



Role Description Subject Teacher Year 7 to 12

CLASSIFICATION:	TIME ALLOCATION:	REPORTS TO:
Teacher	Aligned to College Timetable and approved by the Principal.	Curriculum Leader Deputy Principal Learning and Teaching
DIRECT REPORTS:	nil	
APPOINTMENT TERMS:		
Employment is in accordance with terms and conditions of Catholic Education Multi-Enterprise Agreement 2022: Diocese of Ballarat, Diocese of Sandhurst, Archdiocese of Melbourne and Lavalla Catholic College, Traralgon (CEMEA 2022). Remuneration in accordance with CEMEA 2022		

i POSITION PURPOSE

The Subject Teachers are appointed by the Principal and report directly to the Curriculum Leader who report to the Deputy Principal through the Director of Learning and Teaching. They are responsible for developing innovative, inspiring learning opportunities for their students and supporting student learning to achieve optimum outcomes for each student. A Subject Teacher is responsible for planning, preparing and delivering curriculum as well as general supervision of students.

The accountabilities within the role are as follows but not limited to

i Contemporary Teaching – all teachers

- ▶ Demonstrate awareness of and alignment to the Catholic ethos of the College
- ▶ Model the College's values of relationships, achievement, faith and community
- ▶ 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.
- ▶ Provide for individual differences by modifying curriculum and assessment to either extend or support students
- ▶ Understand and adhere to state and national course requirements including the standards of professional practice
- ▶ 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
- ▶ Write formal academic reports which conform to the Assessment and Reporting Policy

- ▶ 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
- ▶ Proactively participate in the College's professional learning community program
- ▶ Formulate professional learning goals in response to classroom observations, student/parent feedback and the school's strategic plan

Subject Teacher

- ▶ Capably utilise contemporary and relevant materials, teaching methods and programs within the curriculum area
- ▶ Know and actively utilise the characteristics at different developmental phases and use this information to inform learning needs and the preparation of targeted teaching
- ▶ 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
- ▶ Provide students and parents with ongoing informative feedback
- ▶ Proactively communicate with other teachers and parents on student wellbeing and academic issues of students
- ▶ Develop constructive relationships with students and utilise a classroom management plan to cater for all students
- ▶ Demonstrate comprehensive knowledge of relevant and best practice approach to disciplines/methods.
- ▶ Participate in and contribute to faculty based curriculum development

Professional Engagement – all teachers

- ▶ Teaching is informed by relevant current research with commitment to ongoing professional development
- ▶ Continue to learn and implement digital technologies to facilitate student learning
- ▶ Proactively participate in the staff professional growth processes
- ▶ Support collegiate learning by supporting student teachers and sharing learnings with colleagues, including acting as a mentor when required

Curriculum Development – all teachers

- ▶ Work with colleagues to review student progress and assessment using student feedback and assessment data
- ▶ Utilise data to optimise learning for all students
- ▶ Share learning and teaching resources with colleagues, develop and evaluate resources and participate in assessment moderation with colleagues
- ▶ 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.

Student Wellbeing – all teachers

- ▶ Proactively monitor and support student wellbeing
- ▶ Manage student well-being issues in collaboration with the Homeroom Teacher, Year Level Co-ordinator and Director of Student Wellbeing and when required, Deputy Principal Student Wellbeing
- ▶ Implement strategies which promote a healthy and positive learning environment

General

- ▶ Prepare, submit and review budgets, including review of recurrent expenditure and application for capital expenses when required.
- ▶ Facilitate effective communication, including the dissemination of information from ACARA, CECV, VCAA, AITSL and relevant subject associations and facilitate meetings for planning.
- ▶ Work collaboratively with YLC's, Curriculum Leaders and other leaders.
- ▶ Other duties as directed by the Principal

Team Memberships and Relationships

- ▶ Team Memberships
 - Learning Area Team
 - Year level Student Wellbeing Team
- ▶ Relationships Internal
 - Deputy Principal Learning and Teaching
 - Curriculum Leaders
 - Year Level Coordinators
 - Homeroom Teachers
 - Learning Diversity Leader
 - Learning Support Officers
- ▶ Relationships External
 - Broader school community

Position requirements

Knowledge and skills for this role

- ▶ Ability and commitment to evidence based practice.
- ▶ Demonstrated understanding of and interest in the key social and developmental issues impacting adolescent girls.
- ▶ Knowledge of and experience in practical application and commitment to Restorative Practices to achieve positive outcomes.
- ▶ Highly developed organisational planning and co-ordination skills, including the ability to manage demanding or competing deadlines.
- ▶ Capacity to develop an engaging and contemporary learning environment to cater for individual learning needs for all students.
- ▶ Highly developed interpersonal and communication skills.
- ▶ Attention to detail and accuracy in communications.
- ▶ Readiness to adapt to and develop the use of emerging technologies

Education / Qualification

- ▶ Relevant degree/post graduate qualifications.

General requirements for all teaching staff

- ▶ Current VIT registration or other registration as appropriate.
- ▶ 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.
- ▶ Understanding of and commitment to legal and moral obligations relating to child safety.
- ▶ Anaphylaxis training – 22300VIC accreditation OR to have successfully completed the ASCIA e-training for Victorian Schools with verification of practical application completed within 30 days, to be fully compliant.
- ▶ Completion of DET mandatory reporting e-learning module (non-government schools).
- ▶ Commitment to personal professional growth.



School wide accountabilities for all staff

- ▶ Proactively demonstrate Avila College values of inspiration, relationships, achievement, faith and community in daily work and interactions with students and colleagues.
- ▶ Appreciate and encourage differences, valuing people for their skills, competencies, and contribution to Avila College's continuing success.
- ▶ Demonstrate duty of care to students in relation to their physical and mental wellbeing.
- ▶ Contribute to a healthy and safe work environment for self and others and comply with all safe work policies and procedures.
- ▶ Maintain excellent communication and relationships with students and other staff.
- ▶ Attend all relevant school meetings and College events including assemblies, Mass, community and faith days as well as professional learning opportunities.
- ▶ Participate in duty supervision as rostered and other supervision duties when required.
- ▶ 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).
- ▶ Demonstrate and ensure compliance with VIT Registration Requirements; Code of Conduct and Ethics and Avila College's policies and procedures including the College's Child Safety Code of Conduct and Child Safety Policy.
- ▶ Adhere to the College's professional dress code.



People and Culture

- ▶ For further information regarding this position, please contact People and Culture 9831 9636
hr@avilacollege.vic.edu.au



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.

VISION STATEMENT

We inspire our girls today to become successful women tomorrow.

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 1359 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.