# Teaching Position

<table>
<thead>
<tr>
<th><strong>Title</strong></th>
<th>Teacher</th>
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<tbody>
<tr>
<td><strong>Reports To</strong></td>
<td>Principal, Vice Principal, Deputy Principals</td>
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<td><strong>Loading</strong></td>
<td>1.0 FTE</td>
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## Primary Purpose of Position

A Teacher at Salesian College Sunbury is responsible to the Principal for the delivery of high quality teaching and learning experiences. The role requires the teacher to create and build healthy and productive relationships with students, colleagues, parents and community members.

The College recognises teachers as the most valuable resource and expects teachers to work in a collaborative way that enhances student outcomes and the Salesian ethos, supporting the college mission, vision and strategic plan.

## Statement of Duties

### Professional Knowledge

- Teachers know how students learn and how to teach them effectively.
  - Know how the experiences that students bring to their classroom affect their continued learning.
  - Draw on a body of knowledge and contemporary research to respond to the needs of the students.
  - Know how to maximise different learning spaces and structure lessons to meet the physical, social and intellectual needs of their students.
  - Know how to use Information and Communication Technology to contextualise and expand students’ modes and breadth of learning.

- Teachers know the content they teach
  - Know the content of their subjects and curriculum.
  - Understand and adhere to state and national course requirements.
  - Know the methodologies, resources and technologies, which support learning of the content, processes and skills you teach.
  - Be familiar with curriculum statements, policies, materials and programs associated with the content you teach.

- Teachers know their students.
  - Know the learning strengths and weaknesses of students.
  - Be aware of the social, cultural, and religious backgrounds of the students; and treat students equitably.
  - Develop an understanding and respect for the students as individuals, and are sensitive to their social needs and the way they interact with others.
  - Work with and communicate regularly with students’ families to support their learning.
  - Set effective homework that meets a purpose and can be completed within a reasonable time-frame.

### Professional Practice

- Teachers plan and assess for effective learning
  - Establish clear and achievable learning goals for students.
  - Ensure that criteria sheets/rubrics/checklists are given out with the assessment task so that students have a clear understanding of all requirements.
  - Monitor student engagement in learning and maintain records of their learning progress.
Select assessment strategies to evaluate student learning.
Provide feedback to students and their parents/guardians and Homegroup Leader to inform further planning of teaching and learning.
Teachers undertake data analysis to inform practice.

**Teachers create and maintain safe and challenging learning environments.**
- Develop a positive learning environment where respect for individuals is fostered and where learning is the focus.
- Provide a learning environment that engages and challenges students and encourages them to take responsibility for their own learning.
- Use and manage the materials, resources and physical space of their classroom to create a stimulating and safe environment for learning;
- Establish and maintain clear and consistent expectations for students as learners and for their behaviour in the classroom.
- Be familiar with and comply with the school's child-safe policy and procedures.
- Proactively monitor and support student wellbeing.
- Be mindful, informed and respectful of the teachings of the Catholic Church when presenting content knowledge.
- Encourage students to be independent, resilient and life-long learners.
- Recognise and refer students for learning support or/and counselling where appropriate and incorporate the suggested strategies.
- Attend school liturgical celebrations, school organised activities relevant to house or year level, school assemblies and professional meetings as required.

**Teachers use a range of teaching practices and resources to engage students in effective learning**
- Communicate effectively with students to make their learning programs explicit, to build rapport, and to support their learning.
- Provide opportunities for students to explore ideas and develop knowledge and skills, through discussion and group activities.
- Use a range of teaching and learning strategies, technologies, activities and resource.

**Professional Engagement**
**Teachers reflect on, evaluate and improve their professional knowledge and practice**
- Work within the framework of school, CECV and Salesian policies
- Regularly reflect on and critically evaluate your professional knowledge and the effectiveness of your teaching.
- Work collaboratively with other teachers and engage in discussion of contemporary issues and research to improve professional practice.
- Identify your own professional learning needs and engage in professional development activities.
- Participate in the Coaching Program to support professional learning and growth.

**Teachers are active members of their profession**
- Support and contribute to the development of the ethos of the Catholic school and the mission of the Salesian tradition.
- Support the learning and wellbeing of both students and fellow teachers.

**Other**
- Contribute to a healthy and safe work environment for yourself and others and comply with all safe work policies and procedures.
- Support and be involved in the co-curricular program
- Maintain currency of first aid, mandatory reporting and anaphylaxis training.
- Demonstrate duty of care to students in relation to the physical and mental wellbeing.
- Attend all relevant school meetings and after school services/assemblies, sporting events, mass, community and faith days as well as professional learning opportunities.
Salesian College holds the safety, wellbeing and inclusion of children, including those with disability as a central and fundamental responsibility of Catholic Education.

### SELECTION CRITERIA

| Commitment to Catholic Education | A demonstrated understanding of the ethos of a Catholic school and its mission.  
|                                | A demonstrated capacity to instil in students a respect for each other in accordance with the teachings of Jesus Christ.  
|                                | Support the Catholic ethos and the Salesian vision and mission.  
|                                | Establish positive relationships with all students and support their spiritual, physical, intellectual, social, emotional and moral development.  
|                                | Participate in religious celebrations including masses (liturgies), retreats and community service.  
|                                | Understand and support the college ethos and Don Bosco’s Preventive system, which demands that we educate with reason, religion and loving kindness.  |

| Commitment to Child Safety | A demonstrated understanding of child safety.  
|                          | A demonstrated understanding of appropriate behaviours when engaging with children.  
|                          | Familiarity with legal obligations relating to child safety (e.g. mandatory reporting). |

| Education and Experience | **Essential:**  
|                          | Teaching qualifications.  
|                          | Current Victorian Institute of Teaching (VIT) registration.  
|                          | Accreditation to teach in a Catholic school (or be working towards such accreditation). |

|                          | **Desirable Other:**  
|                          | Accreditation to Teach Religious Education  
|                          | Demonstrated understanding and experience of the learning and teaching pedagogy associated with the Victorian Curriculum  
|                          | Demonstrated experience in using ICT to teach subject area.  
|                          | Preference for experience in inquiry based learning and use of student data to maximise learning outcomes. |

| Skills/Attributes | Ability to work as part of a team.  
|                  | Good oral and written communication skills, including ability to communicate with students, parents and the school community.  
|                  | Experience and proven record in effective learning and teaching skills, including management of composite classes/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 etc.  
|                  | Ability and willingness to accept policy directives |