

# ASSUMPTION COLLEGE

## Role Description : Teacher



Presence - Family Spirit - Simplicity - In the Way of Mary - Love of Work

*The early Marists proclaimed 'Let it be said of us, as it was of the first Christians, 'see how they love one another'. In a world thirsting for connection and belonging, we strive to be a place in which a family spirit of love, respect and mutual trust are the wellsprings of growth and healing.*

### TEACHER

#### POSITION DESCRIPTION

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Subject teachers are inspirational people, who plan for and implement programs to encourage and support students to learn and to grow in the various subject disciplines. Subject teachers are accountable in their practice to their Learning Leader, the Deputy Principal Learning & Teaching, their students, parents/guardians and the Principal.

**Reports to:** Principal  
Deputy Principal - Learning and Teaching

**Collaborates with:** Members of the College Leadership Team  
Learning and Teaching Team  
Staff, students and parents/guardians

**Contract:** Employee of Marist Schools Australia. All teachers at Assumption are required to be involved in the supervision or coaching of a co-curricular program for students. This could include responsibilities on Saturdays.

#### PROFESSIONAL RESPONSIBILITY AS TEACHER

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- Be respectful of the spiritual and social values of Assumption College.
- Be accredited members of the Victorian Institute of Teaching and enact their obligations to maintain membership.
- Meet the professional responsibilities of teaching in Victoria, including adherence to the Victorian Curriculum, VCE, VCAL and/or VETiS requirements.
- Ensure the safety of our community by attending to OH&S issues in an appropriate and timely manner.
- Model collaborative, inclusive and life-affirming behaviour towards fellow staff members

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- Adhere to all College Policies and Procedures.

### TEACHER DUTIES

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#### Learning and Teaching

- Have an exemplary understanding of their subject matter
- Prepare a differentiated curriculum that is engaging and challenging for students.
- Ensure that students receive regular formative feedback about the progress of their learning.
- Utilise the school's ICT systems to develop student engagement in learning and digital literacy skills.

#### Professional Learning

- Attend to the continual development of their pedagogical and teaching skills for the improvement of student achievement.
- Attend scheduled meetings and contribute to professional learning.
- Work positively and cooperatively in designated and ad hoc teams to develop curriculum and other learning opportunities for students.
- Establish Professional Learning Goals and report on progress towards these as required.

#### Pastoral Wellbeing

- Where necessary, utilise agreed Behaviour Management Procedures.
- Strive to create a positive and productive learning environment, and a solid working relationship with all students.
- Contribute to the life of the College by participating in College functions and events, including camps and excursions.
- Other duties as directed by the Principal.

### KEY SELECTION CRITERIA

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#### Catholic Identity

- Demonstrate an understanding of and desire to, actively support Marist values, the College Mission, and the Catholic ethos of the College.
- Having Religious Education as a teaching method is desirable.
- Will engage in professional development activities focussed on the Marist values, the College Mission, and the Catholic Ethos of the College

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### Learning and Teaching

- Able to plan for and implement engaging and appropriately challenging units of work
- Display a commitment to working collaboratively.
- Be passionate about education and demonstrate a willingness to adopt and evaluate the effectiveness of classroom strategies that use evidence informed High Impact Teaching Strategies
- Seek to be actively involved in curriculum development to ensure that programs are developed to meet the changing needs of students and the community.

### Professional Learning

- Demonstrate a passion for learning and willingness engage in life-long learning.
- Display commitment to the articulated pedagogical methods within the school and be prepared to engage in professional development in areas of innovation and/or where one's professional experience or skills are not sufficiently developed.
- Can articulate areas for professional growth and source appropriate resources to attend to these needs.
- Has a sense of own strengths as an educator and a willingness to share personal professional expertise with peers.

### Pastoral Wellbeing

- Be actively involved in the provision of high quality pastoral care.
- Demonstrate well developed interpersonal and communication skills and the ability to liaise and communicate effectively with people with of various ability and background.
- Seek to be actively involved in the provision of co-curricular activities and express a keen desire to continue to participate in this provision.
- Show the capacity to provide leadership that is characterised by a desire for continuous improvement, lateral thinking and innovation.

## CHILD SAFEGUARDING REQUIREMENT, DUTIES AND RESPONSIBILITIES

- All staff are required to be familiar with the content of our Child Safeguarding Policy and Program including their legal obligations with respect to the reporting of child abuse.
- It is each individual's responsibility to:
- Understand and abide by our Child Safeguarding Code of Conduct and Policies.
- Be aware of key risk indicators of child abuse, to be observant, and to raise any concerns they may have relating to child abuse with one of the College's Child Safeguarding Officers.

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- Support a child safe environment through identifying and removing risks and promoting the participation and empowerment of children in participating in the College's child safeguarding program.
- Report any concerns that a child may be subject to abuse to the College's Child Safeguarding Officer, noting that this does not release the staff person from other legal and regulatory reporting obligations that may apply, namely:
  - Obligation to report a sexual offence (Crimes Act 1958 (Vic) (s 327))
  - Obligation to Act to Protect (49C of the Crimes Act 1958 (Vic) (Crimes Act))
  - Obligation to Make a Mandatory Report (The Children, Youth and Families Act 2005 (Vic) (CYFA))
- It is our policy that all new staff and members of the Council undergo additional screening to meet Child Safeguarding requirements in relation to Child-connected work including:
  - Working With Children Check clearance
  - Relevant qualifications and registrations
  - Personal identity verification and background check, including a satisfactory completion of a National Police Check.
  - Reference checks will address the persons' suitability for the working with children

## OCCUPATIONAL HEALTH & SAFETY

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- Perform the above duties in line with any safe work practices and processes and conduct oneself at work in a manner that is safe to self and others.
- Encourage colleagues and others on the worksite to adhere to safe work practices.
- Support and contribute to the improvement of safe systems of work and safe work Practices.
- Participate in relevant OH&S training programs.
- Report all work-related incidents and near misses which result in injuries, ill health, or property damage in writing, in accordance with the school's OH&S policies and procedures;
- Suggest changes to eliminate workplace hazards, or minimise the risks associated with Them.
- Correctly use any equipment provided for health and safety purposes.
- Follow reasonable instructions given by the school in relation to health and safety at Work.
- Support the consultative processes for managing OH&S, when opportunities arise.