



Role Description

Classroom Teacher

A teacher in an authentic Catholic school in the Edmund Rice Tradition has a significant role in the mission and life of the Church. In partnership with parents and the faith community, a teacher is willing to contribute to the formation of students in the Catholic faith through the four Touchstones: Gospel Spirituality, Liberating Education, Justice and Solidarity and Inclusive Community.

A teacher as a professional will perform their role and responsibilities to a high level of competence in a way that meets the benchmarks set by AITSL for a teacher to be considered a competent professional.

Teachers employed to work at St Edward's must have the capacity and commitment to:

1 College Ethos

Be supportive to the mission, teachings and ethos of the Catholic Church's work in schools by:

- 1.1 Acknowledging that our school is a place of prayer. This includes encouraging prayer in Tutor, Religious Education classes, staff and student meetings.
- 1.2 Promoting the importance of religious education of students and seeking to integrate Catholic values in the teaching of other disciplines.
- 1.3 Supporting, promoting and engaging in the social justice initiatives of the College.
- 1.4 Actively contributing to the spiritual and liturgical life of the College. This includes reverent attendance at College liturgies and masses.
- 1.5 Participating in the EREA Formation programs such as, Galilee, Into the Deep, Break Every Yoke and Mount Sinai.

[AMENDED Catholic Independent Schools \(Teachers -Model B\) Enterprise Agreement](#)

2 Student Wellbeing and Pastoral Care

Be respectful and committed to the wellbeing of each individual, in conjunction with the Pastoral Team by:

- 2.1 Promoting and modeling respectful relationships with staff, students and members of the College community.

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- 2.2 Supporting and valuing the uniqueness, potential and dignity of each member of the College community. Refer to [EREA safe and inclusive FAQ](#)
- 2.3 Encouraging the growth of each student's self-esteem
- 2.4 Identifying students in need and taking appropriate and timely action which may include; seeking advice from, working cooperatively with, referring students to specialist staff and meeting mandatory reporting requirements where appropriate [Mandatory Reporting](#).
- 2.5 Implementing the Pastoral Care Policy [Student Policies](#).

3 Professional Standards

Be respectful and committed to upholding high professional standards in accordance with the [EREA Code of Conduct](#) by:

Duties

- 3.1 Participating in the normal duties of Teachers including playground duties, sports duties, and usual co-curricular and extra-curricular activities as per enterprise agreement [AMENDED Catholic Independent Schools \(Teachers -Model B\) Enterprise Agreement](#)
- 3.2 Being present and actively involved at all:
 - mandatory College events as advised by the principal
 - mandatory professional development activities
 - formal parent-teacher interviews
 - designated playground duties, Friday Afternoon Activities, assemblies, excursions, self-allocated committees and camps

Professional Practice

- 3.3 Creating a positive College environment, including accepting responsibility in building and maintaining an atmosphere of mutual respect among students and teachers.
- 3.4 Dressing in a manner that is appropriate and that reflects the high standard of our profession.
- 3.5 Being organised with administrative duties such as regularly checking iwise and maintaining accurate teaching registers.
- 3.6 Communicating effectively and efficiently with colleagues such as responding to emails with a written response within two working days, during school terms. This excludes staff on leave.

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- 3.7 Meeting marking and reporting deadlines set by the Leaders of Learning.
- 3.8 Supporting the Leader of Learning by contributing to the preparation of resources, teaching programmes and assessments.
- 3.9 Reading, understanding and complying with the policies, procedures and information contained in the staff policies found in Complispace.
- 3.10 By arriving and being prepared to start work by 8.30am unless otherwise negotiated with the College Principal.

Co-Curriculum

- 3.11 Being involved in the co-curricular activities offered to students at the College. This could include activities such as coaching and/or managing a sporting team, assisting with student portfolios, school musicals etc.
- 3.12 Attaining and maintaining currency of co-curricular qualifications, where necessary.

Professional Learning

- 3.13 Identifying their own professional learning needs, planning for professional development and managing their requirements for teacher accreditation as outlined by NESA. Please refer to [NESA Maintenance of Teacher Accreditation Policy January 2018](#).
- 3.14 Sharing knowledge, ideas and resources, through professional learning partnerships, and within and across faculties.
- 3.15 Working continually to improve classroom practice, through critical self-reflection and lesson observations to improve the quality of teaching and learning and being open to constructive feedback.

WHS and Compliance

- 3.16 Being familiar with the provisions of legislation relevant and applicable to designated responsibilities.
- 3.17 Maintaining the integrity of information accessed in the course of employment for appropriate College purposes.
- 3.19 Complying with all College workplace policies, including, but not limited to, any Code of Conduct for School employees or similar policies, as well as policies such as Bullying and Harassment policies and internet, email and social media policies. [College Policies](#).
- 3.20 Using College resources economically and appropriately.
- 3.21 Retaining current NESA Teacher Registration and a current Working with Children check (WWC).

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4 Teaching and Learning

Be respectful and committed to performing their role and responsibilities to a high level of competence in a way that meets the benchmarks set by AITSL for a teacher to be considered a competent professional, such as:

- 4.1 Having a sound, critical understanding of the current content, processes and skills, by implementing current syllabus and support documents as mandated by NESA.
- 4.2 Knowing students and how they learn, and using this to inform teaching by planning, preparing and delivering lessons that are inclusive to all students in the class.
- 4.3 Maintaining effective communication with the Leader of Learning Support as well as Pastoral Care to adjust their teaching and assessment according to the educational needs and abilities of individual students within their class. As per NESA guidelines; <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Diversity-in-learning/stage-6-special-education/adjustments>
- 4.4 Keeping up to date and accurate teaching records such as programs and registers.
- 4.5 Working with the Leader of Learning to plan, design and implement effective learning programs that support faculty and College priorities that are consistent with NESA requirements.
- 4.6 Effectively implementing information and communication technologies into their teaching and learning.
- 4.7 Supporting and encouraging students to aspire to the values of the College Code for Learning.
- 4.8 Implementing behaviour management strategies and classroom practices consistent with the College Student Management Policy. [Student Policies](#).
- 4.9 Being aware of the emergency procedures for student safety and specific safety procedures relating to the subject or activities taught.
- 4.10 Ensuring class rolls and attendance are strictly monitored and updated each lesson on iwise, whilst maintaining student confidentiality.

5 Assessment and Feedback

Be respectful and committed to providing assessment for, and of learning by:

- 5.1 Using the College pro-forma for formal assessment notifications. [Assessment task proforma](#)
- 5.2 Publishing to the student portal assessment tasks and exam notifications at least two weeks prior to the due date.





- 5.3 Working with the Leader of Learning to plan, design and implement a range of effective assessment tasks that are explicit, concise with consistent marking guidelines. For example, please refer to [Citemaker](#)
- 5.4 Explaining task guidelines and criteria of assessment to students.
- 5.5 Providing clear written and/or oral feedback on students' strengths and areas to be developed within two weeks of the assessment task being handed in.
- 5.6 Proactively communicating with parents and students through email, portal, written reports, parent teacher interviews and responding to parental enquiries within a reasonable timeframe.
- 5.7 Keeping accurate records of students' progress on iwise mark book.
- 5.8 Proof reading report comments prior to submission to the Leader of Learning for final proofing.
- 5.9 Preserves confidentiality in all assessment matters, such as not displaying marks and rankings to a class as a whole, not discussing ranks and marks of individual students with other students and seeking permission from the student to scan and use their assessments as exemplars for other students. Please refer to [Assessment Policy - Stage 5](#), [Assessment Policy - Stage 6](#).

