

## ROLE DESCRIPTION

### Classroom Teacher

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<b>POSITION</b>	Classroom Teacher
<b>RESPONSIBLE TO</b>	Deputy Principal Learning and Teaching Deputy Principal Wellbeing
<b>EMPLOYMENT TERMS</b>	<ul style="list-style-type: none"> <li>• Employment is in accordance with terms and conditions as outlined in the Victorian Catholic Education Multi-Employer Agreement (VCEMEA 2018)</li> <li>• Remuneration is in accordance with the VCEMEA 2018 and dependent on skills and experience</li> </ul>
<b>PREPARED BY</b>	Principal and Learning and Teaching Committee
<b>ISSUE: 04</b>	<b>DATE:</b> February 2019

All staff members of Siena College are expected to support and promote the College's mission. Siena College, a Catholic secondary school in the Dominican tradition, engages young women in a challenging education that empowers them with the personal resources to make a difference in the world, by searching for truth through a culture of lifelong learning

The College has a universal expectation for the protection of the young women in its care and is committed to ensuring that all staff promote the inherent dignity and fundamental right of students to be respected and nurtured in a safe school environment. This commitment is drawn from and inherent to the teaching and mission of Jesus Christ, with love, justice and the sanctity of each human person at the heart of the Gospel. The College has a zero tolerance of all forms of child abuse and actively works to listen to and empower students. The College has policies and processes in place to protect students from abuse and takes all allegations and concerns seriously, and responds in line with the organisation's policies and procedures.

Classroom teachers implement and enhance the learning and teaching program. They are responsible for ensuring continuous improvement in students' learning and the achievement of the curriculum aims and goals of the College.

In consultation with the Deputy Principals, Heads of Learning and House Coordinators, classroom teachers are responsible for optimising student learning in the context of a professional learning community.

### 1. Teaching Standards

- 1.1. Be familiar with and adhere to the Standards of Professional Practice as articulated by the Victorian Institute of Teaching and the Catholic Education Commission of Victoria (CECV)

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#### **2. Ethos**

- 2.1. Work with the Leadership team to promote the Catholic and Dominican ethos of the College
- 2.2. Support the College's Mission Statement and assist in the implementation of the College's Strategic Plan and School Improvement Plan
- 2.3. Embed high expectations and encourage and support students in their endeavours to achieve their full potential in keeping with Dominican tradition
- 2.4. Develop authentic relationships with students, staff and families and promote open dialogue
- 2.5. Model appropriate Catholic standards of behaviour by promoting the Dominican mission and Catholic ethos of the College and participate in the liturgical life of the College
- 2.6. Promote and use Restorative Practices in all dealings with students, colleagues and families
- 2.7. Work with the House Group Teachers and Heads of Student Wellbeing to promote student wellbeing

#### **3. Learning and Teaching**

- 3.1. Implement identified strategic learning and teaching priorities
  - 3.2. Implement and adhere to all relevant College policies and charters articulated in the Staff Handbook
  - 3.3. Deliver the curriculum effectively and in accordance with relevant course documentation
  - 3.4. Identify, plan, implement and evaluate action research projects to enhance learning and teaching through Professional Learning Teams
  - 3.5. Actively integrate contemporary information and communication technologies offered by the College to enhance learning and teaching
  - 3.6. Utilise the resources made available at the College to enhance learning and teaching
  - 3.7. Work in collaboration with the Learning Enhancement Department to support and implement the development of programs and initiatives for particular students
  - 3.8. Provide meaningful and timely feedback to families through approved communication channels and parent teacher conferences
  - 3.9. Embed and reinforce College expectations in regard to attendance regulations, preparedness for class, approach to learning and the submission of quality work
  - 3.10. Follow up student issues with relevant staff (House Group Teacher, Heads of Student Wellbeing, Senior Pathways Coordinator etc.) when concerns arise
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- 3.11. Attend and actively contribute to faculty meetings as scheduled. If attendance at a meeting is not possible, follow up on the minutes and with the Head of Learning in relation to matters covered
- 3.12. Work collaboratively with faculty members to reflect on current practice and review, develop and share resources to enhance learning and teaching

#### **4. Administration**

- 4.1. In collaboration with the Heads of Learning be actively involved in course development, documentation, implementation and review
- 4.2. In collaboration with the Heads of Learning ensure that student resources are updated on a regular basis on the College intranet
- 4.3. In collaboration with the Heads of Learning be actively involved in the development of Learning and Teaching Proposals for the faculty
- 4.4. Enter student reporting data in a timely manner as indicated in the Assessment and Reporting Manual
- 4.5. In collaboration with the Heads of Learning and the Deputy Principal Learning and Teaching be actively involved in the development of faculty assessment and reporting materials including examinations
- 4.6. Be involved in the preparation of examination papers and other assessment tools
- 4.7. In consultation with the Heads of Learning contribute to the selection of subject resources
- 4.8. Act as a Mentor or Minder for new staff
- 4.9. Undertake other tasks as requested by the Principal and Deputy Principal Learning and Teaching

#### **5. General accountabilities for all Staff**

- 5.1. Demonstrate duty of care to students in relation to their physical and mental wellbeing
  - 5.2. Be well informed and comply with the College's obligations in relation to Child Safe Standards and processes for reporting suspected abuse
  - 5.3. Adhere to the College's professional dress code for staff
  - 5.4. Attend all relevant staff meetings, assemblies, College Masses, community days and staff professional learning days
  - 5.5. Demonstrate professional and collegial relationships with colleagues
  - 5.6. Commit to and actively support the College's agenda for continuous improvement through participation in school improvement planning
  - 5.7. Demonstrate alignment and support for the Catholic and Dominican ethos of the College
  - 5.8. Support the Mission, Vision and Values of the College as articulated in the Strategic Plan
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- 5.9. Be familiar with and comply with all College policies and procedures

#### **6. Daily Duties of Teachers**

- 6.1. Full time teaching staff are expected to be at school from 8.30am until 3.45pm daily (unless meetings have been scheduled for a later finish or an early morning yard duty has been assigned from 8.20am). This is to enable staff to be available for consultation, accessibility to colleagues and in the event of an emergency. Attendance for part-time staff is pro rata and as indicated on staff timetables
- 6.2. Teachers are expected to be prompt in reporting to all classes, including supervision periods, assemblies and other school activities