

## Position Information Document

### Teacher

#### Christian Brothers College, Adelaide

(An accredited Edmund Rice Education Australia school)

### Position Information

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|---------------------------|--|
| <b>Name:</b>              | Click or tap here to enter text.   |
| <b>Position Title:</b>    | Teacher  |
| <b>Tenure (Years)</b>     | <input type="checkbox"/> Permanent <input type="checkbox"/> Temporary <input type="checkbox"/> Replacement |
| <b>Commencement date:</b> |  |

### Key Working Relationships

- Head of Senior/Junior Campus (*Reports To*)
- Principal
- Deputy Principal
- Head of Learning Enrichment
- Teaching Staff
- Students / Parents

### Introduction

Christian Brothers College is a Catholic School in the Edmund Rice Tradition and one of Adelaide's oldest and most respected ELC-Year 12 Colleges. Established in 1878, CBC has a proud tradition of providing a uniquely contemporary education for boys. Our College shapes men of the future who lead caring, authentic and accomplished lives; who are advocates for respect and compassion and who share a sense of belonging that lasts for life.

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 Plan. This Plan also connects the Touchstones with the four core strategic values of Christian Brothers College – Faith, Excellence, Community and Compassion – values which informs continuous improvement in education, decision making and strategic direction.

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

Please visit our College website for more information [www.cbc.sa.edu.au](http://www.cbc.sa.edu.au).

## Broad Purpose

The **Teacher** will promote CBC, CESA and EREA mission, vision, values and touchstones in all aspects of the role. Teachers at CBC establish and maintain positive working relationships with staff, the wider community, students and their families. They are to have well developed relational skills and the outstanding ability to communicate effectively with all members of the College community and its external partners. CBC teachers are committed to working 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

## Duty Statement

### Key Responsibilities and Duties

#### 1. Professional Responsibilities

- Operate in accordance with the Charter and Code of Conduct for Teachers in EREA and SA Catholic Schools and National Professional Standards.
- 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 EREA, 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 such as logging behaviour and academic records on the Learning Management System, school reports, etc.
- 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 in accordance with Child Protective Practices.
- Meet and teach students at designated locations and times.
- Develop and maintain effective professional partnerships with other staff.
- Undertake supervision duties diligently, including yard duty.
- Attend staff meetings, parent teacher interviews and other co-curricular activities.
- Accept delegated responsibilities from members of leadership.
- Ensure all unit programs, daily planners, and assessments are uploaded and made visible to families/students on the relevant Learning Management System in a timely fashion.

#### 2. Content of Teaching and Learning

- Plan a comprehensive learning program that is aligned to ACARA/SACE/Crossways and Keeping Safe: Child Protection Curriculum.
- 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 drawing on principles from the AITSL standards.
- Pedagogy is framed by up-to-date knowledge and understanding of content.

### **3. Classroom Management and Behaviour Education**

- Establish professional, positive and effective relationships with students.
- Establish and maintain a task oriented learning environment.
- Set and adhere to timelines for completion of work. These include:
  - Ensure all assessment items are visible to students and families, at least ten business days prior to the due date
  - Return assessment items to students no longer than ten business days after the due date
- Negotiate and implement consequences if expectations are not adhered to.
- Arrange student furniture to suit the learning activity.
- Work with students to create a welcoming and engaging classroom environment.
- Ensure that all workspaces meet WH&S standards.
- Make all reasonable efforts to manage the behaviour of students effectively within the directions of the CBC, EREA and SACCS Policy for Behaviour Education and CBC Personal Responsibility Policy.
- Apply behaviour management skills in line with school policy.
- Respond appropriately to student behaviour by drawing on Restorative Justice principles.
- 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 aligned with either Achievement Standards (ACARA) or Performance Standards (SACE).
- 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 feedback on student work in relation to achievements/performance standards that avoids personal judgements, rather, focused on improvement.
- Ensure all feedback regarding assessment tasks is communicated on the Learning Management System and made available no longer than ten business days after the assessment deadline. In doing so, teachers should:
  - Provide a comment that :
    - talks to student performance in relation to performance standards
    - acknowledges an achievement/strength
    - acknowledge any area for improvement, if relevant
  - Ensure to complete school reports within the specified time frame.

### **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.
- Actively collaborate with peers
- Participate in partnerships with colleagues to reflect upon and improve teaching and learning practice in designated curriculum areas.
- Be involved with the Co-curricular aspect of College life.

# Person Specifications

## Skills

- Support and active commitment of the ethos of the College, as a Catholic School in the Edmund Rice Tradition
- Ability to translate vision and strategy to tangible plans and outcomes
- A demonstrated commitment to relationship building with students, staff, parents and the wider community
- Excellent written, verbal and interpersonal communication skills with the ability to engage with people from varying backgrounds
- Excellent organisational and planning skills with the ability to lead by example and delegate effectively
- Ability to collect, analyse and interpret data to inform best practice policy, teaching and learning
- Ability to work with individual students with particular needs
- Ability to interact with students in a positive, sensitive and respectful manner
- Ability to assist parents in a sensitive supportive and professional manner
- Be committed to questioning processes and practices in pursuit of continuous improvement

## Knowledge

- Knowledge of and commitment to the Catholic ethos
- Comprehensive knowledge of CBC's philosophy, policies, and procedures
- Sound knowledge of student's development and needs
- Sound understanding of and empathy for students, especially boys and the way in which they learn and respond to the world around them

# College Values

You will practice CBC values and the EREA Touchstones, when you;

## Faith / Gospel Spirituality

- Promote, lead and nurture the growth of the Catholic culture within the College;
- Embrace and sustain the ethos and traditions of the Edmund Rice charism;
- Articulate the values, vision and mission of the school and EREA;
- Encourage and participate in the liturgical, sacramental and prayer life of the College;

## Excellence / Liberating Education

- Model best practice and encourage innovation and creativity;
- Use consistent, just and ethical policies and procedures;
- Respond to compliance matters in relation to Catholic Education Office, EREA, National and State compliances such as WHS;
- Promote a safe and rigorous learning environment;

## Community / Inclusive Community

- Collaboratively plan, implement and review personal learning opportunities that are reflective of 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;
- Promote and affirm inter-campus staff community relationships;
- Value our gathering times, sharing and celebrating our spirituality;

## Compassion / Justice & Solidarity

- Recognise and celebrate acts of service within and beyond the College Community;
- Model leadership that advocates and reflects compassion, empathy and justice, especially for those at on margins;
- Value diversity and individuality;
- Employ collaborative, open and transparent decision making processes with staff, students and parents;

## Specific Requirements

### Qualifications and Experience

- Current Teachers Registration in SA
- A relevant tertiary qualification and experience
- Current Senior First Aid Certificate
- Edmund Rice Education Australia and CBC is committed to ensuring the safety, wellbeing and dignity of all children and young people. All staff must have and maintain a commitment to child safety
- Approved Mandatory Notification training
- All applicants will be subject to EREA and legislative screening procedure. These checks are consistent with EREA's commitment to child protection policies and procedures.

### Work Health & Safety

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 (Principal or Delegate): \_\_\_\_\_ Date: \_\_ \_\_ / \_\_ \_\_ / \_\_ \_\_

Signed (Employee): \_\_\_\_\_ Date: \_\_ \_\_ / \_\_ \_\_ / \_\_ \_\_