



**Catholic
Education**
Diocese of Cairns

Learning with Faith and Vision



NEWMAN
CATHOLIC COLLEGE
SMITHFIELD

Newman Catholic College, Smithfield

Middle Leader - Leader of Diversity & Inclusion

Full Time Permanent Teacher Position
Full Time, Fixed Term Middle Leader Position

30 Hours Per Week

Commencing: 12 July 2021

Applications Close: 5pm, Friday 23 April 2021

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 fully committed to creating and maintaining a child safe organisation;
- Be registered or be eligible to register with Queensland College of Teachers.

Catholic Education Services is an equal opportunity employer.



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: The Principal
Dr Laretta Graham
Newman Catholic College, Smithfield
Ph: (07) 281 6790
Email: lgraham4@cns.catholic.edu.au

You will receive confirmation of receipt of your application.

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?

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:

POSITION TITLE:	Middle Leader – Leader of Diversity and Inclusion
REPORTS TO:	Principal
CLASSIFICATION:	Remuneration in accordance with the <i>Catholic Employing Authorities Single Enterprise Collective Agreement – Diocesan Schools of Queensland</i> (Available at www.cns.catholic.edu.au)
TIER LEVEL	Middle Leader Tier – Tier 2 + 1 point complexity loading
AUTHORISATION:	Executive Director

CATHOLIC EDUCATION SERVICES – DIOCESE OF CAIRNS

Catholic Education Services – Diocese of Cairns (CES), consists of thirty (30) schools including twenty (20) primary schools, two (2) Prep to Year 12 Colleges and eight (8) secondary Colleges, which includes a Special Assistance College with campuses in Cairns and Cooktown. All schools, except the dual campus Our Lady of the Sacred Heart School, Thursday Island and Hammond Island, Weipa and Holy Spirit College, Cooktown and Edmonton campus', are within a two-hour drive of Cairns.

CES is committed to building communities of learning that provide a safe, nurturing and academically challenging environment for all students.

Leadership and strategic management of the system of schools is the responsibility of the Executive Director of Catholic Education. Through a team of professionals, the Executive Director manages and facilitates a number of significant and particular delegations which include:

- Support of the mission of the Church as delivered through Catholic education;
- Support of schools by providing services that strengthen school capacity;
- Provision of leadership and forward planning to develop organisational capability;
- Distribution to schools of government allocated funds and their accountability;
- Monitoring of quality of schools and compliance/accountability with requirements of governments, Church and parents;
- Within limits, provision of some centralised, specialised student services, where this is the most effective and efficient approach.

OVERVIEW

Newman Catholic College, Co-located on James Cook University site, Smithfield is Cairns Catholic Education's newest college, joining a system of 29 other catholic schools and colleges. Opening in 2022, with approximately 100 Year 7 students and growing a year level each year until Year 12 is reached in 2027. Its location on and interaction with the University presents endless opportunities to meet the diverse learning needs of our students. Newman Catholic College works collaboratively with James Cook University so that learning and teaching is enhanced at all year levels. Our curriculum at Newman Catholic College centres on design, digital and inquiry-based learning. It is strategic in its intent to promote the development of skills such as problem solving, critical analysis, and creative thinking; a curriculum that is innovative, digital and design focused, and forward thinking for all students, wherever they are on their learning journey.

Newman Catholic College has as its heart the Gospel and as such supports an inclusive enrolment policy. Our charism is guided by our patron saint, Saint John Henry Newman with an underlay of St Francis of Assisi and his approach to ecology. Through this we hope that students see themselves as led to humility before the mystery and wonder of our universe (*Psalm 104 and Psalm 148*). It is our desire that through growth in ecological awareness students will be encouraged to participate in practical programs and initiatives that serve others.



Staff play a vital role at Newman Catholic College in developing opportunities of holistic education for young people and promoting the message of Christ. It is essential that staff see themselves in genuine partnership with families and the wider community, and together, seek to support the Newman Charism. Young people in our care are invited to develop skills based on the positive faith filled role modelling provided by their staff, families and community. Teaching practices at Newman Catholic College will be in line with our Newman Catholic College Learning Framework and Standards of Practice.

PURPOSE OF THE ROLE

The role of the Leader of Diversity and Inclusion is to support the Vision and Mission of the school through leadership of the Diversity and Inclusion Department. This involves developing appropriate strategic directions in line with national, state, Diocesan and College requirements; ensuring that appropriate pedagogies are developed and implemented at all levels, and by all staff; ensuring the quality of student learning and the effectiveness of teacher practice through appropriate coaching and supervision; utilising thorough analysis of current data to inform decisions; developing appropriate partnerships within and outside of the school; prudently administering available resources; and works to ensure that reasonable adjustments are made to enable the provision of access, participation, achievement and appropriate academic challenge for all students.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Typical duties performed may include, but are not limited to:

FAITH LEADERSHIP

- Understands and support the Church, Diocese and College's mission and its underlying values and ethos.
- Demonstrates a willingness to articulate the implications of the model and message of Christ and the College's Mission Statement in the curriculum.
- Demonstrates a willingness to review and reflect teaching practices in light of the College's mission statement.
- Incorporates College values in the curriculum.
- Actively supports and participates in College worship and liturgy.
- Nurtures personal spiritual development.
- Maintains appropriate behaviours when engaging with children.
- Gives personal witness to the Newman Charism in carrying out the day-to-day duties of the position.

SPECIFIC TASKS

- Fostering a culture that promotes learning in line with the articulated Learning Framework of the College.
- The leadership and overall coordination of the Diversity and Inclusion Department.
- Learning the data collection processes, required by Australian and State governments.
- Assisting curriculum and pastoral leaders of the College in processes in line with Diocesan policy.
- The application of contemporary learning and teaching research to classroom practice through professional development of teachers engaged in the area(s) of curriculum responsibility.
- Supervision of teachers engaged in the area(s) of curriculum responsibility.
- Induction of new teachers within the area(s) of curriculum responsibility (or supervision of induction where it is undertaken by another experienced teacher).
- Pastoral care of staff engaged in the designated area(s) of curriculum responsibility.
- Leadership of the development of work programs according to national, state and local requirements.
- Leadership of assessment, moderation and reporting programs, and the keeping of appropriate records.
- Keeping abreast of developments within the area of responsibility through on-going professional reading and research and providing for the professional learning of staff in line with these developments.
- Engaging in professional discourse with staff on an individual and departmental basis through regular meetings.



- Supervising the quality of teaching practice through activities such as collegial planning, moderation, classroom observation, and facilitation of reflective teaching practice.
- Supervising the quality of student learning through analysis of student performance data and addressing areas of concern through appropriate interventions.
- Contributing to the leadership of the school through active participation in staff and middle leadership meetings.
- Managing financial and material resources within the area of responsibility including the formulation of budgets and the expenditure of allocated funds.
- Regularly communicating with stakeholders about issues of legitimate interest and/or concern.
- Work collaboratively with year level departments and leaders across the College.
- Maintain appropriate behaviours when engaging with children.
- Other appropriate duties as required by the Principal and consistent with the level of expertise indicated above.

To coordinate the general day to day organisation and staffing of the Diversity and Inclusion Department.

- Consultation with the Principal regarding the staffing needs of the Department including current and future employment of Learning Support Teachers and School Learning Officers.
- Involvement in the interview process and employment of Diversity and Inclusion staff.
- Coordination of loads and support timetables for Diversity and Inclusion staff.
- Coordination of relief staffing on a day-to-day basis.
- Reporting of absences and relief staffing to Principal's Executive Assistant and Finance Department.
- Provision and coordination of appropriate professional learning for the Diversity and Inclusion Department.
- Consultation with the Principal and Business Manager re. budgeting requirements for the Department.
- Consultation with the Principal and Business Manager re. the capital and consumable resourcing needs for the Department.
- Management of the general well-being of staff within the Department.

To identify the diverse needs of students within the school community.

- Consultation with students, parents, teachers (present and past), Year Coordinators, College Counsellor and support staff, eg Speech Pathologists.
- Participation in enrolment interviews with identified students who have diverse needs.
- Consultation with Enrolment Officer re. process for identification of students who have diverse needs on their application for enrolment.
- Assist Business Manager in the collection of SWD, Indigenous and ESL student data for State & Federal Census.
- Coordination of data input and maintenance of assessment information to electronic files (Engage).
- Attendance or designation of attendee at Catholic primary feeder schools transfer of information day in November each year.
- Assessment of students who have diverse needs in collaboration with class teachers and parents.
- Participation in the verification process of students with disabilities.
- Leadership of Individual Learning Plans and Educational Adjustment Plans.
- Responsibility of the maintenance of information for staff in student database files.
- Leadership of the Diverse Learners Management Team.
- Assist the Deputy Principal Curriculum in running of the annual NAPLAN and PAT testing procedures.

To lead diverse needs services and programs for students in order to improve learnings.

- Leadership of Enrolment Procedures for students who have a disability.
- Involvement in the Enrolment of students who have English as additional language or dialect (EALD).
- Involvement in the Enrolment Procedure for new arrivals and in the application for and accountability of this funding.



- Coordination of the provision of information to teachers re. the needs of students with learning difficulties, disabilities and life-threatening medical conditions.
- Coordination of the monitoring of the progress of students who have diverse / learning support needs.
- Leadership of programs which involve shared teaching, group/individual tutorials and school learning officer assistance.
- Organisation of timetables for school learning officers so that students receive designated support from appropriate funding sources.
- Involvement in/ coordination of the provision of modified or alternative study pathways, curriculum and/or assessment to meet the learning needs of students, including those who require learning extension.

To consult with the Leadership team, Year Level Leaders, Curriculum Leader, School Counsellor and classroom teachers in relation to the diverse needs of students.

- Attendance at Staff and Middle Leadership meetings.
- Regular liaison – discussion and consultation with appropriate staff.
- Providing information re. curriculum, assessment and diverse provision options.
- Working cooperatively to plan appropriate support / programs.
- Providing information re the nature of support provided.
- Seeking guidance from counsellors for students with social and emotional disorders (SEP).

To consult with students and their parents in relation to their diverse needs.

- Participation in parent interviews (enrolment, progress, information gathering, PLPs, EAPs); and
- Maintenance of regular contact with parents re. their child's needs.

To consult with external organisations and professionals about the provision of support services. For example –

- Catholic Education Services – Student Support Services
- Occupational Therapists
- Speech Therapists
- Advisory Visiting Teachers
- Inclusive Education Teacher
- CES – Support Services
- Physiotherapist
- Centrelink Disability Officer
- Workplace Support Organisations
- Educational Psychologist
- Community Health
- Cystic Fibrosis Association, Autism Queensland, Cerebral Palsy Association, Juvenile Diabetes Association etc

To collaborate with teachers, parents and other professionals in the development, implementation and evaluation of support services and programs.

- Provision of appropriate in class support, group and individual intervention.
- Personalised Learning Plans.
- Transition to Work meetings.
- Educational Adjustment Profile meetings.
- Verification applications.
- Support teachers in modifying curriculum and assessment items.

To organise diverse provisions for students.

- Coordination of special provisions procedures for students especially in relation to assessment.
- Assist students in their applications for QCAA and QTAC diverse provisions.
- Assist in the provision and organisation of diverse provisions for Middle Years students who have diverse needs.



To coordinate the keeping of appropriate records.

- Student information files.
- School Learning Officer timetables.
- Records of support provided with funding source.
- Original verification, PLP and EAP documents.
- Budget records.
- Preparation of Whole School Priorities plans and reports for funding use – SWD, LNSLN, ISA, CCS, EALD, New Arrival, International Student Tutoring, QCEC Students at Risk. Plans to be sent to CES-Student Support Services by the end of Term 1 and Reports by a set date each year.
- Leadership of NCCD – Oversee the project and ongoing collection of data around adjustments, modifications and communication with families.
- Take responsibility of all reportables in relation to NCCD.
- Keep the College Leadership Team informed of trends and significant data and any other matters in relation to the NCCD.

CORE COMPETENCIES & INTERPERSONAL SKILLS

In addition to specific knowledge and skills required for the position, all employees within the Diocese will demonstrate the following personal and interpersonal skills in the course of their duties:

- A clear vision of and support for the College's mission and its underlying values and ethos.
- Leadership capacity - a broad vision that extends beyond subject boundaries, initiative, perseverance, acceptance of responsibility, effective organisational skill, ability to communicate appropriately and ability to foster cooperation and collegiality.
- Success as a classroom teacher.
- An appropriate level of professional qualification both formal and informal and/or relevant experience.
- Maintain appropriate behaviours when engaging with children.
- Professional activity through membership of professional associations and on-going professional development.
- Quality service.
- Capacity to work effectively in a team.
- Demonstrate excellent relational skills.
- Capacity to manage change in self and others.
- Demonstrate knowledge of the diocesan procedures, policies and guidelines.
- Demonstrate knowledge of the legislation and policies that impact on schooling especially in relation to students with disability:
 - Disability Discriminations Act 1992 (DDA),
 - Disability Standards for Education 2005,
 - Enrolment Application and Support Procedures for students requiring significant educational adjustments, and
 - Risk Assessments.



GENUINE OCCUPATIONAL REQUIREMENTS

- Share in the Church as a professional within the College faith community
 - Support the Catholic ethos of our Colleges
 - Participate in worship and prayer in our Colleges
 - 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 College staff, parents and members of the wider community to establish effective partnerships and achieve educational outcomes
 - Contribute to the College 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
 - Adequate visual acuity necessary to demonstrate the required range of skills and tasks, and to ensure care of self and others.
 - Adequate auditory ability necessary to demonstrate the required range of skills and tasks, and to ensure care of self and others.
 - Ability to sustain physical and mental performance consistently to complete the range of skills and tasks required and to the required standard.
 - 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.
- Responds pastorally to human and interpersonal issues.
- Facilitate the prevention of child harm by recognising and responding appropriately.

Physical requirements of the position:

- 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 College environment appropriate to the position.
- Frequent use of telecommunication and electronic equipment.
- Work environment may involve exposure to potentially dangerous materials and situations that requires following safety precautions and may involve the use of protective equipment.
- Work environment may involve the use of tools, machinery and other equipment that requires following safety precautions and may involve the use of protective equipment.

MANDATORY QUALIFICATIONS AND REQUIREMENTS

- Promote child safety at all times.
- Professional qualifications in Education.
- Registered or eligible to register with Queensland College of Teachers 4th year trained or equivalent.
- A strong demonstrated commitment to the objectives, vision and ethos of Catholic Education.
- 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 College community.
- Capacity to understand and implement Duty of Care and Workplace Health and Safety requirements.
- Current drivers' licence.

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.

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.
- 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.



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:** _____