

# POSITION DESCRIPTION: TEACHER



CAROLINE  
CHISHOLM  
CATHOLIC COLLEGE

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## **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 for existing teachers what is expected of them.

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

- Victorian Institute of Teaching (Standards of Professional Practice and Code of Ethics)
- Victorian Catholic Education Multi Employer Agreement 2013
- Catholic Education Commission Victoria (Accreditation to Teach in a Catholic School)

Where possible, relevant documents have been linked to allow ready access to full information. If further information is required, please visit the College website at [www.cccc.vic.edu.au](http://www.cccc.vic.edu.au) or contact the College on 9296 5311.

## **COMMITMENT TO THE CATHOLIC ETHOS**

It is expected that all staff of Caroline Chisholm Catholic College endeavor to uphold the College mission statement and to live out its vision.

In practice this involves:

- An acceptance of the Catholic educational philosophy of the school;
- Development and maintenance of an adequate understanding of those aspects of Catholic teaching that touch upon subject areas and other aspects of their work;
- A commitment to strive to help students to understand, accept and appreciate Catholic teaching and values through their teaching and other work and by personal example
- Comply with the accreditation policy of the CECV to teach in a Catholic school and other CECV policies.

*CECV Accreditation to Teach in a Catholic School Policy*

## **CHILD SAFE SCHOOL**

Caroline Chisholm Catholic College is committed to creating and maintaining a child safe environment in which students feel safe and are safe.

Caroline Chisholm Catholic College has established, implemented and continuously reviews & improves our Child Protection Program in accordance with Ministerial Order No. 870 and the Victorian Child Safe Standards and Principles.

For further information on our *Child Safety Code of Conduct* and our Child Protection & Safety Policy please refer to our website [www.cccc.vic.edu.au](http://www.cccc.vic.edu.au)

# **PROFESSIONAL PRACTICE**

## **VIT Standards of Professional Practice**

In accordance with The Standards of Professional Practice (based on the Victorian Institute of Teaching Standards of Professional Practice for Full Registration and the Victorian Institute of Professional Practice for Experienced Teachers and Educational Leaders), all teachers are expected to:

- Know how students learn and how to teach them effectively.
- Know the content they teach.
- Know their students.
- Plan and assess for effective learning.
- Create and maintain safe and challenging learning environments.
- Use a range of teaching practices and resources to engage students in effective learning.
- Reflect on, evaluate and improve their professional knowledge and practice.
- Be active members of their profession.

[\*VIT Standards of Professional Practice \(2003\)\*](#)

All fully registered teaching staff undertake an annual appraisal process involving a written reflection of teaching practice and identification of individual professional learning goals, based on the principles stated above. The appraisal process includes a series of formal and informal support meetings involving teachers and the relevant Learning & Teaching Coordinator as well other Positions of Leadership as appropriate.

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

## **Positive Relationships, Restorative Practices & Pastoral Care**

Caroline Chisholm Catholic College is committed to providing all staff and students with a working environment that values diversity and respects differences in its community, where each person is treated with courtesy and respect in a fair and just manner. All staff / teachers have an important role in assisting with the promotion of a culture within the College which clearly defines and actively discourages bullying, discrimination or harassment of any nature. Likewise, teaching staff are responsible for ensuring that a positive and productive learning environment is created and maintained within the classroom.

The College's accepted and endorsed approach for the management of inappropriate behaviour is via Restorative Practices - a strategy which aims to enable students to understand the incident from a range of perspectives, reconcile and resolve problems and learn from their mistakes. Staff are expected to use Affective Questioning to allow the student to understand the incident or conflict and to assist the student to identify what they can do to restore the damaged relationship.

All staff are responsible for the pastoral care of students and thus are required to communicate and act in response to the needs of a student. It is expected that all staff have a knowledge of the established procedures for addressing the pastoral care and behaviour management of students.

Restorative practices work in alignment with the Student Code of Conduct, which outlines appropriate and acceptable behaviour for students.

CCCC [\*'Positive Relationships Policy & 'Restorative Practices Guidelines\*](#)

# **PROFESSIONAL RESPONSIBILITIES**

## **Professional Learning**

In accordance with VIT requirements, teaching staff are required to maintain professional knowledge and skills particular to their subject area and the direction of the College. Staff are expected to seek and access external professional learning opportunities, with the assistance of the relevant Learning & Teaching Coordinator. Where appropriate, staff are encouraged to formally report back to members of staff (e.g. workshop presentations during internal Professional Learning programs) who would benefit from the professional learning session also.

Internal professional learning programs require staff attendance and participation. Part-time staff are to attend internal professional learning on at least a pro-rata basis, but are advised to consider the needs of their Discipline Area, the College and the VIT Professional Learning requirements when selecting to attend.

## **Curriculum Development and Discipline area work**

The maintenance and improvement of curriculum resources relies on the contribution of teaching staff in a discipline area. To assist with this work, regular Professional Learning Team meetings are held to enable subject area teachers to develop course materials. The work of a Discipline Area is overseen by a Discipline Area Coordinator and is managed by a Course Convenor, alongside subject teachers.

Course convenors may be assigned to a major review of a subject or a low level review. A course convenor is responsible for overseeing the development of courses, rubrics and other necessary documentation. Staff members teaching the relevant subject are to assist with the input of such documentation.

Low level course convenors may be assigned to a subject that has undergone a major review within the current 3 year review cycle. These convenors are a 'port of call' to the relevant subject teachers, facilitating and encouraging communication between subject teachers. Modifications and amendments may be required by the low level course convenor including course schedule, assessment tasks, rubrics etc.

## **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.

## **Use of Data to guide teaching practice**

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, VCE 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.

## **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.

## **Co-curricula Commitment**

Consistent with sections 27.5, 27.6 and 27.7 of the Victorian Catholic Education Multi Employer Agreement 2008 and Consultative Committee recommendations, each teacher is required to commit to a minimum of 24 hours of co-curricular activity (pro-rata). Teachers are able to nominate the co-curricular events and activities they would like to be involved in via appraisal documentation. To enable a rounded experience of College life and have the opportunity to work with students in a range of capacities, teachers are encouraged to participate in a range of co-curricular activities from the Discipline Area-Endorsed, Sport, Personal/Social Development and Committee based categories.

## **ICT Competency**

As Caroline Chisholm Catholic College is a notebook school, teachers commencing employment are normally issued with a notebook 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 satisfactorily complete Minimum Standards in ICT or equivalent within 12 months of commencing employment, to demonstrate their proficiency.

## **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.

Morning briefings are scheduled to commence at 8.20am and afternoon meetings are scheduled to commence at 3:25pm and normally conclude by 4.30pm.

## **Yard Duty Supervision**

Normally, staff will be allocated a total of 5 supervision duties per timetable cycle (pro-rata) to occur before school, during recess and at lunch or after school. 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 of in advance (e.g. excursion, professional learning etc). In this instance the relevant Head of School needs to be notified.

## **Parent-Teacher Interviews**

Parent-Teacher Interview meetings occur at the end of Terms 1 and 3 and all teaching staff are expected to be present for the duration of parent-teacher interviews (3:30pm- 8:30pm and 9:00am- 12:00pm). Teachers are expected to bring necessary materials (markbook, 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 interviews.

## **Professional Conduct**

The College's expectation of professional conduct is based on the VIT Victorian Teaching Profession Code of Conduct. 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.

On occasions where staff are representing the College off-site (camps, overseas travel, professional learning sessions etc) professional conduct is to be maintained. Staff are to be mindful that interactions with members of the College community and beyond need to be conducted in a respectful, responsible and courteous manner. Likewise, teachers attending school functions (formals, socials, celebrations etc) are also expected to conduct themselves in accordance with the VIT Code of Ethics.

## **Professional Dress**

The teaching and administrative staff of Caroline Chisholm Catholic 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 that is clean, neat, pressed and well fitting. Denim, t-shirts, polo-shirts and singlets are not permitted and skirts should be no higher than mid-thigh, while shorts should be well tailored and knee length.

## **Contribution to Staff Association**

Staff new to the College are to make a monetary contribution of \$2 per fortnightly pay in support to the Staff Association. This contribution enables the Staff Association to provide services such as: Tea and coffee in staffrooms, cards and gifts to acknowledge significant occasions for staff members and other Staff Association run events.

## **Exiting the College or Leaving a Position of Leadership**

Ceasing a term of employment at the College requires that 7 weeks written notice is given to the Deputy Principal (Operations) and a full and complete handover of relevant material and information takes place with the replacement staff member. In most cases an exit interview is held between the relevant teacher and the Deputy Principal (Operations) (or their nominee). Teachers leaving the College at the end of an academic year are expected to produce a Professional Learning Plan and undertake the appraisal process as usual.

## **Additional Responsibilities**

Including, but not limited to:

- Attendance at information evenings as required
- Organisation of excursions
- Attendance at an overnight camp or retreat as required
- Attendance at College, House, year level and pastoral assemblies
- Supervision of extra classes as per the Certified Agreement
- Attendance at College events including the College Opening Mass, Open Day, Inter House carnivals and The Evening of Excellence)
- Attendance at College liturgical celebrations as required
- Knowledge of College policies
- Other duties as requested by the principal.

## **Classroom teacher**

The classroom teacher classification comprises three salary ranges - *graduate, accomplished* and *expert*. The primary focus of the classroom teacher is on the planning, preparation and teaching of programs to achieve specific student outcomes. The classroom teacher engages in critical reflection and inquiry in order to improve knowledge and skills to effectively engage students and improve their learning.

As the classroom teacher gains experience his or her contribution to the school program beyond the classroom increases.

All classroom teachers may be required to undertake other duties in addition to their rostered teaching duties.

## **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 relevant Head of School.

A full teaching load is considered 48 periods of 60, with 12 periods devoted to planning. For a Provisionally Registered Teacher (PRT) this is 42 of 60 periods, to acknowledge the time needed to plan as a newly registered teacher.

Staff who will be absent or late for the commencement of the school day, are requested to leave a message with the Daily Organiser prior to 7:30am (phone no. 9296 5432). 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 arriving late to school are requested to notify their relevant Head of School or School Office.

### **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 recorded on a 'Supervision Duties' form at left at the relevant School office.

### **Unplanned Absences**

If a teacher is unwell and cannot come in to school, they are to notify the Daily Organiser before 7:30am and email instructions for lessons via [extras@cccc.vic.edu.au](mailto:extras@cccc.vic.edu.au).

### **Extras**

As far as is possible teachers on a lower load will normally be required to supervise extra classes before those who are on the full load. A supervision class cannot be taken as an "extra" until that teacher's full load (i.e. 48 periods per cycle) has been reached in a given cycle.

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