

1. POSITION IDENTIFICATION

POSITION TITLE	Classroom Teacher
REPORTS TO:	Head of Learning Area
AWARD:	Congregation of the Missionary Oblates of the Most Holy and Immaculate Virgin Mary Teachers' Enterprise Bargaining Agreement 2015 <ul style="list-style-type: none">• Base Teacher Salary

2. THE ROLE

The classroom teacher is responsible for creating a positive learning environment that promotes the growth and development of the whole student.

3. SPECIFIC DUTIES

Classroom teachers are trusted professionals responsible for the care, learning and wellbeing of children. In keeping with this trusted position, teachers at Mazenod are required to conduct themselves at all times in a manner that gives the highest priority to the safety and wellbeing of the children in their care. As education professionals, classroom teachers are expected to maintain a standard of practice that is consistent with the AITSL Australian Professional Standards for Teachers. As members of a Catholic learning community, classroom teachers are called upon to teach in a manner that is consistent with the Gospel and in support of the values of the College.

- Provide a child-safe learning environment for all students
 - Use effective strategies to maintain a productive learning environment
 - Ensure that concerns about wellbeing are communicated effectively and in a timely manner through SEQTA
 - Use effective strategies to respond to challenging behaviour in a manner that is respectful of the dignity of the child.
- Plan for and implement effective teaching and learning in a 1:1 ICT learning environment
 - Be familiar and understand the core systems for the delivery of student learning across the College, including: Microsoft Office 365, OneNote, SEQTA
 - Be familiar and understand the core systems for the delivery of student learning in the learning area (e.g. Adobe suite, Inventor, Archicad)
- Maintain deep knowledge of curriculum content and how to teach it
 - Engage in professional learning to maintain curriculum knowledge
- Develop programs and assess student learning
 - Develop learning programs provide learning opportunities for students of various abilities
 - Ensure that feedback is timely and provides support for students to make progress in their learning
 - Participate in the collaborative moderation of student assessment
 - Support and participate in innovation in learning
 - Ensure that learning programs are made available to students in SEQTA at the beginning of the course
- Reliably report on student learning to students and families
 - Maintain accurate and reliable records in SEQTA marks books
- Liaise with families and other stakeholders regarding student learning
 - Record all parent contact in SEQTA

Learn what you are in the eyes of God.

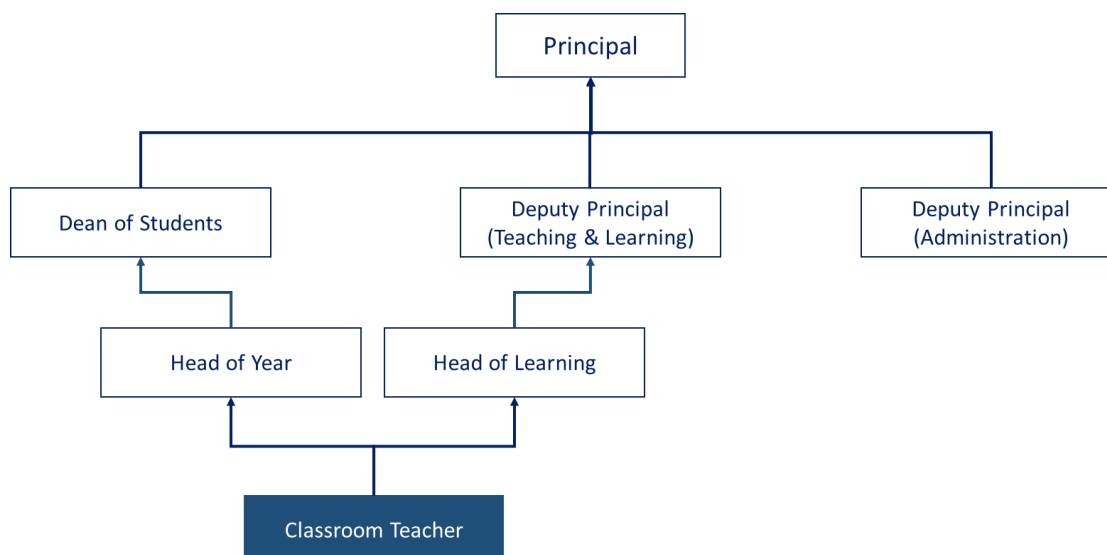
- Contact parents regarding student achievement and behaviour when these fall below expectation
- Use strategies to engage students and families as partners in support the student’s wellbeing, learning and progress
- Engage in professional learning, especially through the Teacher Development Programme
 - Employ a range of strategies, including student voice, to reflect, review and adapt teaching practices
- Engage professionally with colleagues, parents/carers and the community
 - Record all parent contact in SEQTA
 - Record all pastoral concerns and actions in SEQTA
 - Maintain high standards of professional communication with all stakeholders.
- Engage in the co-curricular life of the College
- Other duties as directed by the Principal or their delegate

4. SELECTION CRITERIA

Successful applicants to the role of classroom teacher will:

- be committed to the teachings and values of the Catholic Church
- demonstrate a clear understanding of the curriculum
- have excellent communication skills and will be able to articulate a clear understanding of how working in teams will improve teaching performance
- be able to demonstrate a commitment to his or her own professional learning and development
- have well-developed skills with information and communications technologies, and have a clear understanding of how to integrate ICTs into their lessons
- have a strong understanding of current pedagogy and, in particular, how this pertains to boys’ education
- have advanced skills in classroom teaching with an ability to teach classes of students with a variety of abilities and aptitudes
- be able to demonstrate child-safe practices and strategies to promote the safety and wellbeing of students in line with legislative and policy requirements
- have current TRBWA registration
- have a current Working with Children Check

5. KEY RELATIONSHIPS



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