wider education community and they are active participants in their own professional and personal learning and formation.

Key Areas of Responsibility

Cabra Dominican College teachers:

- Are responsive to the Catholic and Dominican traditions of the College and demonstrate Dominican values in their work with staff, parents/caregivers and students.
- Are responsible for planning and conducting a rich, dynamic program of teaching, learning, assessment and reporting of student achievement in their subject area(s). They provide opportunities for their students to observe, question and inquire with the curriculum, utilising ACARA and SACE philosophies and pedagogies at the heart of all learning experiences. They know their students and understand how to develop a welcoming, safe, inclusive and successful environment that allows every student to thrive.

- Assess, record and report on student achievement regularly and in line with College policies and expectations. They report to the House Leader or Leader of Learning, and work proactively and collaboratively with all teachers and leaders within the College to promote positive student outcomes.
- Know and can evidence their impact on student learning outcomes.

Role Accountabilities and Responsibilities

Teachers are accountable to the Principal through the House Leader and/or Leader of Learning.

Knowing the Student

- Establish positive, effective and restorative relationships with students based on Dominican values and College Policies and Procedures.
- Support an environment in which every student is known, valued, and cared for, and where the sacred dignity of each individual is honoured.
- Use a diverse range of teaching strategies based on knowledge of students' physical, social, emotional and intellectual development and characteristics to nurture and develop the unique gifts of students.
- Motivate students to strive for personal excellence and optimise student outcomes.
- Design and implement an inclusive learning program that is responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.
- Use data (including ACER PAT Tests, NAPLAN, SACE Data, Wellbeing data, student results, etc.) to:
    - Understand and help engage individual students in their learning.
    - Understand and cater for the breadth of student diversity within the classroom.
    - Help meet the specific learning needs of students across the full range of abilities.
    - Identify appropriate interventions and modify teaching practice to fully support all students.

Knowing the Curriculum

- Work collaboratively with Leaders of Learning and teaching colleagues to plan and implement well-sequenced learning programs using knowledge of curriculum, assessment and reporting requirements.
- Understand and apply the curriculum requirements of ACARA and SACE within the relevant teaching area(s) to ensure the curriculum is:
    - Differentiated to meet the specific learning needs of students and is accessible to the diverse range of students in the classroom.
    - Well-sequenced to highlight scope of the content and sequential pathways for students.
    - Regularly reviewed and evaluated.

Teaching the Curriculum

- Deliver an innovative, future focused, inclusive curriculum that inspires curious, engaged, confident, and independent students.
- Contribute to a culture of excellence in the quality and delivery of programs, assessment and feedback.
- Establish and deconstruct explicit, challenging and achievable class learning intentions.
- Work with students to co-construct success criteria and develop individual goals for their learning.

- Use teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.
- Use data (including ACER PAT Tests, NAPLAN, SACE Data, student results, etc.) to:
    - Monitor student progress.
    - Evaluate the effectiveness of teaching and learning strategies and pedagogies being utilised.
    - Identify students with learning needs and ensure that all students have access to the curriculum.
- Plan authentic, engaging and differentiated learning experiences that cater for individual learning needs.
- Utilise effective teaching skills to promote continuous improvement in literacy, numeracy and social skills intervention and development through their subject areas.
- Utilise effective teaching strategies to integrate ICT into learning and teaching programs.
- Ensure that all programs, necessary resources and assessments are uploaded to SEQTA, and that SEQTA Marks Book is up-to-date and results visible to students and parents on SEQTA Engage.
- Document and upload evidence of adjustment (as demonstrated in student IEPs) on SEQTA.
- Use effective verbal and non-verbal communication strategies to support student understanding, engagement, participation and achievement.

Assessing and Reporting

- Provide timely, effective and appropriate descriptive feedback to students, including peer and self-assessment, relative to class learning intentions and student individual learning goals.
- Develop, select and use informal and formal diagnostic, formative and summative assessment strategies to assess student learning in line with ACARA and/or SACE requirements and in line with the College's reporting processes and Enterprise Agreement (2020), as amended or replaced.
- Work collaboratively with Leaders of Learning and other teaching staff to understand and participate in moderation activities to support consistent and comparable judgements of student learning.
- Use student assessment data to analyse and evaluate student understanding of subject content and skill development, identifying interventions and modifying teaching practice when necessary.
- Report accurately, articulately, respectfully and in a timely manner to students and parents/caregivers about student achievement, making use of accurate and reliable assessment records, as required by the College and supported by the Enterprise Agreement (2020), as amended or replaced.
- Effectively use and implement the learning management system (SEQTA) provided by the College.

Learning Environment

- Establish and maintain a welcoming, inclusive, relevant, creative and positive learning culture that engages and supports all students and is responsive to their needs.
- Create a caring, protective and safe learning culture that promotes student wellbeing and safety through the implementation of College and College Board Policies and Procedures.
- Accept responsibility for creating and maintaining an atmosphere of mutual respect, fairness and compassion in the classroom.
- Establish and maintain orderly and workable routines, based on College expectations, to create an environment where student time is spent on learning tasks.

- Manage challenging behaviour by establishing and negotiating clear expectations with students, based on College Policies and Procedures, and address discipline issues promptly, fairly, respectfully and restoratively, documenting effectively.
- Incorporate strategies to promote the safe, responsible and ethical use of ICT in teaching and learning.
- Maintain accurate attendance records and standards of classroom appearance.
- Maintain standards of student uniform tidiness and orderliness within the classroom.

Professional Formation

- Utilise the Australian Professional Standards for Teachers and coaching/mentoring advice from colleagues to plan professional learning needs.
- Participate actively in learning to update knowledge and practice, targeting individual professional needs, student learning needs, and College and College Board priorities and initiatives.
- Contribute to collaborative discussions, teams and faculty groups, and apply constructive feedback from colleagues to improve professional knowledge and practice.
- Participate in professional networks and forums to broaden knowledge and improve practice.
- Reflect on and participate in the College's spiritual and religious formation programs.

College Community Support

- Respect and value the role of families as integral members of our College community and as partners in the education of their children.
- Establish and maintain respectful and collaborative partnerships and communication with parents/caregivers regarding their child's learning and wellbeing.
- Participate in the Curriculum Extension Activities (CEA) program in line with EA expectations.
- Demonstrate collegiality through open communication, shared decision-making and confidentiality.

General Expectations

All staff members are expected to demonstrate a commitment to:

- Supporting and modelling the mission and vision of Cabra Dominican College and the Dominican tradition, through actions and words.
- Seeking a deeper understanding of the Dominican charism and approaches to education.
- Interaction with staff, students and parents that is positive, sensitive, respectful and restorative.
- Personal lifelong learning.
- Modelling a very high example to students with regards to presentation and professionalism.
- Participating in College organised professional development.
- Understanding and adhering at all times to all relevant legislative, College, College Board and SACCS Policies and Procedures.
- Utilising the College communication avenues for all correspondence with students and families, adhering to the communication guidelines in the Staff Handbook.
- Completing all administrative tasks as required or directed, including but not limited to record keeping, surveys, distribution of materials, supervision and duty of care provision.
- Attending staff meetings, parent teacher interviews and other co-curricular activities in accordance with the Enterprise Agreement (2020), as amended or replaced.
- Collating evidence of practice and impact on student learning outcomes against the Australian Professional Standards for Teachers and sharing evidence with their line manager in regular appraisals.
- Completing any other duties as directed by the Principal.

Person Specification

- Appropriate level of resilience and conflict management strategies.
- The ability to act professionally, with moral and ethical standards and integrity.
- High level of confidentiality, autonomy and initiative within the scope of the role.
- Highly developed organisational and planning skills.
- The ability to work under pressure whilst maintaining a sense of perspective and humour.

Mentor Teachers

The key role of Mentor Teachers is to establish and nurture a caring, pastoral relationship with the students in their Mentor Group. They are to foster a welcoming, safe and inclusive environment, where all students feel known, valued and cared for, and they provide opportunities for students to develop and share their unique gifts.

The Mentor Teacher role is to:

- Demonstrate effective pastoral care for all students in Mentor Group, through the building of positive relationships and being present to all Mentor Group events.
- Be an advocate and supporter of the particular needs of individual students within the Mentor Group.
- Monitor and support students in their learning and wellbeing.
- Attend to all required administrative duties, including morning prayer, overseeing of uniform and personal presentation, information sharing, distribution and collection of required forms and maintenance of accurate student attendance records and follow up.
- Plan for and teach an effective Pastoral Care program, encompassing the Child Protection Curriculum, wellbeing program and community-building initiatives, in partnership with the Key Mentor Teachers and House Leaders.
- Complete any necessary reporting procedures associated with the Mentor Group.
- Foster connection to the Dominican tradition and values, and the relevant House Dominican Sister.
- Foster a sense of joy, hope, humour and connection and nurture growth mindset and resilience.

Work, Health and Safety (WHS)

This role is deemed to be a Worker under the Work Health and Safety Act 2012 (SA). As a Worker, while at work, you, as the employee who is the subject of this Position Information Document must:

- Take reasonable care for your own health and safety and ensure that your actions or omissions do not adversely affect the health and safety of other persons.
- Comply, insofar as you are reasonably able to, with any reasonable instructions given by the employer.
- Cooperate with any reasonable policy or procedure of the employer that is related to health and safety at the workplace that has been notified to workers.
- Report all hazards, incidents, accidents when witnessed, following Cabra's WHS policies and procedures.

Additional Qualification, Documentation, WHS and Compliance Requirements

All teachers who gain employment in South Australian Catholic Schools are required to have accreditation to teach in South Australian Catholic Schools ('Accreditation') within the first five years of initial employment in a Catholic School in South Australia.

Accreditation requirements include:

- Full South Australian Teacher Registration.
- Completion of CESA Accreditation Induction Modules.
- The understanding of Higher Education in Catholic Studies: four semester length units of approved Catholic Studies including Scripture and theology.

All employees must ensure they are fully compliant with, and take responsibility to maintain and complete, their:

- Teacher's Registration with the Teachers Registration Board of South Australia.
- Screening clearance and a police clearance to work in Catholic Education SA in accordance with current guidelines (i.e., DHS Working with Children Check).
- HLTAID012 Provide an emergency first aid response in an education and care setting.
- Qualifications in, and knowledge of, the Keeping Safe: Child Protection Curriculum.
- Approved Responding to Risks of Harm Abuse and Neglect – Education and Care (RRHAN-EC).
- SALT Compliance Training and WHS modules, as issued by the Catholic Education Office, as required.

Additionally, all employees must ensure they provide copies of awarded qualifications to the HR Manager.

Conditions of Employment

- The salary and entitlements are consistent with those outlined in the Enterprise Agreement.
- The employee must undertake performance review on an annual basis in accordance with the terms and conditions of the Enterprise Agreement (2020).

Acknowledgement

I have read and understood the requirements of this position. I acknowledge that this Position Information Document has been designed to indicate the general nature and level of work and is not a comprehensive listing of all responsibilities, tasks, and outcomes.

Signed by:

_____	_____
Dr Helen Riekie **Principal**	Employee Name
_____	_____
Date	Date