



# Avila College

## ROLE DESCRIPTION

<b>Position Title</b>	Subject Teacher Year 7 to 12
<b>Classification</b>	Teacher
<b>Time Allocation</b>	Aligned to College Timetable and approved by Principal College has 4x80 minute periods each day
<b>Reports to</b>	Curriculum Leader Deputy Principal Learning and Teaching
<b>Appointment Terms</b>	<ul style="list-style-type: none"><li>– Employment is in accordance with terms and conditions of Victorian Catholic School Multi-Employer Agreement (VCMEA 2013)</li><li>– Remuneration in accordance with (VCMEA 2013)</li></ul>

### ***Avila College Mission Statement***

*We offer Avila girls the best Catholic education and inspire successful futures.  
We give our students options and opportunities to explore and understand what a great future looks like and what it takes to get there.  
We teach, guide and support our girls to achieve that vision for themselves.  
We challenge them to always strive to be their best...both today while they're students and tomorrow, long after they have left the college.*

### ***Avila College Vision Statement***

*We inspire our girls today to become successful women tomorrow*

### ***Avila College Child Safety Commitment***

*Avila College has a zero tolerance policy for child abuse and is committed to promoting child safety, children's wellbeing and protecting children from abuse. Ministerial Order 870 requires Avila College to implement child safety standards and to accommodate and take the needs of all children (including but not limited to: Aboriginal and Torres Strait Islander children, children from culturally and linguistically diverse backgrounds, children with disabilities, and children who are vulnerable) into account when creating a child safe environment*

### **Position Purpose**

Subject teachers are appointed by the Principal and report directly to the Curriculum Leader who reports to the Deputy Principal Learning and Teaching through the Director of Studies. They are responsible for developing innovative, inspiring learning opportunities for their students and supporting student learning to achieve optimum outcomes for each student.

## Position Description

A subject teacher is responsible for planning, preparing and delivering curriculum as well as general supervision of students. The accountabilities within this role are as follows but not limited to:

Position accountabilities	Details
Contemporary Teaching – all teachers	<ul style="list-style-type: none"> <li>– Develop a stimulating and engaging learning environment by using diverse teaching strategies and approaches to cater for a variety of learning needs and student capability – including integration of Information and Communication Technologies.</li> <li>– Provide for individual differences by modifying curriculum and assessment to either extend or support students</li> <li>– Understand and adhere to state and national course requirements including the standards of professional practice</li> <li>– Proactively monitor the progress of each student using a variety of assessment and reporting methods and provide meaningful and timely feedback to students and parents</li> <li>– Write formal academic reports which conform to the Assessment and Reporting Policy</li> <li>– Liaise with appropriate staff where relevant in the implementation of curriculum including other specialist staff, counsellors and learning resource staff to optimise learning experiences and outcomes for all students</li> <li>– Proactively participate in the College’s professional learning community program and commit to personal professional growth</li> <li>– Formulate professional learning goals in response to classroom observations, student/parent feedback and the school’s strategic plan</li> <li>– Demonstrate awareness of and alignment to the Catholic ethos of the College</li> <li>– Model the College’s values of relationships, achievement, faith and community.</li> </ul>
Subject Teacher	<ul style="list-style-type: none"> <li>– Capably utilise contemporary and relevant materials, teaching methods and programs within the curriculum area</li> <li>– Know and actively utilise the characteristics at different developmental phases and use this information to inform learning needs and the preparation of targeted teaching</li> <li>– Proactively utilise a range of assessment and reporting methods to monitor and inform teaching practice and to facilitate accurate and comprehensive records of student progress</li> <li>– Provide students and parents with ongoing informative feedback</li> <li>– Proactively communicate with other teachers and parents on pastoral and academic issues of students</li> <li>– Develop constructive relationships with students and utilise a classroom management plan to cater for all students</li> <li>– Demonstrate comprehensive knowledge of relevant and best practice approach to disciplines/methods.</li> <li>– Participate in and contribute to faculty based curriculum development</li> </ul>
Professional Engagement - all teachers	<ul style="list-style-type: none"> <li>– Teaching is informed by relevant current research with commitment to ongoing professional development</li> <li>– Continue to learn and implement digital technologies to facilitate student learning</li> <li>– Proactively participate in the staff professional growth processes</li> <li>– Support collegiate learning by supporting student teachers and sharing learnings with colleagues, including acting as a mentor when required</li> </ul>

Curriculum Development – all teachers	<ul style="list-style-type: none"> <li>– Work with colleagues to review student progress and assessment using student feedback and assessment data</li> <li>– Utilise data to optimise learning for all students</li> <li>– Share learning and teaching resources with colleagues, develop and evaluate resources and participate in assessment moderation with colleagues</li> <li>– Contribute to team meetings including recommendations for best practice and ongoing development including inquiry based learning, integrated curriculum and utilisation of digital technologies and skills.</li> </ul>
Pastoral Care – all teachers	<ul style="list-style-type: none"> <li>– Proactively monitor and support student wellbeing</li> <li>– Manage student well-being issues in collaboration with Year Level Co-ordinator and Directors of Pastoral Care and when required, Deputy Principal Students</li> <li>– Implement strategies which promote a healthy and positive learning environment</li> </ul>
Co-Curricula Involvement - all teachers	<ul style="list-style-type: none"> <li>– Proactively encourage students to participate in co-curricular activities</li> <li>– Nominate students for awards where relevant</li> <li>– Maintain records of student participation and contributions</li> </ul>

<b>Position requirements</b>	
Skills	<p>Must have:</p> <ul style="list-style-type: none"> <li>– Excellent capability to develop an engaging and stimulating learning environment by using a variety of styles and teaching approaches to cater for individual learning needs for students from Year 7 to 12</li> <li>– Excellent written communication skills</li> <li>– Excellent ICT skills and readiness to adapt to the use of emerging technologies</li> <li>– Evidence of effective teaching skills</li> <li>– Highly developed organisational planning and co-ordination skills including the ability to manage demanding or competing deadlines</li> <li>– Highly developed interpersonal and communication skills, including demonstrated discernment and ability to work collaboratively with all members of the College community</li> <li>– Professional presentation skills with the ability to proactively engage and enthuse both students, parents and other colleagues</li> </ul>
Experience	<ul style="list-style-type: none"> <li>– Demonstrated understanding and experience of the learning and teaching pedagogy associated with the Victorian Curriculum</li> <li>– Demonstrated experience in using ICT to teach subject area</li> <li>– Preference for experience in inquiry based learning and use of student data to maximise learning outcomes</li> <li>– Demonstrated understanding of and interest in the key social and developmental issues impacting adolescent girls</li> <li>– Knowledge of and experience in the practical application of Restorative Practices to achieve positive outcomes</li> </ul>
Specific Requirements	<ul style="list-style-type: none"> <li>– Must have current VIT registration</li> <li>– Accreditation to teach in a Catholic School or a willingness to seek accreditation as soon as possible, and a commitment to the ethos of Catholic Education.</li> <li>– Understanding of and commitment to legal and moral obligations relating to child safety</li> <li>– Ability to implement pro-active programs that meet the learning and wellbeing needs of girls</li> <li>– Applicants must have proof of current first aid (level 1) and anaphylaxis training – 22300vic accreditation or to have successfully completed the ASCIA e-training for Victorian Schools with verification</li> </ul>

	of practical application completed, to be fully compliant and completion of DET mandatory reporting e-learning module
Education/qualification	– Relevant degree/post graduate qualifications.
Team Membership	<ul style="list-style-type: none"> <li>– Learning Area Team</li> <li>– Key Stakeholders (or internal relationships)</li> </ul> <p><b>Internal:</b> Curriculum Leader, Director of Studies, Deputy Principal Learning and Teaching</p> <p><b>External:</b> Broader School Community.</p>
School wide accountabilities	<ul style="list-style-type: none"> <li>– Demonstrate duty of care to students in relation to their physical and mental well being</li> <li>– Contribute to a healthy and safe work environment for self and others and comply with all safe work policies and procedures</li> <li>– Maintain excellent communication and relationships with students and other staff</li> <li>– Adhere to the College professional dress code</li> <li>– Attend all relevant school meetings and after College services/assemblies, sporting events, Mass, community and faith days as well as professional learning opportunities</li> <li>– Participate in duty supervision as rostered and other supervision duties when required</li> <li>– Proactively demonstrate Avila College values of inspiration, relationships, achievement, faith and community in daily work and interactions with students and colleagues</li> <li>– Appreciate and encourage differences, valuing people for their skills, competencies, and contribution to Avila College’s continuing success</li> <li>– Adhere to the VIT Code of Conduct and Ethics</li> <li>– Adhere to the College’s professional dress code</li> <li>– Understand and comply with the standards of professional practice as articulated by the Victorian Institute of Teaching (VIT), Australian Institute of Teaching and School Leadership (AITSL) and the Catholic Education Commission of Victoria (CECV).</li> <li>– Demonstrate and ensure compliance with VIT Registration Requirements and Avila College’s policies and procedures including the College’s Child Safety Code of Conduct and Child Safety Policy</li> </ul>

As at 22 February 2018