Catholic Education
Diocese of Cairns
Learning with Faith and Vision

St Augustine's College, Parramatta Park

Japanese Teacher

Full Time Permanent Position
30 Hours Per Week
Commencing: 19 January 2019

Applications Close: 5.00pm, Friday 16 November 2018

Applications are invited from suitably qualified and experienced candidates for this position.

Intending applicants must:

- Be fully supportive of the ethos of Catholic Education;
- Be eligible for or hold a Working with Children Blue Card;
- Be fully committed to creating and maintaining a child safe organisation.

Catholic Education Services is an equal opportunity employer.

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HOW TO APPLY

1. Complete Employment Application Form

Complete the attached Employment Application Form. Please notify your referees that you are applying for this position and ensure you have their consent to nominate them. It is the Applicant's responsibility to ensure all referee information provided is accurate and contact details are correct. A referee from your current or most recent line manager must be included.

2. Covering Letter (Maximum 2 Pages)

Provide a covering letter outlining your experience and reason for applying for this position.

3. CV/Resume (Maximum 2 Pages)

Provide a CV/Resume which includes:

- Education
- Employment history (position, organisation, employment dates)
- Professional memberships
- Professional Development (any other courses you have completed or are currently enrolled in)

4. Supporting Documentation

Provide supporting documentation which include:

- Qualifications and academic transcripts
- Practicum Reports (Graduate Teachers ONLY)
- Registration:
  - Working with Children Blue Card
  - Queensland College of Teachers
  - Professional Membership

QUICK TIP

Current employees are not required to provide supporting documentation.

5. Submit Application

Submit your application comprising of:

- Employment Application Form
- Covering Letter
- CV/Resume
- Supporting Documentation

QUICK TIP

Do not bind/ place your application in a folder or submit original copies of documentation.

Submit To:

Mr Glen Seivers
Director of Administration
St Augustine's College
Parramatta Park QLD 4870
Ph: 07 4051 5555
Email: appointments@sac.qld.edu.au

You will receive confirmation of receipt of your application.

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Employment Application Form

Position Applied For:

PERSONAL PARTICULARS

Title: ☐ Mr ☐ Mrs ☐ Ms ☐ Miss ☐ Other

SURNAME: **PREVIOUS SURNAME:**

GIVEN NAMES:

PREFERRED NAME:

RESIDENTIAL ADDRESS: **POST CODE:**

POSTAL ADDRESS: ☐ **AS ABOVE** **POST CODE:**

HOME PHONE: **MOBILE:**

EMAIL: **RELIGION:**

TEACHER APPLICANTS ONLY:

HAVE YOU OBTAINED OR WORKING TOWARDS QUALIFICATIONS IN RELIGIOUS EDUCATION? Please Select:

REFEREES

In order to make an informed decision on your suitability for the position, Catholic Education will require to speak to referees that you nominate. A referee is a person that can provide us with detail in respect to your work ethic, ***safe guarding children***, experience and competency. Please list two referees, including a line manager in your most recent position. For teaching positions, you must include a line manager in your most recent education position, eg Principal. A Church Representative/Religious or Clergy reference is defined as a Parish Priest, Bishop or member of a religious order. We reserve the right to request an additional referee if we believe a person has not been fully forthcoming.

Referee 1 (Line Manager)

Name:

Position:

Organisation:

Mobile:

Email:

Referee 2 (Employer)

Name:

Position:

Organisation:

Mobile:

Email:

Referee 3 (Church Representative)

Name:

Position:

Organisation:

Mobile:

Email:

Referee 4 (Other Professional)

Name:

Position:

Organisation:

Mobile:

Email:

EMPLOYMENT HEALTH DECLARATION

If you are successful in securing an interview with Catholic Education, you will be required to complete an Employment Health Declaration. The purpose of this declaration is to ensure that you are fully able to perform the inherent requirements of the role (with reasonable adjustments if required) and that you are not placed in an environment or given tasks that would result in risks to your health or safety.

WORKING IN THE DIOCESE OF CAIRNS

The Catholic school system is an integral part of the Church. The Catholic Diocese of Cairns extends from Cardwell in the south, west to the Northern Territory border including the Atherton Tablelands, and north to gulf country, Cape York Peninsula and the Torres Strait Islands. With the exception of schools in Weipa, Cooktown and Thursday Island, all schools and colleges are within two hours driving time from Cairns.

Catholic Education Services is the Diocesan education office. Leadership and strategic management of the system of schools is the responsibility of the Executive Director of Catholic Education Services, who is the employer of all Catholic Education staff in the Diocese. Further information about Catholic Education in the Diocese of Cairns is available from the website: www.cns.catholic.edu.au

EMPLOYMENT REQUIREMENTS

Any appointment to a teaching position with Catholic Education in the Diocese of Cairns is subject to the appointee demonstrating appropriate qualifications and registration with the Queensland College of Teachers Registration. Any appointment to a non-teaching position with Catholic Education in the Diocese of Cairns is subject to the appointee being eligible to apply for and obtaining a Working With Children Blue Card unless the appointee is a registered Health Practitioner performing within their professional area. For more information please visit www.bluecard.qld.gov.au.

Employment is conditional upon the appointee demonstrating eligibility of Working Rights in Australia.

Catholic Education has zero tolerance for abuse. All employees have a responsibility for promoting and safeguarding the wellbeing of children and young persons that they are responsible for or come into contact with.

Employment is conditional upon the acceptance of the Statement of Principles for Employment in Catholic Education and for teaching position the attainment of Accreditation to Teach Religion in a Catholic School. To view the Statement of Principles, visit www.cns.catholic.edu.au and click on Employment / Agreements, Schedules & Awards.

EMPLOYMENT COLLECTION NOTICE

In submitting this application for employment you agree that you will not seek access to references provided by third parties or to confidential notes or reports made by us relating to your application for employment. We seek your agreement in this regard to ensure that referees are not inhibited from providing complete and accurate references as to your suitability for the position.

In applying for this position and submitting your application for employment you will be providing Catholic Education Services with personal information, for example your name, address and information contained in your resume. We will collect and record this information in order to assess your application. To view Catholic Education's Privacy Policy, visit www.cns.catholic.edu.au and click on About/Privacy. Your records will be kept on file for a three-month period only pending your employment within the Diocese.

DECLARATION

If submitting electronically, typing your name below denotes supplying your signature

I agree to the conditions of the Employment Collection Notice. I understand that I have a duty to disclose sufficient information to enable a prospective employer to make a properly informed decision about my employment. I declare that the information I have provided in this application is true and correct at the time of submission. I have read, understood and accept that the Statement of Principles referred to above are contractual obligations underpinning employment with Catholic Education - Diocese of Cairns.

Signature: _____ **Date:** _____

Please indicate how you became aware of this vacancy:

☐ CES Website ☐ Facebook ☐ Teacher on Net ☐ SEEK ☐ Catholic Jobs Online

☐ Newspaper: Please specify: _____ Other: Please specify: _____

St Augustine's College

POSITION DESCRIPTION: TEACHER

St Augustine's College

A Catholic Secondary School in the Marist Tradition

As a Catholic College for boys in the Marist tradition, the Gospel is at the heart of all we do. Everyday moments of prayer, reflection and peacefulness in the light of the Gospel, have a formative influence on the culture of our College. We consciously seek to adopt St Marcellin Champagnat's vision that "to educate young people, you must love them, and love them all equally". It is from this vision together with the defining characteristics of Marist Education: Presence, Simplicity, Family Spirit, Love of Work, and In the Way of Mary that our distinct culture is shaped. We aim to be close to the most vulnerable and accompany our students in their development as good Christians and good citizens.

The teacher at Saint Augustine's College has an indispensable role to play in supporting and promoting the mission and goals of the College where faith and educational excellence are reconciled. It is important that teachers see themselves as being in cooperative partnership with parents and the Catholic Community and seek to support the Marist Charism in dynamic ways. The Saints teacher displays a generosity of spirit through their involvement in all aspects of College life. The young people in our care should develop skills in building positive relationships based on those modelled by College staff. Teaching practices at St Augustine's College are focused on the continual development and enrichment of the educational experiences and outcomes for all students as they develop into young men with 'strong minds' and 'gentle hearts'.

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1. PREAMBLE

This position description has been constructed to serve a dual purpose: Firstly to provide information to teachers considering applying for a teaching position at the College, and secondly to clarify expectations for existing teachers.

The document is based on both internal College policies and procedures and external guidelines, agreements and codes set by various bodies governing Queensland Catholic Schools, including:

- National Professional Standards for Teachers
- Education Queensland (Standards of Professional Practice and Code of Ethics)
- Catholic Education Commission – Accreditation to Teach in a Catholic School and Accreditation to Teach Religious Education
- Statement of Principles for Employment in Catholic Education
- Code of Conduct for Employees of Catholic Education
- Saints Augustine's College Code of Conduct
- Catholic Employing Authorities Enterprise Collective Agreement – Diocesan of Queensland 2015-2019
- St Augustine's College Staff Handbook

Position Information

POSITION TITLE: Teacher
REPORTS TO: Principal (via a designated person)
CLASSIFICATION: As per Diocesan Policy
AUTHORISATION: Executive Director

2. PROFESSIONAL STANDARDS

2.1 Standards of Professional Practice

The Australian Professional Standards for Teachers are used for registration purposes in Queensland.

Teachers' demonstration of the Standards will occur within their specific teaching context, at their stage of expertise (Graduate, Proficient, Highly Accomplished, Lead) and reflect the learning requirements of the students they teach. As per the Australian Professional Standards for Teachers there is an expectation that all teachers at Saints Augustine's College:

- Know students and how they learn
- Know the content and how to teach it
- Plan for and implement effective teaching and learning
- Create and maintain supportive and safe learning environments
- Assess, provide feedback and report on student learning
- Engage in professional learning
- Engage professionally with colleagues, parents/carers and the community

All teaching staff are expected to undertake an annual appraisal process involving a written reflection of teaching practice and identification of individual professional learning goals linked to the: College Strategic Plan and the Teaching and Learning Framework; and the Standards and Career Stage as stated above. The appraisal process includes a series of formal and informal support meetings, dialogue and collaborations involving peers and other relevant Middle and Senior Leadership colleagues as appropriate.

Teaching staff are responsible for maintaining their registration, as per Queensland College of Teacher requirements, by actively seeking, undertaking and documenting professional learning activity.

2.2 Positive Relationships and Pastoral Care

Teaching staff at Saint Augustine's College should endeavor to take an active interest in the personal, spiritual, academic and social development of each student by looking for ways to get to know each boy very well, and establishing a positive relationship with him which is conducive to his growth.

All staff are responsible for the pastoral care of students. There is consistency in approach and expectation when addressing the pastoral care and behaviour management of students. All staff are to be conversant with the following College Policies: Student Protection Policy; Student Anti-bullying Policy and the College's Discipline Policy. In accordance with these policies, staff are expected to maintain appropriate behaviours when engaging with children.

The pastoral care of students is overseen by Heads of Year in consultation with the Deputy Principal (Pastoral), alongside Homeroom teachers. Pastoral Care Team meetings are held throughout the term.

3. PROFESSIONAL RESPONSIBILITIES

3.1 Professional Learning

In accordance with the Australian Professional Standards for Teachers, teaching staff are required to maintain professional knowledge and skills specific to their subject area and the teaching and learning framework of the College. Staff are expected to seek and access external professional learning opportunities in consultation with Middle and Senior Leadership colleagues. Where appropriate staff are encouraged to formally report back to members of staff (e.g. workshop presentations during internal Professional Learning programs or staff meetings) who would benefit from the professional learning session also.

Internal professional learning programs require staff attendance and participation. Part-time staff are asked to attend internal professional learning on at least a pro-rata basis, but are advised to consider the needs of: their curriculum area(s), the College and the Queensland College of Teachers Professional Learning requirements, when selecting to attend.

3.2 Curriculum Development

The currency and improvement of curriculum resources relies on the contribution of teaching staff in a curriculum area. This includes writing and updating teaching and learning resources, work programs and the development of assessment items. The work of a Curriculum Area is overseen by a Head of Department in consultation with the Deputy Principal (Curriculum) and alongside subject teachers. All staff are to be conversant with the College Policies relating to academic integrity.

3.3 Intellectual Property

All documentation generated while employed by the College is and remains the property of the College. Documentation should be published and shared appropriately.

3.4 Use of Data to guide teaching practice

Using data to inform areas for change and improvement within a structured process of subject review is an essential component of effective teaching and learning at the College.

It is expected that teachers involve the use of a range of data sources and feedback to guide the development of their practice. This includes Student Feedback Surveys, Peer Observation, NAPLAN results, QCS Results and Student Reports etc. A reflection of feedback is then to be made during the appraisal process and in a teacher's Professional Learning Plan.

3.5 College Communication

Members of the College are required to regularly check various sources of communication including email, electronic notice boards, bulletins, newsletters etc., and keep abreast of all relevant information and proceedings. Also, all staff are to be conversant with the College Policies, for example: Academic Integrity Policy; Privacy Policy.

3.6 ICT Competency

Teachers commencing employment at the College are normally issued with a laptop to assist with their teaching practice and administrative duties. As part of this responsibility, it is necessary for teachers to have adequate knowledge and skill for their effective use.

Teachers are required to have a high level of competency in the use of software programs and computer applications that are required by the College – specific to subject departments and administrative duties. Continued professional learning in the area of ICT is seen as a necessary and integral part of effective teaching and learning.

3.7 Attendance at Meetings

A meeting schedule is prepared prior to the commencement of the school year and made available to all staff via the College calendar. Attendance at meetings is prioritised over other school activities (e.g. training, rehearsals, study session and detention etc.).Teachers who cannot attend a meeting are requested to tender written apologies to the chairperson in advance. Teachers are expected to be on time for all meetings and are requested not to make alternative arrangements that conflict with their meeting obligations.

Teaching staff are required to attend the Monday morning prayer and briefing which is scheduled to commence at 8.20am. Monday afternoon meetings (including Whole staff, Pastoral and Academic) are scheduled to commence at 3:30pm and normally conclude by 4.30pm.

3.8 Homeroom Teachers

All members of the teaching staff are Homeroom Teachers or members of year-level teams. At St Augustine's College this is regarded as a key role in the academic and pastoral care of students. Each Homeroom Teacher has charge of a year-level Homeroom Group and meets with them each day. The Homeroom Teacher has oversight of the general progress of each student in the Homeroom Group and is the person who is the parents' normal and first point of contact with the College. At each year level, Homeroom Teachers develop practical and effective strategies for knowing, monitoring, supporting, guiding, challenging, and reporting on students. The key areas of accountability are:

- Pastoral Care
- Academic Care
- Administration

3.9 Yard Duty Supervision

Normally, staff will be allocated supervision duties to occur: before school, during recess, at lunch or after school. The Deputy Principal (Pastoral) asks for preferences at the beginning of the school year. It is the responsibility of the scheduled supervising teacher to ensure that students in the designated area are safe and behaving in an acceptable way. Likewise, supervising staff are required to be vigilant of the correct and careful use of College grounds and property.

Staff unable to attend their rostered yard duty need to arrange a swap if their absence is known in advance (e.g. excursion, professional learning etc.). In this instance the Deputy Principal (Staff) needs to be notified.

3.10 Parent-Teacher-Student Interviews

Scheduled Parent-Teacher-Student Interview meetings occur during the year as per the College Calendar. Teachers are expected to bring necessary documentation (results, student work samples, attendance records, etc.) to discuss a student's progress and strategies the student can use to improve their performance.

The occasion provides the opportunity for constructive discussion between teachers, parents and students with the goal of enabling and encouraging student success. Professional attire and conduct are to be maintained throughout Parent-Teacher-Student interviews.

3.11 Co-curricular Participation

Saints Augustine's College Staff are generous in their participation in co-curricular activities. There is an expectation that staff seek to contribute to the various co-curricular programs offered. Participation in these activities helps to build positive relationships and enhances the family spirit of the College.

3.12 Professional Conduct

The College's expectation of professional conduct is outlined in the College Code of Conduct Policy. The values underpinning this code are based on integrity, respect and responsibility. It identifies a set of principles which describe the professional conduct, personal conduct and professional competence expected of a teacher by their colleagues and the community.

3.13 Professional Dress

The teaching and administrative staff of St Augustine's College should, at all times, project an image befitting their professional status within the College community. All staff should dress in a professional manner, that is, well groomed and in appropriate clothing. Some specific College events require staff to dress more formally, for example, male staff are asked to wear a tie.

3.14 Ceasing employment or taking extended leave

Ceasing a term of employment or accessing extended leave (e.g. Long Service leave) requires as early notice as possible in accordance with award agreements. Where possible a full and complete handover of relevant material and information takes place with the replacement staff member.

3.15 Additional Responsibilities

Including, but not limited to:

- Presence at information evenings as required
- Organisation of excursions as per the College Excursion Policy
- Attendance at overnight camps or retreats as required
- Attendance at College, House, year level and pastoral assemblies
- Supervision of extra classes as per the Certified Agreement
- Presence at College events including the College Opening Mass, Open Evenings, Inter House carnivals and Presentation Evening
- Contributing to the religious life of the College through appropriate participation in prayer, masses, retreats and liturgical celebrations
- Knowledge of College policies
- Other duties as directed by the Principal.

4. HOURS OF WORK

Teachers are normally expected to be at school by 8:20 a.m. and may leave after 3.30 p.m. unless required to attend classes, scheduled meetings or other College activities. Teachers who have a need to leave the property earlier than the designated time are requested to sign out and consult the Deputy Principal (Staff).

A full teaching load for a fully registered teacher is calculated according to: a maximum of 21.5 hours of contact time per week; preparation and correction time is 20% of actual teaching time; other duties and responsibilities, including cover periods or extra supervisions. An example of a teaching load for a full time registered teacher is: five lines, Homeroom, Sport and up to three Yard Duties and extra supervisions. (QIEU)

Staff who will be absent or late for the commencement of the school day, are requested to contact the Deputy Principal (Staff) prior to 7:30am via email or on 40 529 150 and email instructions for lessons. As far as is possible, staff absence is to be kept to a minimum. Therefore, staff are requested to take leave for travel, medical and dental appointments, or other appointments not related to school, during holidays or after hours. Staff absence greater than two days requires a Medical Certificate.

Staff arriving late to school are requested to notify the Deputy Principal (Staff).

4.1 Planned Absences

Teachers aware that they will be absent from classes on a particular day (due to an excursion, professional learning etc.) are to leave ample, relevant coursework for the classes being covered. Instructions for these classes should be given to the Deputy Principal (Staff).

4.2 Extras

Teachers taking a class in place of an absent teacher are expected to actively conduct the class and encourage productivity amongst students.

5. GENUINE OCCUPATIONAL REQUIREMENTS

- Share in the Church as a professional within the school faith community
    - Support the Catholic ethos of our schools
    - Participate in worship and prayer in our schools
    - Develop in students an appreciation and acceptance of Catholic values through teachings and by personal example, integrity and behavior
- Plan, prepare and implement for effective learning and teaching *(Refer to National Professional Standards for Teachers, Number 1, 2, 3 & 5)*
    - Appropriate knowledge to plan and prepare teaching and learning programs which meet the diverse characteristics, needs and learning styles of students, and are consistent with relevant curriculum and policies
    - Implement effective and inclusive teaching and learning processes, including the use of technology, to establish a challenging learning environment to encourage students to work toward their full potential

- Create and maintain safe, supportive and caring environments *(Refer to National Professional Standards for Teachers, Number 4)*
    - Facilitate the prevention of child harm by recognising and responding appropriately
    - Communicate effectively with students including using appropriate interpersonal skills
    - Plan and apply appropriate behaviour management strategies that contribute to the establishment and maintenance of a safe and supportive learning environment
- Engage in professional learning and reflection *(Refer to National Professional Standards for Teachers, Number 6)*
    - Model continuous learning through participation in professional development activities
    - Review and evaluate personal teaching practices to improve student learning
    - Engage with colleagues to discuss teaching practices to improve educational outcomes
- Engage professionally with colleagues, parents/carers and the community *(Refer to National Professional Standards for Teachers, Number 7)*
    - Comply with professional ethics and understanding
    - Understand the need to work collaboratively with school staff, parents and members of the wider community to establish effective partnerships and achieve educational outcomes
    - Contribute to the school community

- Accountable and responsible for ensuring professional behaviour
- Ability to cope with own emotions and behaviour effectively
- Ability to comply with legislation and professional regulations to reduce the risk of harm to self and others
- Ability to maintain an appropriate level of confidentiality
- Ability to communicate in English both verbally and in writing to meet necessary standards with respect to clarity, accuracy and professionalism appropriate to the position
- Ability to locate appropriate and relevant information from multiple sources and convey, integrate and implement knowledge in practice
- Ability to prioritise workloads and manage multiple tasks with competing timelines
- Ability to accept responsibility for own work
- Intermediate to advanced skills in Microsoft Office applications necessary to demonstrate the required range of skills and tasks
- Competent use of digital technologies necessary to demonstrate the required range of skills and tasks

Physical Requirements:

- Work is normally performed in a typical interior office and/or classroom environment
- Work may be performed in an outdoors environment and may involve exposure to elements such as weather (sun/wind/rain), dust, dirt, fumes and/or loud noises
- Manoeuvring within the school environment appropriate to the position
- Frequent use of telecommunication and electronic equipment
- Work environment involves exposure to potentially dangerous materials and situations that requires following safety precautions and may involve the use of protective equipment
- Work environment involves the use of tools, machinery and other equipment that requires following safety precautions and may involve the use of protective equipment

6. MANDATORY QUALIFICATIONS AND REQUIREMENTS

- Professional qualifications in Education;
- Registered or eligible to register with Queensland College of Teachers;
- Willingness to achieve Accreditation to Teach in a Catholic School and Accreditation to Teach Religion in a Catholic School (Teachers of Religious Education);
- Willingness to support and participate in the prayer, liturgy and sacramental life of the Church in the school community;
- Promote child safety at all times;
- Capacity to understand and implement Duty of Care and Workplace Health and Safety requirements;
- Current drivers licence;
- A strong demonstrated commitment to the objectives, vision and ethos of Catholic Education.

7. RELATED DOCUMENTS

- National Professional Standards for Teachers.
- Policy – Accreditation to Teach and Accreditation to Teach Religious Education.
- Statement of Principles for Employment in Catholic Education.
- Code of Conduct for Employees of Catholic Education.
- Catholic Employing Authorities Single Enterprise Collective Agreement Diocesan Schools of Queensland 2015-2019.

8. ADDITIONAL INFORMATION

The incumbent will need:

- The appointee to this position will be required to complete a period of 6 months' probation, in accordance with The Fair Work Act 2010.
- Teachers are covered under the Catholic Employing Authorities Single Enterprise Collective Agreement Diocesan Schools of Queensland 2015-2019.
- An in-depth understanding of and commitment to the mission and objectives of Catholic Education in the Diocese of Cairns;
- A sound working knowledge of the Catholic Education context and an appreciation for Catholic Education issues.

9. EMPLOYEE ACCEPTANCE

The employee's signature signifies an understanding and acceptance that the content contained herein and forms an integral part of their employment terms and conditions.

I have read and acknowledge receipt of this Position Description:

Employee Name: _____

Signature: _____ **Date:** _____