Position Information Document

TEACHER

Supervised by: Learning Area Leader

Reports to: Assistant Principal Teaching & Learning
All positions ultimately report to the Principal

Employment conditions are in accordance with the Catholic Schools Enterprise Agreement 2020 (and as amended/replaced).

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1. BROAD PURPOSE

Gleeson College is a faith-filled community providing its members with the opportunity to discover, develop and use their God-given talents and abilities in the service of others.

Teachers at Gleeson College are required to demonstrate a commitment to the belief that all students can be thriving people, capable learners, leaders for the world God desires, and work to ensure that students develop the knowledge, skills and attributes they need to thrive in a rapidly changing and complex world.

Teachers work collaboratively with leaders, colleagues, parents/caregivers and others as applicable to facilitate positive learning by students and engage in educational reform.

The teacher will:

- Apply curriculum knowledge and teaching methods which facilitate successful learning and providing opportunities to observe, question and investigate in line with the Gleeson College Schoolwide Pedagogy … at the HEART of learning excellence
- Respond to learner's needs
- Develop and maintain positive and effective working relationships
- Differentiate teaching to meet the specific learning needs of students across the full range of abilities including developing Personalised Plans for Learning (PPL's), as appropriate
- Assess student learning and report achievement using required programs and systems
- Create and maintain supportive and safe learning environments
- Employ behaviour management strategies which ensure a safe, orderly and successful learning environment
- Ensure that confidential information is handled appropriately
- Carry out other non-instructional responsibilities as required

The Teacher Position Information Description applies to and underpins the inherent role requirements of every teacher engaged within CESA.

2. KEY WORKING RELATIONSHIPS

- Principal and Leadership Team
- Students
- Partner Primary Schools
- Catholic Education Office Staff
- Teachers and Education Support Officers
- Parents, Caregivers and Families
- ONE+ Campus Staff
- External Parties, Stakeholders and Services

3. KEY RESPONSIBILITIES

Duties include, but are not limited to, the following:

Professional Responsibilities

- Actively implement safeguarding practices in accordance with the National Catholic Safeguarding Standards and school policies
- Fulfil all requirements of the Australian Professional Standards for Teachers
- Actively uphold and contribute to the ethos and values of Gleeson College, as well of that of Catholic schools in general
- Comply with relevant legislation as well as South Australian Commission for Catholic Schools (SACCS) and Gleeson College's policies, guidelines and procedures
- Meet and teach students at designated locations and times
- Appropriately assist students who are hurt, sick or in distress
- Diligently undertake supervision duties, including regular yard duty
- Maintain professional boundaries and model respectful behaviour
- Complete administrative tasks accurately and on time, including record keeping
- Ensure confidential information is handled appropriately
- Attend staff and other required meetings, student-parent-teacher interviews and other school-related activities as required
- Perform other duties as required by the Principal (or delegate)

a. Content of Teaching and Learning

- Plan a comprehensive learning program in line with Australian Curriculum
- Address students' varying intellectual, emotional and physical abilities in teaching practice
- Identify individual learning needs and styles, and plan learning experiences that enable all students to achieve success, including use of Personalised Plans for Learning (PPLs)
- Know, understand, and use a range of pedagogies and technologies, applying these appropriately for effective learning
- Demonstrate best practice in teaching and learning and remain current in knowledge and application and update/adjust practice to achieve same

b. Classroom Management and Behaviour Education

- Respond to signs of harm, abuse, or neglect in accordance with mandatory reporting obligations and school safeguarding procedures
- Establish positive and effective relationships with students
- Establish and maintain an inclusive learning environment
- Set and adhere to timelines for completion of work
- Work with students to create an attractive welcoming classroom environment
- Maintain standards of tidiness and orderliness
- Ensure necessary equipment and facilities are accessible, available and in readiness for planned activities to suit the learning activity
- Make all reasonable efforts to manage the behaviour of students effectively within the directions of the relevant SACCS & policies and procedures
- Consistently maintain behavioural expectations and respond appropriately to student behaviour by applying behaviour management skills as per Gleeson College policy, procedure and guidelines
- Identify factors contributing to prolonged, repeated or severely irresponsible behaviour and seek resolutions
- Respond appropriately to student behaviour and make records on the Learner Management System (SEQTA) for access by relevant staff
- Apply effective consequences and strategies to assist students who interfere with teaching and learning

c. Assessment and Reporting of Student Learning

In line with the *Assessment Design, Delivery, and Reporting Policy 2026* (and as amended/replaced):

- Assess student learning using a range of valid, reliable and fair assessment types
- Clearly communicate requirements of assessments
- Monitor student progress during assessments
- Provide students with constructive feedback on assessments, reinforcing student achievement and focusing on improvement
- Record assessment outcomes in the Learner Management System (SEQTA)
- Provide parents/caregivers and students with detailed, accurate and timely information via the Learner Management System (SEQTA), written and oral reports, email and phone communications at appropriate times, as required by the school

d. Interaction with the school and broader community

- Demonstrate effective communication skills with students, colleagues, parents/caregivers and others at all times
- Demonstrate a commitment to, and enthusiasm for working collaboratively within a learning community and are able to develop links with Partner Primary Schools, the One+ Campus schools and the wider educational community.
- Work effectively as a member of the Gleeson College team to actively and positively support College activities
- Participate in partnerships with colleagues to reflect upon and improve teaching and learning practice in designated curriculum areas
- Positively engage in and undertake professional development, training and professional reviews when required

4. PERSON SPECIFICATION

- Current Teacher Registration in South Australia and relevant demonstrated knowledge and experience
- Demonstrated skills, knowledge and experience relevant to the role requirements
- High level interpersonal skills to interact positively with the school community and be a positive role model and professional representative for the school at all times
- Excellent written and verbal communication skills and able to work collaboratively within a team environment and effectively teach students to achieve required learning outcomes
- Be self-directed and utilise initiative and judgement to fulfil role requirements
- Excellent organisational skills with ability to problem solve and ensure required timelines are met
- Willingness to actively and positively uphold and contribute to the culture and ethos of Gleeson College
- Proficient ICT skills and knowledge and ability to fully utilise required systems and programs, or ability to quickly learn and use effectively

Specific Requirements

- HLTAID012 Provide Emergency First Aid Response in an Education and Care Setting
- The Keeping Safe – Child Protection Curriculum Training (or acquired within first semester)
- Teacher Accreditation in Catholic Education SA (or acquired within first five years of employment)
- Current and acceptable Working with Children Clearance and screening to work in Catholic Education SA
- Current valid Responding to Risks of Harm, Abuse and Neglect – Education and Care certificate
- Being vaccinated against COVID-19 is not mandatory for CESA staff. It is highly recommended for all CESA staff to maintain vaccination status as recommended by the policy.

5. WORK HEALTH AND SAFETY

This role is deemed to be a Worker under the South Australian Work Health and Safety (WHS) Act 2012.
As a Worker, while at work you must:

- take reasonable care for your own health and safety
- take reasonable care that your actions or omissions do not adversely affect the health and safety of other persons
- comply, in so far as you are reasonably able to, with any reasonable instruction given by the employer
- cooperate with any reasonable policy or procedure of the employer that is related to health and safety at the workplace that has been notified to workers

(Reference: Division 4, Section 28 – SA WHS Act 2012)

This position information document indicates the general nature and level of work performed by the incumbent and is not a comprehensive listing of all responsibilities, tasks and outcomes.