



ST GREGORY'S COLLEGE IS AN INDEPENDENT K-12
(K-6 CO-ED AND 7-12 ALL BOYS) DAY AND BOARDING SCHOOL CONDUCTED
BY THE MARIST BROTHERS

**APPLICATIONS
ARE INVITED FOR THE
FOLLOWING POSITION:**

HSIE TEACHER

About the Role

Full-time permanent position

Commencement date: 28 January 2020

Ability to teach various HSIE subjects across all stages essential and the ability to teach Catholic Studies desirable but not essential

For the right candidate there may also be the possibility of being considered for the Year Coordinator position.

Closing Date for applications: 16 September 2019 (4.00pm)

Teachers at the College are employed under the NSW Catholic Independent Schools (Teachers-Model B) Multi-Enterprise Agreement 2017.

Applicants do not require a CEO (Catholic) number to apply for this position.

For further information about the position, please refer to the employment section on the College Website.

Enquiries may be directed to the HR Coordinator on 02 4629 4125 including the details of the remuneration package.

How to Apply

Applications should be addressed to the Deputy Principal Mr Paul Brooks.

Applications need to be sent to employment@stgregs.nsw.edu.au with the following

- Curriculum Vitae
- Cover letter
- and **must** include a completed application form which is located on the College website www.stgregs.nsw.edu.au

Successful applications must comply with the NSW Child Protection Legislation.
St Gregory's College is an Equal Opportunity Employer

Position Description

TEACHER

Role Purpose

The role of Teacher at St Gregory's College Campbelltown is key in supporting and promoting the mission and goals of the College. It is important that teachers see themselves as being in co-operative partnership with parents and the Catholic community, working towards the achievement of the College's aims.

Accountability

The Teacher is directly accountable to the KLA Coordinator of the Department in which they are placed. The appointment is made by the Principal.

The Teacher is accountable to the Principal for these key areas of responsibility:

1. Spiritual
2. Curriculum
3. Professional Development
4. Pastoral Care
5. Teaching and Learning
6. Assessment and Evaluation
7. Co-Curricular
8. Related Duties

Role Expectations/Duties

1. SPIRITUAL

Contributes to the development of the College as a faith community by:

- Encouraging and supporting the Catholic and Marist culture of the College
- Giving personal witness to Catholic and Marist values
- Participating in the liturgical and celebratory life of the College
- Wholeheartedly supporting the Mission of the College
- Modelling Gospel values of justice, reconciliation and hope
- Ensuring that College policy and practice nurtures respect for difference in all its forms

2. CURRICULUM

Contributes to the development of the College as an educational community by:

- Contributing to the effective development of College instructional policies and programs at a subject, KLA, faculty or whole-school level
- Planning teaching programs to provide for students' varying needs and abilities
- Using appropriate student assessment procedures and providing constructive feedback to students about their learning
- Reporting student progress to parents in a sensitive and meaningful manner
- Demonstrating awareness of the need for a reflective and collaborative approach to planning and evaluation of instructional programs and policies
- Contributing to College Review and Development, including the Educational Audit
- Developing courses in harmony with the values and the educational purposes of the College and department/stage and in cooperation with fellow teachers
- Being prepared to work in a collaborative environment, sharing and developing teaching resources with a departmental team

- Participating in regular review of courses
- Planning a consistent, coherent and relevant learning program which fosters a purposeful progression in learning and meets the specific needs of students, in consultation with the KLA Coordinator
- Keeping adequate records of courses and programs
- Actively engaging students in the planning and learning process, perceiving that learning is an active and collaborative venture, both between the teacher and students the students themselves
- Considering the students' own experience to be a fundamental and especially valuable resource
- Allowing students the opportunity to make choices and decisions to take risks and to set their own goals, where possible and appropriate

3. PROFESSIONAL DEVELOPMENT

Contributes to the development of the College as a professional community by:

- Developing knowledge through professional reading, communication with colleagues in similar roles at other institutions and attendance at approved professional development activities
- Ensuring that the Teacher is up to date on current trends across a range of educational issues/ topics
- Keeping up to date with Staff accreditation to work/ teach in Marist Schools
- Upgrading formal professional qualifications where necessary or appropriate
- Contributing to the professional development of other staff members within the College by sharing knowledge, ideas and resources, and working as a member of a team
- Maintaining professional accreditation with recognised professional associations including the NSW Institute of Teachers

4. PASTORAL CARE

Contributes to the development of the College as a caring community by:

- Providing a stimulating but well-ordered classroom climate which nurtures each student and encourages co-operation
- Fostering quality relationships between teachers and students
- Contributing to the development and effective implementation of Pastoral Care and Discipline Policies in the College
- Encouraging the appropriate involvement of parents and other community members in the life of the College
- Ensuring discretion and confidentiality when dealing with information which may be of a sensitive nature

5. TEACHING AND LEARNING

Contributes to the development of the College as a learning community by:

- Remaining conversant and up to date with the relevant teaching pedagogies and syllabus
- Creating a learning environment which stimulates learning and promotes excellence, where students are both challenged and supported
- Using a variety of teaching strategies, recognising that students learn in a variety of ways: through independent study, directed learning and group involvement
- Recognising that students of mixed ability and from various backgrounds must be catered for

- Enabling students to make good use of the resources available within the College and the community
- Embracing the use of advanced technologies and their application in classroom learning
- Maintaining effective communication with Learning Support professionals regarding special learning needs of individual students
- Supporting and espousing the values of the College in the teaching and learning environment and maintaining a clean, tidy and healthy classroom
- Being aware of emergency procedures for students' safety and specific safety procedures related to the subject or activities taught
- Sharing explicitly with students a code of conduct which enables them to work productively in a fair environment
- Ensuring good classroom management skills are maintained
- Ensuring class rolls and attendance are strictly monitored

6. ASSESSMENT AND EVALUATION

Contributes to the development of the College as a professional community by:

- Developing appropriate assessment procedures and modes of reporting assessment in consultation with fellow members of staff
- Ensuring that reports are neat, accurate and meet deadlines
- Using a range of assessment and evaluating techniques regularly and fairly
- Assessing and returning work promptly to students
- Encouraging students to reflect on their work and the process they have gone through to achieve it
- Explaining criteria for assessment to students in advance, so they can understand the relevance of the grade and comments and use the information constructively in future work
- Pinpointing learner needs, conferring with specialise staff in the College, and liaising with parents if necessary
- Keeping adequate records of students' progress
- Proactively communicating with parents through the student diary, in written reports and in parent/teacher interviews

7. CO- CURRICULAR

Contributes to the development of the College as a holistic community by:

- Involving themselves in co-curriculum activities offered to the students of the College (This is an expectation for all teachers of St Gregory's College)
- Providing the appropriate duty of care and supervision to students

8. RELATED DUTIES

- Carries out supervisory duties as required, including active grounds duty and exam supervision
- Takes active involvement in the general life of the College, and supports it formally and informally within and beyond the College
- Attends and participates wherever possible in all departmental, stage and general staff meetings
- Attends all lessons (unless prior arrangements have been made) and is punctual
- Carries out the administrative requirements associated with classroom teaching
- Dresses appropriately for a professional educator
- Demonstrates at all times a support of College rules in dealing with students

- Adheres to the specific requirements of the appropriate section of the College or department
- Attends parent/ teacher interviews
- Attends speech days and liturgies as appropriate
- Attends and participates in assemblies
- Is prepared to attend and participate on camps
- Attends and participates in relevant curriculum- based excursions

Any other duties as requested by the Principal.