



Caroline Chisholm Catholic College

Position Description – Teacher

POSITION CLASSIFICATION:

Teacher

REPORTS TO:

**Principal via Head of Learning or Year Level
Coordinator**

Vision and Mission

Caroline Chisholm Catholic College is committed to educate and prepare our students to be the best they are called to be in a faith-filled and inclusive community. We strive to be leaders in learning excellence in our community by incorporating:

- Victorian Institute of Teaching ([Standards of Professional Practice](#) and [Code of Ethics](#))
- Australian Institute for Teaching and School Leadership (AITSL) [Standards](#)
- Catholic Education Multi Employer Agreement 2022 ([CEMEA 2022](#)).
- Catholic Education Commission Victoria ([Accreditation to Teach in a Catholic School](#))
- Interfaith Education in the Schools of the Archdiocese of Melbourne ([Welcoming Each Other](#))
- Caroline Chisholm Catholic College Our Catholic Identity ([Our Catholic Identity](#))
- [MACS Code of Conduct](#)

It is expected that all staff of Caroline Chisholm Catholic College endeavour to uphold the College mission statement and to live out its vision.

Commitment to Catholic Education

- Demonstrate an understanding of the ethos of a Catholic School and its mission.
- Demonstrate an understanding of the Catholic Church's teaching and the Catholic teacher's role in the mission of the Church.
- Demonstrate a capacity to instill in students a respect for each other in accordance with the Gospels.
- Capacity to integrate the principles of Catholic Social Teaching into all aspects of the curriculum.
- Demonstrate respect for First Nations culture and peoples.
- Demonstrate respect for those of other faith traditions.
- Demonstrate commitment to Faith Formation and Accreditation requirements.
- Demonstrate an understanding of the Catholic Church's teaching and the Catholic Accreditation requirements.

Professional Responsibilities

Learning and Teaching

- Develop sequential and coherent teaching and learning programs aligned to the Victorian Curriculum and Assessment Authority (VCAA) Victorian Curriculum F–10 Version 2.0 achievement standards and relevant VCE Study Designs
- Plan, prepare and deliver high-quality lessons informed by current research and the College's pedagogical framework.

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- Establish clear learning intentions and success criteria to guide student learning and promote goal setting.
 - Effectively use Compass to prepare and deliver lessons.
 - Support department initiatives in accordance with the College's Learning and Teaching priorities.
 - Utilise a range of resources including digital technologies to enhance student engagement and support contemporary learning practices.
 - Support students with diverse learning needs by providing opportunities for differentiation and modifications where required.
 - Prepare and implement Personalised Learning Plans (PLPs) for students with diverse learning needs.
 - Collaborate with colleagues in Curriculum and Assessment Development (CAD) teams to moderate assessment, plan curriculum and share effective teaching strategies
 - Analyse student achievement data to inform planning, identify learning gaps and implement intervention or extension strategies.
 - Participate in curriculum review and contribute to whole-school improvement initiatives related to teaching and learning.
 - Reflect on teaching practice and engage in ongoing professional learning to improve instructional effectiveness.
 - Foster a positive, safe and productive classroom environment that promotes high expectations and student engagement in learning.

Assessment and Reporting

- Design summative assessment tasks that align with Victorian Curriculum and Assessment Authority (VCAA) Victorian Curriculum F–10 Version 2.0 achievement standards and/or VCE study designs.
- Develop clear assessment rubrics and marking guides to ensure transparency, consistency and fairness in marking.
- Moderate assessment tasks with colleagues to ensure consistency of judgement and comparability of results across classes.
- Design and utilise formative assessment tasks to gauge student learning and adjust teaching strategies accordingly.
- Develop modified assessment tasks to support students with diverse learning needs.
- Maintain accurate records of student results on both formative and summative assessment tasks on Compass.
- Provide students and parents/carers with meaningful feedback in a timely manner.
- Prepare Progress Reports and Semester Reports that accurately reflect student achievement, effort and progress in line with the College's reporting guidelines and timelines.
- Participate in Learner Mentor and Subject Conferences to provide feedback to parents/carers on a student's learning.

Wellbeing

- Liaise with the appropriate Learner Mentor/Year Level Coordinator should an individual student cause concern.
- Provide students with a safe environment, by maintaining discipline that enhances the learning of all members of a class using a restorative practices approach.
- Arrive punctually to class and dismiss students in an orderly fashion at the end of a lesson.
- Undertake duties as assigned such as yard duty, extras and replacement lessons, underload lessons, assembly supervision.
- Foster and positively reinforce responsible student behaviour.
- Develop fair and consistent routines for managing student behaviour, including Restorative practices.
- Emphasises consequences for inappropriate behaviour.
- Keep an accurate record of attendance and movement log for each lesson.
- Provide students with a child-safe environment in which the inherent dignity of children and young people is respected and nurtured.

- Comply with the CECV accreditation policy, the VIT registration requirements and other VCEA policies.

Professional Engagement

- Attend and actively participate in relevant College meetings as outlined in the College calendar.
- Attend and contribute to department meetings, actioning agreed tasks within required timelines.
- Attend College assemblies and whole-College events (e.g. Sacred Heart Day, Athletics Carnival, Open Day, Parent Information Evenings) as required.
- Engage in ongoing professional learning (internal and external), maintaining appropriate records where required.
- Actively participate in the Annual Review Meeting (ARM) process, including goal setting and professional reflection.
- Adhere to and implement all College policies, procedures, and compliance requirements.
- Respond to internal communications (email, College notices, Compass) in a timely and professional manner.
- Support whole-College initiatives, strategic priorities, and improvement processes.
- Use College facilities, resources, and technologies responsibly and in accordance with policy.

For all teachers, additional responsibilities may include but are not limited to:

- Supervising a range of student activities including support and wellbeing programs;
- Contributing to a range of co-curricular activities.

These duties are indicative, and the College has the right to vary these duties to accommodate the demands of a changing and evolving educational environment.

Other duties as directed by the Principal

Selection Criteria

- Holds a current registration with the Victorian Institute of Teaching
- Demonstrates commitment to Catholic Education including Accreditation to Teach in a Catholic School or a commitment to attain registration within 2 years of the appointment
- Compliance in Child Safety, Mandatory Reporting, Anaphylaxis, Asthma, First Aid and CPR training.
- Proven success as a teacher and demonstrated competence in the use of ICT and Innovative Teaching
- Remain committed to undertaking a proactive role in enhancing student learning outcomes and perform at a high level of teaching
- Strives to be a leader in Learning Excellence

Terms & Conditions

Terms and Conditions of employment are as per the Catholic Education Multi-Enterprise Agreement 2022 (CEMEA).

Child Safe School

Caroline Chisholm Catholic College is committed to creating and maintaining a child safe environment in which students feel safe and are safe. The College has established, implemented and continuously reviews and improves our Child Protection Programme in accordance with Ministerial Order No. 1359 and the Victorian Child Safe Standards and Principles.

For further information on our Child Safety Code of Conduct and our Child Safety and Wellbeing Policy please refer to our website: www.cccc.vic.edu.au