



NAZARETH COLLEGE

SUBJECT TEACHER POSITION DESCRIPTION

POSITION REPORTS TO: Deputy Principal Teaching and Learning via The Instructional Leader	AWARD: Entitlements under the Victorian Catholic Education Multi Enterprise Agreement 2018 (or its successor)
CLASSIFICATION: Dependent on experience and VCMEA Award Or its successor)	TERMS OF EMPLOYMENT: To be negotiated
ANNUAL LEAVE: As per VCMEA Award	REQUIREMENTS: <ul style="list-style-type: none">• Annual Review Meeting• VIT• Proof of ID• Academic Transcripts• Accreditation to teach in a Catholic School
COMMENCEMENT DATE: Monday 29 January 2024	TO BE REVIEWED BY AND DATE: The principal as required

CONTEXT

A Catholic school is responsible for ensuring the highest value is placed on leadership and vision in educating young people about the Church's mission of faith development.

Nazareth College is a Catholic Co-educational Regional Secondary College established in 1986. It is a learning community centred on the person of Jesus Christ. We foster a culture of Faith, Wisdom, and Knowledge through learning and teaching in the Catholic tradition.

***'...for all of you are the children of God, through faith, in Christ Jesus (Galatians 3:26)
Nurturing an inclusive and diverse culture.'***

Nazareth College acknowledges Aboriginal and Torres Strait Islander peoples as the traditional custodians of the lands where we live, learn and work. The Nazareth community is committed to the safety, wellbeing, and protection of all children in our care.

SUBJECT TEACHER

Catholic schools are places where the sacred dignity of each person is recognised, respected, and fostered. Nazareth College takes an integrated and collaborative approach to building and strengthening a safe and respectful school community. The partnerships between staff are pivotal in the learning, wellbeing, and empowerment of Nazareth College students.

Subject Teachers are appointed by the Principal and report directly to the Instructional Leader, who reports to the Deputy Principal (Teaching and Learning). They are primarily responsible for providing quality teaching and learning opportunities to students that allow them to reach their full potential. They are responsible for planning, preparing and delivering curriculum and general supervision of students. The Subject Teacher also promotes gospel teachings and supports the College's vision.

Subject teachers will work with their Instructional Leader to provide innovative pedagogical approaches to deliver optimal student learning outcomes, relevant, appropriate, and high-quality curriculum, and implement college learning innovations. Subject teachers are responsible for the learning activities and resources in their subject. They will be committed to developing consistent and continuous curriculum design, development, and improvement to extend and enhance student learning outcomes. Subject Teachers will be committed to implementing best practices in teaching and learning to meet the needs of every learner to improve student learning outcomes.

Catholic schools are places where the sacred dignity of each person is recognised, respected, and fostered. Nazareth College takes an integrated and collaborative approach to building and strengthening a safe and respectful school community which is safe. The partnerships between staff are pivotal in the learning, wellbeing, and empowerment of Nazareth College students.

Subject Teachers will actively support and promote the values inherent in a Catholic school, be highly professional in all aspects of the role and display proficiency in organisation, communication, consultation, and decision-making. They must be familiar with and comply with the College's Child Safety and Wellbeing Policy and the Code of Conduct. They will provide students with a child safe environment, proactively monitor and support student wellbeing and exercise pastoral care that reflects school values.

The successful candidate for this position will commence Monday 29 January 2024. For the nominated tenure, an ongoing teaching position is associated with this appointment.

KEY TASKS

The purpose of the position description is to provide an overview of the major tasks and responsibilities of the position. It is not intended to represent the entirety of the position. The incumbent may be requested to perform other tasks, and the College may modify the position description in consultation with the incumbent, depending on the operational needs and requirements of the College.

CURRICULUM

- Participate in curriculum planning that is aligned with the school's vision
- Construct the Curriculum Map for the subjects taught that year/semester, in consultation with other teachers at that year level
- Upload lesson plans for each lesson to the SIMON Learning Management System
- Ensure lessons are differentiated to meet the needs of all students
- Complete assessment and reporting requirements as directed
- Continuously report on student achievement, using the SIMON Learning Management System
- Undertake Student Progress Meetings with students once a semester
- Write examinations for students if teaching Year 9, 10 or 11, in consultation with other teachers at that year level
- Know about the Nazareth Learning Framework, Victorian Certificate of Education, Vocational Major, and Victorian Curriculum within the auspices of your subject area and ensure the aims and objectives of the Curriculum program are being met
- Have an outcomes-based focus backed by up-to-date course documentation
- Have a clear focus and strive to continually improve student learning outcomes
- Use reflective practice, professional dialogue, and a collaborative approach to your teaching
- Work with The Instructional Leader and team to use data to inform pedagogy
- Implement an innovative curriculum that allows students the opportunity to experience a broad, challenging and stimulating curriculum that caters for individual needs across the full range of student abilities from Year 7 to 12 (including VCE, VET and VCE Vocational Major)

TEACHING AND LEARNING PRACTICES

- Be visionary and develop a strong learning culture within your subject area
- Ensure that teaching and learning is of the highest standard and cater for all students
- Teach classes and model various teaching and learning practices, including cooperative learning, action learning, strategies for coping with differences in preferred learning styles, and enhanced opportunities for skills-based learning
- Work with colleagues to promote various contemporary teaching and learning strategies
- Promote continuous improvement and growth in practice and pedagogy using peer observation, coaching, feedback, and self-reflection
- Develop positive working relationships with the Instructional Leader
- Plan for suitable interventions or opportunities to address identified needs by liaising with appropriate staff (eg, learning diversity, counsellor)
- Develop learning initiatives that focus on an innovative and engaging curriculum

- Attend regular meetings with Instructional Team focused on improving student outcomes
- Ensure all Instructional Leader decisions and procedures are followed at each year level
- Support the internal examinations and assessment tasks by collaborating with staff to ensure optimal learning experiences for students
- Attend Professional Learning opportunities (including professional reading)
- Improve student engagement and learning through differentiation and student ownership
- Evaluate and revise learning and teaching programs to meet the needs of students
- Maintain a knowledge of contemporary educational theory and practice,
- Develop a dynamic, compliant, innovative, and engaging curriculum
- Remain abreast of relevant guidelines and course requirements of MACS, ACARA & VCAA.
- Promote student participation in learning in conjunction with the Instructional Leader and students
- Be continuously involved in Action Research, reflective practice and professional growth to develop optimal learning programs
- Ensure that the curriculum is challenging, flexible and adaptable while facilitating deep learning and learning progression so all students can succeed
- Seek opportunities to develop students' confidence in and ownership of learning, self-assessment skills, cooperative and collaborative learning, and explicit thinking skills
- Ensure sequential, differentiated and scaffolded curriculum at all year levels in accordance with VCAA, VCE and compliance requirements
- Ensure that the curriculum aligns with MACS and school policy
- Develop and maintain appropriate links with parents, students, and staff
- Under the direction of the Instructional Leader, prepare activities and resources for Open Days, school tours, and taster days
- Evaluate and improve knowledge of teaching strategies and demonstrate exemplary teaching using research-based programs
- Ensure all excursions and incursions are thoroughly planned according to college policies and designed to enhance student learning outcomes
- With the Instructional Leader, use data to improve learning and outcome
- Develop cross-curricular teaching teams where the potential exists

CLASSROOM MANAGEMENT

- Apply effective behaviour management focusing on PBS and restorative practices, consistent with the College's Behaviour Management Policy
- Know and advise students on the school's policies and procedures
- Encourage student co-operation, emphasising respect for others and observation of school rules and expectations for appropriate behaviour
- Form working relationships with students which are positive, consistent, and fair
- Take responsibility for managing inappropriate student behaviour
- Be punctual, manage time, lesson planning and assessment schedules efficiently
- Establish an environment where students feel safe and are encouraged to be engaged
- Monitor student progress and liaise with relevant staff regarding individual needs
- Take responsibility for the pastoral needs, duty of care and standards of behaviour of students inside and outside the classroom
- Protect the safety and wellbeing of each student
- Report behaviour that is beyond regular classroom management to the relevant staff and document the incident on the SIMON Learning Management System

PROFESSIONAL DEVELOPMENT

- Professional learning is a component of school improvement to improve student learning
- Commit to undertaking Professional Learning to ensure best practice
- Participate in the staff annual review process
- Support learning by acting as a mentor or supporting preservice teachers
- Uphold the professional standards expected of this role
- Have and maintain currency of first aid, mandatory reporting, anaphylaxis & asthma training

PROFESSIONAL EXPECTATIONS

- An employee, neither during nor after the period of employment/engagement with, except in the proper course of their duties or as permitted by the organisation or as required by law, divulge to any person any confidential information concerning: The business or financial arrangement or position of this organisation or any related entity; The personal, wellbeing or financial information of any student, staff member or any related stakeholder or any of the dealings, transactions or affairs of the organisation or any related stakeholder
- Attend Staff and other meetings as required
- Participate in an Annual Review
- Attend and support 'out-of-hours' events in the life of the College, such as Formals, Presentation evenings, Parent Nights, and Religious Education events as appropriate
- Have a broad knowledge of the life of the College, detailed awareness of individual students, and a willingness to give of oneself rather than simply giving of one's time.
- Be involved in co-curricular activities and act as a role model for participating students
- Attend whole-school events such as college assemblies and liturgies, sporting events, house events, open days and other events as required by the principal.
- Attend all relevant after-school meetings such as parent information evenings, assemblies, masses, services, community and faith days, and professional learning opportunities.
- Use information and communications technologies to enhance administration procedures
- Follow the financial requirements concerning budgets, record keeping, ordering and deliveries
- Participate in yard duty supervision as rostered and other supervision duties when required
- Use time not scheduled for teaching duties, lesson planning, assessment of student work and organisation in line with the proposed new agreement
- Meet professional responsibilities to teach in Victoria and enact obligations to maintain membership
- Ensure the safety of the Nazareth community by attending to OH&S issues in an appropriate and timely manner.
- Support a performance and development culture.
- Attendance at Open Day/evening is compulsory
- Continue to meet the characteristics of a teacher as documented in the Australian Professional Standards for Teachers (AITSL) and ensure that teaching is of the highest standard and caters to all students' needs
- The position may, from time-to-time may, require attendance outside regular hours
- All employees at Nazareth College are to follow College policies and procedures
- Ensure Nazareth College continues to build its reputation as a school of choice
- Their demeanour, respect, support and involvement will provide an exemplary example
- Other duties, as directed by the Principal

PASTORAL CARE

- Staff are expected to uphold the safety and wellbeing of our students by
- Implement strategies that promote a healthy and positive learning environment and contribute to the fostering and development of student wellbeing
- Exercise pastoral care that reflects College values and policies, and legislative requirements.
- Build a culture of openness and transparency that engages student voice and participation
- Be professionally competent in teaching, administration, and pastoral care
- Build strong relationships with students, recognise their needs, and provide them with the best possible experience
- Liaise effectively and promptly with all parents and guardians
- Create a harmonious multicultural environment where individual differences and cultural diversity are valued and encouraged

CHILD SAFETY

Every person employed at Nazareth College is responsible for understanding the role they play individually and collectively to ensure that the care, wellbeing, and safety of all students is at the forefront of all they do and every decision they make. The College is committed to ensuring that all staff act in a manner that promotes the inherent dignity of every student and their fundamental right to be respected

and nurtured in a safe school environment. This commitment includes learning opportunities in relation to child safety, and wellbeing. Such responsibility requires employees to

- Provide students with a safe environment and proactively monitor and support wellbeing
- Be familiar with and comply with the Nazareth College Child Safe and Wellbeing Policy, Code of Conduct and all policies and procedures relating to child safety
- Be experienced in working with children
- Understand child safety, protection, and appropriate behaviours when engaging with children.
- Knowledge of legal obligations relating to child safety under Ministerial Order No. 1359 Child Safe Standards and expectations of MACS, PROTECT, VIT and VRQA
- In conjunction with the Child Safety Team, implement policies and procedures relating to child safety
- Ensure all protocols relating to reporting an issue of Child Safety and Mandatory Reporting are adhered to protect all students' safety and wellbeing
- Promote the cultural safety, participation and empowerment of students and their families identified as vulnerable, students with a disability, linguistically and culturally diverse students and Aboriginal and Torres Strait Islander students

OCCUPATIONAL HEALTH AND SAFETY

There is a responsibility incumbent on all staff members to ensure that the regulations associated with Occupational Health and Safety are adhered to. Staff members are advised that they are to:

- Contribute to providing a safe and healthy working environment for employees, contractors, students and others by assisting the school to ensure compliance with OH&S objectives.
- Ensure proper procedures, training, and supervision are in place to minimise occupational health and safety risks
- Take reasonable care of their safety and the health and safety of others affected by their acts or omissions
- 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 wilfully or recklessly interfere or misuse anything provided in the interests of health and safety or the welfare of others
- Not wilfully place the health and safety of any other person in the workforce at risk

SELECTION CRITERIA

Nazareth College, Noble Park North recognises and values each applicant's unique gifts, talents, and experience. The criteria listed below will inform the selection process.

1. Registered Teacher in Victoria
2. Hold a CECV Accreditation to Teach in a Catholic School
3. A commitment to support the Catholic ethos of the College
4. Extensive teaching experience as a secondary school teacher with a demonstrable understanding of the AITSL Standards
5. The capacity to create and maintain an environment that supports continuous improvement leading to the achievement of high-quality outcomes for all students
6. An ability to actively encourage all students to participate in the curriculum
7. A clear vision for Teaching in a Catholic co-educational secondary College
8. Well-developed organisational and interpersonal skills, including a demonstrated ability to work effectively, independently, and collaboratively in a team environment. This includes managing information and correspondence with confidentiality, discretion and diplomacy with staff, students, and parents/guardians
9. An understanding of the cooperative teaching connections between pastoral, academic, social, spiritual, cultural, sporting, and creative factors that work together to provide a dynamic learning community committed to the whole person's wellbeing
10. Sound understanding of Child Safe standards and mandatory reporting requirements and a strong commitment to providing a child safe environment
11. A proven ability to lead and nurture students and staff in a dynamic and caring learning environment that is collaborative and inclusive
12. Protecting Children-Mandatory reporting and other Obligations, Anaphylaxis Awareness Training, First Aid, Disability Standards for Education certificates (or willingness to obtain).
13. Promote the cultural safety, participation and empowerment of students and their families identified as vulnerable, students with a disability, linguistically and culturally diverse students and Aboriginal and Torres Strait Islander students

KEY ORGANISATIONAL RELATIONSHIPS

INTERNAL Principal Leadership Team Staff Students	EXTERNAL AITSL MACS CECV Professional Associations	MEETINGS Instructional Team Staff
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EMPLOYEE ACKNOWLEDGMENT

I, _____ (the undersigned) have read and understand the content of this position description and undertake to meet the key accountabilities in an appropriate manner.

Name

Signature..... Date

AUTHORISED BY PRINCIPAL OR REPRESENTATIVE

Name

Signature..... Date