INTRODUCTION

Christian Brothers College is a Catholic School in the Edmund Rice Tradition. It is one of Adelaide’s oldest and most respected Colleges and has been educating boys in South Australia since 1878. The College provides an educational service Birth to Year 12 across three campuses. CBC Child Care Centre, CBC Junior Campus and Senior Campus.

Christian Brothers College provides a 'vibrant and creative response to the educational needs of today'. (Charter for Catholic Schools in the Edmund Rice Tradition 2011-2016).

The College aspires to be faithful to the four EREA Touchstones of Liberating Education, Inclusive Community, Gospel Spirituality, and Justice and Solidarity as described in The Charter for Catholic Schools in the Edmund Rice Tradition.

The four Touchstones are reflected in the Vision and Mission statements of the Christian Brothers College Strategic Direction Plan (2012-2015). This Plan also connects the Touchstones with the four core strategic values of Christian Brother’s College – Faith, Excellence, Community and Compassion – values which inform our continuous improvement in education, decision making and action.

These values are at heart of the College’s Vision, Mission, and Strategic Plans.

The Please visit our College website for more information www.cbc.sa.edu.au.
BROAD PURPOSE

Work collaboratively with colleagues, parents/care givers and CESA personnel to facilitate learning by students and engage in educational reform.

The teacher is responsible to the Principal directly, and/or through the relevant PORs for;

- The development and implementation of the designated areas of curriculum
- The teaching of these areas to designated groups of students
- The students’, fellow employees’ and his/her health, safety and welfare.
- The maintenance of any place or equipment designated or chosen for specific activities.

KEY AREAS OF WORK

The teacher will:

- Apply curriculum knowledge and teaching methods which facilitate successful learning
- Respond to learners needs
- Develop and maintain working relationships
- Provide a balanced and challenging program relevant to the needs of the students
- Assess, record and report learner achievement
- Establish structures and processes to achieve a productive learning environment
- Employ behaviour management strategies which ensure a safe, orderly and successful learning environment
- Ensure that confidential information is handled appropriately
- Carry out other non-instructional responsibilities which are part of the teachers role – eg support and adhere to school and SACCS policies and relevant government legislation; carry out routine tasks including record keeping, surveys, distribution of materials; meet yard duty requirements; exercise a duty of care; and improve skills, knowledge and performance through professional development and performance appraisals
- Support the ethos of the Catholic school

DUTY STATEMENT

1. Professional Responsibilities

- Operate in accordance with the Charter for Teachers in SA Catholic Schools
- Have a commitment to uphold and contribute to the ethos of Catholic schools
- Have a commitment to uphold and contribute to the ethos of the particular Catholic school in which the teacher works
- Understand the employer’s requirements and act in accordance with South Australian Commission for Catholic Schools (SACCS) and the school’s policies, guidelines and procedures
- Complete administrative tasks accurately and on time including record keeping
- Participate in professional development activities which lead to improved student outcomes and strengthens the professionalism of the teacher
- Appropriately assist students who are hurt, sick or in distress
- Meet and teach students at designated locations and times
- Develop and maintain effective professional partnerships with other staff
- Undertake supervision duties including yard duty diligently
- Attend staff meetings, parent teacher interviews and other co-curricular activities
- Accept delegated responsibilities
2. Content of Teaching and Learning

- Plan a comprehensive learning program
- Address students' varying intellectual, emotional and physical abilities in teaching practice
- Identify individual learning needs and styles, and plan learning experiences that enable all students to achieve success
- Know and understand a range of learning methodologies and technologies and their application to the classroom
- Demonstrate best practice in teaching and learning
- Apply prior learning to changes that happen from time to time in teaching and learning practice

3. Classroom Management and Behaviour Education

- Establish positive and effective relationships with students
- Establish and maintain a task oriented learning environment
- Set and adhere to timelines for completion of work
- Negotiate and implement consequences if expectations are not adhered to
- Arrange student furniture to suite the learning activity
- Work with students to create an attractive welcoming classroom environment
- Maintain standards of tidiness and orderliness
- Ensure necessary equipment and facilities are accessible, available and in readiness for planned activities
- Make all reasonable efforts to manage the behaviour of students effectively within the directions of the SACCS Policy for Behaviour Education and Personal Responsibility Policy (2010)
- Apply behaviour management skills in line with school policy
- Respond appropriately to student behaviour
- Identify factors contributing to prolonged, repeated or severely irresponsible behaviour and seek resolutions
- Consistently maintain behavioural expectations
- Apply effective consequences and strategies to assist students who interfere with teaching and learning

4. Assessment and Reporting of Student Learning

- Maintain accurate and comprehensive records of student progress and achievement
- Use a variety of assessment and reporting methods to regularly monitor learning process
- Use assessment tasks that are purposeful and relevant to the teaching and learning program and the learning needs of students
- Provide students with positive feedback on performance that reinforces student achievement and focuses on improvement
- Provide parents and students with detailed, accurate and informative written and oral reports at appropriate times, as required by the school

5. Interaction with the school and broader community

- Demonstrate effective communication skills with students, colleagues, parents or guardians and others
- Work effectively as a member of a school team in a range of school activities
- Participate in partnerships with colleagues to reflect upon and improve teaching and learning practice in designated curriculum areas
The **Teacher** is responsible for addressing the four College values through leadership which is faith centred, innovative and focused on success for all. Their leadership in this role will be modelled through:

**FAITH**
- Promoting, leading and nurturing the growth of the Catholic culture within the College;
- Embracing and sustaining the ethos and traditions of the Edmund Rice charism;
- Articulating the values, vision and mission of the school and EREA;
- Encouraging and participating in the liturgical, sacramental and prayer life of the College;

**EXCELLENCE**
- Modelling best practice boy’s education through relational learning and encouraging innovative, creative and enjoyable learning experiences;
- Using consistent, just and ethical policies and procedures;
- Implementing quality improvement in curriculum content and student learning informed through multiple data measure and current educational research.
- Strategically developing and monitoring a holistic education and the pursuit of success for all;
- Responding to compliancy matters in relation to Catholic Education Office, EREA, National and State compliancy incorporating OH&S etc;
- Collaborate with key leaders of learning to ensure high quality assessment and reporting R-6
- Provide educational management and organisation to ensure promotes a safe and rigorous learning environment.

**COMMUNITY**
- Collaboratively plan, implement and review learning opportunities that are reflective of high quality teaching and learning and promote within the community inclusion and spiritual formation consistent with the college Mission, Vision, Values and the Touchstones and Charter of the EREA.
- Celebrate and lead unique traditions of the College and innovatively contribute to its future vision and growth;
- Maintaining continuous, open communication with the Executive Leadership Team, Director Vision and Innovation, key leaders in learning across the campus, teachers, children, their families and professional partnerships within the wider community.

**COMPASSION**
- Demonstrate leadership that is reflective of both empathy and compassion to those in need.
- Collaboratively lead with the Co-ordinator Justice and Peace, Junior Campus REC and – Justice and key leaders of learning the EREA Justice and Peace Framework.
- Model leadership that advocates and reflects compassion, empathy and justice, especially for those at on margins.
- Lead, action and advocate for the College’s authentic commitment to Indigenous justice and reconciliation
- Contribute to the College’s outreach programs
- Valuing diversity and individuality, especially students perceived to be at risk
- Employ collaborative, open and transparent decision making processes with staff, students and parents
S P E C I F I C  R E Q U I R E M E N T S

Qualifications and Training

Acquire and maintain:

- Police clearance to work in Catholic Education SA
- Approved Responding to Abuse and Neglect training
- First Aid training
- Teachers Registration
- Teacher Accreditation in Catholic Education SA
- Perform any other duties as required from time to time by the principal

W O R K  H E A L T H  &  S A F E T Y

Workers

This role is deemed to be a Worker under the South Australian Work Health and Safety (WHS) Act 2012.

As a Worker, while at work you must –

- take reasonable care for your own health and safety
- take reasonable care that your actions or omissions do not adversely affect the health and safety of other persons
- comply, in so far as you are reasonably able to, with any reasonable instruction 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

Reference:
Division 4, Section 27 and 28 WHS Act 2012

SIGNED
_______________________________________  Date ____________________
(Principal or Delegate)

SIGNED
________________________________________  Date ____________________
(Employee)