



# Position Description

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|------------------------------------------|----------------------------------------------------|
| <b>Position Title</b>                    | <b>Generalist Classroom Teacher</b>                |
| <b>Organisation</b>                      | Catholic Education Sandhurst Limited (CES Ltd)     |
| <b>School</b>                            | St Monica's                                        |
| <b>Location</b>                          | <i>Kangaroo Flat</i>                               |
| <b>Enterprise Agreement and or Award</b> | Catholic Education Multi-Enterprise Agreement 2022 |
| <b>Classification</b>                    | Teacher                                            |
| <b>FTE</b>                               | 1                                                  |
| <b>Status</b>                            | Ongoing                                            |
| <b>Reports to</b>                        | Principal                                          |

## Our Organisation

Catholic Education Sandhurst Limited (CES Ltd) is committed to the mission of Catholic Education across the Diocese of Sandhurst. With a rich history dating back to 1853 the Diocese reaches from Central to Northeast Victoria. The organisation supports more than 3000 employees in 52 schools and 2 early childhood facilities. It also provides support to 4 secondary colleges owned and operated by Religious Institutes.

CES Ltd participates and cooperates in the work of the Catholic Education Commission of Victoria Ltd (CECV), which has key responsibilities for the allocation and distribution of government funding, facilitating cooperation across the four Victorian Dioceses, and in working and cooperating with government statutory authorities.

The Chief Executive Officer of Catholic Education Sandhurst is appointed by the Board of CES Ltd to support the administrative, organisational and service matters to Catholic schools within the Diocese.

The Chief Executive Officer and all delegations via that position operate within the parameters of Canon Law and the Catholic Church structures and processes. CES Ltd is the employing authority for its schools and acknowledges and respects the role of Parish Priests within the Parish communities in which schools are located and supported.

## Our Vision

The vision for CES Ltd is to provide, in partnership with our families, stimulating, enriching, liberating, and nurturing learning environments in each of the Catholic school communities within the Diocese. At the heart of this vision is our commitment to the ongoing duty of care that we have for the safety, wellbeing and inclusion of all children and young people.

We believe:

That the values of the Gospel are central to who we are, what we do, and how we act.

That we have a vital role in the mission of the Catholic Church to imagine and seek new horizons while respecting our Tradition.

That a strong sense of community is dependent on the quality of our collegial relationships.

That each person's potential is fostered through the dedicated ministry of Catholic Education.

In leadership encompassing vision, innovation, and empowerment.

## Our Values

CES Ltd Values underpin and reflect the behaviours we expect of our staff:

### **Principles of Catholic Social Teaching**

The identity of the Sandhurst Catholic School reflects the principles of Catholic social teaching, grounded in the person of Jesus, and interpreted and enacted for the "common good" in response to the "signs of the times".

These principles require that the dignity and potential of each person be fully respected within a climate that is conducive to peace, security, and development. This must find expression in the relationships, structures, curricula, planning, processes, and care in the everyday life of the school.

### **Respect**

Respect for the dignity and potential of each person within a climate that is conducive to peace, security, and development. This must find expression in the relationships, structures, curricula, planning, processes, and care in the everyday life of the school.

### **Partnerships**

The Sandhurst Catholic Schools do not function in isolation. In attending to the religious dimension of education, the most fundamental partnerships are those with parents/guardians and with local Catholic faith communities. The school is part of the wider Church community.

### **Faith**

The tasks of evangelisation, catechesis and religious education are shared by home, school and parish, with each having its own distinct contribution to make in a sense of genuine partnership.

## School Summary

St Monica's was built by Dr Henry Backhaus in 1860. In 1920 the Sisters of Mercy took over St Monica's, with 58 pupils enrolled.

The school is situated in the Bendigo suburb of Kangaroo Flat. St Monica's offers the local community a comprehensive curriculum that supports and empowers its students to become independent, socially aware, lifelong learners.

St Monica's has a dedicated, committed, and caring staff who believe the profession is a call to service. Catholic Social Teachings give our students opportunities to support others who are locally and globally less fortunate.

## Key Responsibilities

| STATEMENT OF DUTIES (TEACHER)                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>aitsl Standards:</b> <a href="https://www.aitsl.edu.au/teach/standards">https://www.aitsl.edu.au/teach/standards</a> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Contemporary Teaching</b>                                                                                            | <ul style="list-style-type: none"><li>● Develop a stimulating learning environment by using a variety of styles and approaches to cater for individual learning needs</li><li>● Understand and adhere to state and national course requirements including the standards of professional practice – Australian Standards of Teaching – and the CECV</li><li>● Employ a variety of effective teaching strategies to effectively implement the curriculum</li><li>● Give appropriate time to lesson planning and organisation</li><li>● Understand state and national course requirements</li><li>● Keep accurate records of student attendance</li><li>● Embrace the use of information and communications technologies to enhance learning</li><li>● Engage in learning progress discussions</li><li>● Write formal academic reports that conform to report writing guidelines</li><li>● Monitor the progress of each student and provide meaningful and regular feedback to each student on their progress</li><li>● Liaise with appropriate support staff in the implementation of the curriculum</li></ul> |

STATEMENT OF DUTIES (TEACHER)

aitsl Standards: <https://www.aitsl.edu.au/teach/standards>

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|---------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Pastoral Care and Child Safety</b> | <ul style="list-style-type: none"><li>● Provide students with a child-safe environment</li><li>● Be familiar with and comply with the school's child-safe policy and code of conduct, and any other policies or procedures relating to child safety</li><li>● Proactively monitor and support student wellbeing</li><li>● Exercise pastoral care in a manner which reflects Saint Monica's values, mission and identity statement</li><li>● Implement strategies which promote a healthy and positive learning environment</li><li>● Attend all appropriate meetings as scheduled</li><li>● Attend all school assemblies</li><li>● Attend school liturgical celebrations</li><li>● Attend school organised activities relevant to your role or your class</li></ul> |
| <b>Curriculum Development</b>         | <ul style="list-style-type: none"><li>● Plan, develop, review and evaluate curriculum in subject areas and at year levels which you teach</li><li>● Develop assessment instruments in a collegial manner where whole group testing takes place</li><li>● Evaluate digital learning materials and make recommendations about their implementation</li><li>● Create and evaluate online resources for the purposes of enriching the curriculum</li></ul>                                                                                                                                                                                                                                                                                                              |
| <b>Professional Development</b>       | <ul style="list-style-type: none"><li>● Have current knowledge of curriculum initiatives</li><li>● Commit to ongoing professional development</li><li>● Be open to researching areas of interest relevant to directions provided in the school's strategic plan</li><li>● Continue development of ICT skills as technologies evolve</li><li>● Participate in the staff appraisal process</li><li>● Be an active member of a relevant professional association as duties permit</li></ul>                                                                                                                                                                                                                                                                            |
| <b>Co-Curricular Involvement</b>      | <ul style="list-style-type: none"><li>● Support and be involved in the co-curricular program</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

STATEMENT OF DUTIES (TEACHER)

aitsl Standards: <https://www.aitsl.edu.au/teach/standards>

**Eg. Camps, excursions,  
etc.**

- Proactively encourage students to participate in co-curricular activities
- Act as a role model for participating students
- Keep accurate records of student attendance and participation within the co-curricular activity
- Create and maintain a safe environment in which students may enjoy their participation
- Oversee the provision and care of relevant equipment materials and first aid requirements

**General and  
Administrative Duties**

- Contribute to a healthy and safe work environment for yourself and others and comply with all safe work policies and procedures
- Maintain currency of first aid, mandatory reporting, anaphylaxis training and VIT Registration
- 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
- Participate in duty supervision as rostered and other supervision duties when required
- Demonstrate professional and collegiate relationships with colleagues
- Uphold the professional standards expected of a teacher
- Carry out all other duties that are within the limits of the skill, ability, competence, and training of the employee, and aligned with the requirements of the role as may be directed from time to time.

## Mandatory Responsibilities and Requirements

### Compliance with CES Ltd Policies and Procedures

- All CES Ltd policies and procedures are available in either CompliSpace and/or the Staff Portal. It is expected that all employees of CES Ltd must ensure that they comply with policies, procedures and standard ways of work practices when carrying out their work. Any breaches in compliance may result in disciplinary action.

### Compliance with Occupational Health and Safety

- All CES Ltd employees have a responsibility to take reasonable care of their own health and safety along with the safety of others. It is expected that all employees comply with policies, safe work procedures, instructions, and rules of CES Ltd's OH&S Management System.
- All employees must report any hazards or any other health, safety, or wellbeing issues to their team leader/principal. There is also an expectation that employees will actively eliminate hazards, follow instructions, and participate in training and consultation processes.
- All employees who have responsibility to supervise /lead others have additional responsibilities including ensuring that employees have clearly defined safety roles and responsibilities, addressing OH&S issues immediately, be aware of tasks being undertaken by employees and ensure that they have the skills required to perform tasks safely, ensuring training is provided to address any knowledge or skills gaps for performing work safely, ensuring clear policies and procedures are implemented as well as holding regular OH&S meetings with employees and managing non-compliance.
- Depending on the role some employees will also be required to provide evidence of successful completion of First Aid Certificate inclusive of Anaphylaxis training prior to commencing employment with CES Ltd.

### Compliance with Child Safety Legislation

- CES Ltd is committed to creating and maintaining a child safe school environment in which all students feel safe and are safe. They do this by promoting the safety, wellbeing, and inclusion of all children. All CES Ltd employees have a responsibility to comply with current Child Safety legislation. This includes keeping up to date with relevant mandatory reporting requirements and maintaining a valid working with children check or VIT registration. CES Ltd are committed to ensuring the safety of children in our care, as such rigorous reference and background checks are conducted at the pre-employment stage. All staff are also expected to comply with the Child Safety Code of Conduct as amended or varied from time to time.

## Requirement for onsite work

- CES Ltd values flexibility and supports remote work where able. This position does require the majority of tasks to be conducted at a CES Ltd workplace and as such, the incumbent must be available to work onsite.

## Key Selection Criteria

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|------------------|-----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Essential</b> | <b>Qualifications and Registrations</b> | <ul style="list-style-type: none"> <li>• Teaching qualifications</li> <li>• Current Victorian Institute of Teaching (VIT) registration</li> <li>• Accreditation to teach in a Catholic school (or be working towards such accreditation)</li> </ul>                                                                                                                                                                                                                                       |
|                  | <b>Knowledge and Experience</b>         | <ul style="list-style-type: none"> <li>• Demonstrated experience in working in an executive support or administrative role.</li> <li>• Experience in databases and data entry.</li> </ul>                                                                                                                                                                                                                                                                                                 |
|                  | <b>Commitment to Catholic Education</b> | <ul style="list-style-type: none"> <li>• Demonstrated commitment to Catholic Faith with an understanding and willingness to work within the Catholic ethos, traditions, and practices of the Diocese of Sandhurst</li> </ul>                                                                                                                                                                                                                                                              |
|                  | <b>Commitment to Child Safety</b>       | <ul style="list-style-type: none"> <li>• Experience working with children</li> <li>• A demonstrated understanding of child safety</li> <li>• A demonstrated understanding of appropriate behaviours when engaging with children</li> <li>• Familiarity with legal obligations relating to child safety (e.g. mandatory reporting)</li> <li>• Be a suitable person to engage in child-connected work</li> </ul>                                                                            |
|                  | <b>Skills and Attributes</b>            | <ul style="list-style-type: none"> <li>• Ability to work as part of a team</li> <li>• Good oral and written communication skills, including ability to communicate with children, parents and the school community</li> <li>• Experience and proven record in effective learning and teaching skills, including management of composite classes/mixed ability classes</li> <li>• Ability to demonstrate an understanding of appropriate behaviours when engaging with children</li> </ul> |

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|                  |                                 | <ul style="list-style-type: none"> <li>● Demonstrated capacity to participate in a range of school activities, e.g. school sports, sacramental programs, liturgies, school camps/excursions</li> <li>● Leadership qualities</li> <li>● Self-motivation</li> <li>● Ability and willingness to accept policy directives</li> </ul>                                                                                                                                                                                 |
| <b>Desirable</b> | <b>Education and Experience</b> | <ul style="list-style-type: none"> <li>● Accreditation to Teach Religious Education</li> <li>● Relevant post-graduate studies (or working towards such qualifications)</li> <li>● Demonstrated understanding and experience of the learning and teaching pedagogy associated with the Victorian Curriculum</li> <li>● Demonstrated experience in using ICT to teach subject area</li> <li>● Preference for experience in inquiry-based learning and use of student data to maximise learning outcomes</li> </ul> |