



The Teacher at St Gregory's College – Senior School

Position Description

Purpose

The Teacher at St Gregory's College Campbelltown supports and promotes the mission of the Church and the goals of the College, in co-operative partnership with parents, carers and the community, in working towards the achievement of the aims of the College.

Accountability

The Teacher is accountable to the College Principal, through their substantive Leader of Learning, for carrying out the all of the responsibilities and fulfilling all of the expectations set out in this position description.

Expectations and Responsibilities

1. Spiritual

The Teacher contributes to the development and ongoing improvement of the College as a **faith community** by:

- 1.1 Encouraging and supporting the Catholic and Marist culture of the College.
- 1.2 Giving personal witness to Catholic and Marist values.
- 1.3 Participating in the liturgical and celebratory life of the College.
- 1.4 Supporting wholeheartedly the Mission of the College.
- 1.5 Modelling Gospel values of justice, reconciliation and hope.
- 1.6 Ensuring that College policy and practice nurtures respect for difference in all its forms.

2. Teaching and Learning

The Teacher contributes to the development and ongoing improvement of the College as an **educational and learning community** by:

- 2.1 Maintaining quality professional relationships with students which is conducive with building trust, rapport and confidence.
- 2.2 Creating a learning environment which stimulates learning and promotes excellence, where students are both challenged and supported.
- 2.3 Utilising a variety of teaching strategies, recognising that students learn in a variety of ways, through independent study, directed learning and collaborative group learning situations.
- 2.4 Integrating the *St Gregory's College Agile Graduate* program into teaching and learning experiences.
- 2.5 Recognising and providing for the needs of students of all abilities and from various backgrounds.
- 2.6 Making reasonable adjustments to support learning for all students, including students with a disability; Aboriginal and Torres Strait Islander students and other students.
- 2.7 Implementing all aspects of student Individual Education Plans (IEPs) and Positive Behaviour Improvement Plans (PBIPs), in consultation with the Learning Enrichment Department.
- 2.8 Maintaining effective communication with Learning Enrichment Department regarding supporting the learning needs of individual students.
- 2.9 Proactively and appropriately communicating with parents through the student diary, emails, phone calls, written reports and in parent/teacher interviews.
- 2.10 Using multiple opportunities to provide feedback to students.
- 2.11 Integrating technologies to support learning.
- 2.12 Implementing clear, fair and consistent approaches to classroom management, consistent with the *Student Code of Conduct*.
- 2.13 Contributing to the effective development of College instructional policies and programs at a subject, KLA, and whole-school level.
- 2.14 Contributing to program writing and resource development for a range of courses.
- 2.15 Using appropriate assessment procedures and providing timely and constructive feedback to students about their learning.

- 2.16 Demonstrating awareness of the need for a reflective and collaborative approach to planning and evaluation of instructional programs and policies.
- 2.17 Willingly working in a collaborative environment, sharing and developing teaching resources with a departmental team.
- 2.18 Planning consistent, coherent and relevant learning programs which fosters a purposeful progression in learning to meet the specific needs of students.
- 2.19 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.
- 2.20 Allowing students the opportunity to make choices and decisions, to take risks with their learning and to set their own goals.
- 2.21 Developing and implementing appropriate assessment procedures and modes of reporting assessment in consultation with fellow members of staff.
- 2.22 Maintaining full and complete records of students' progress.

3. Student Wellbeing

The Teacher contributes to the development and improvement of the College as a **community committed to student welfare and wellbeing** by:

- 3.1 Providing a stimulating but well-ordered classroom climate which nurtures each student and encourages co-operation.
- 3.2 Fostering quality relationships between teachers and students.
- 3.3 Contributing to the development and effective implementation of Pastoral Care and Discipline Policies in the College.
- 3.4 Ensuring discretion and confidentiality when dealing with information which may be sensitive.

4. Professional Learning

The Teacher contributes to the development and ongoing improvement of the College as a **professional learning community** by:

- 4.1 Working collaboratively with colleagues in the design, implementation and evaluation of teaching and learning programs, including the sharing of resources.
- 4.2 Participating in classroom observations of colleagues and being observed by colleagues to allow reflection and improvement on teaching practices.
- 4.3 Setting annual improvement goals, in collaboration with the substantive Leader of Learning, aligned with College strategic priorities, faculty goals and other personal areas of improvement.
- 4.4 Actively participating in professional learning that satisfies the requirements for Accredited PD and Elective PD, as determined by the NSW Education Standards Authority (NESA) and the College's Teacher Accreditation Authority policies and procedures.
- 4.5 Maintaining teacher accreditation and the requirements for professional learning in accordance with the requirements set down by the NSW Education Standards Authority (NESA) and the College's Teacher Accreditation Authority policies and procedures.
- 4.6 Participating in Professional Learning Groups at scheduled times.
- 4.7 Maintaining accreditation to work/teach in Marist Schools.
- 4.8 Upgrading formal professional qualifications where necessary or appropriate.

5. Additional Duties

- 5.1 Carrying out all supervisory duties as required, through punctual attendance and active supervision.
- 5.2 Maintaining accurate attendance records for all classes, including following up any unexplained absences from lessons.
- 5.3 Attending all KLA, staff and parent meetings as set down in the calendar.
- 5.4 Attending all assemblies, Masses, camps, excursions and other College events.
- 5.5 Acting always in a professionally courteous, responsible and respectful manner towards all members of the community.
- 5.6 Fulfilling all administrative duties, as required.
- 5.7 Involvement in the co-curricular activities offered to the students as a mandatory requirement.
- 5.8 Any other duties, as reasonably required by the College Principal.