POSITION DESCRIPTION

CLASSROOM TEACHER

CLASSIFICATION	TIME ALLOCATION	REPORTS TO:
Teacher Category: **B** Level: *tbc*	5 days per week (1.0FTE)	Principal

APPOINTMENT TERMS

- Ongoing
- The conditions of the Catholic Education Multi Enterprise Agreement 2022 apply to this position

ABOUT THE ROLE

The Subject Teacher is primarily responsible for providing quality teaching and learning opportunities to students that allows them to reach their full potential. The subject teacher is responsible to the Principal via the Head of Learning. The Subject Teacher promotes gospel teachings and is committed to articulating the Ignatian charism of the College.

COMMITMENT TO CATHOLIC EDUCATION

a) Demonstrate understanding of the ethos of a Catholic School and its mission.
b) Demonstrate understanding of the Church's teaching and the Catholic teacher's role in the mission of the Church.
c) Demonstrate capacity to instil in students a respect for each other in accordance with gospel teaching.
d) Capacity to integrate the principles of Catholic Social teaching into all aspects of the curriculum.

IGNATIAN CHARISM

a) Develop and maintain an adequate understanding of those aspects of Catholic teaching that impact on your classroom; including supporting Catholic gospel values.
b) Attend and participate in College liturgical experiences and celebrations.
c) Develop an ongoing understanding of the Ignatian charism of the College and embed this understanding in teaching practices.
d) Attend and facilitate the weekly Examen

KEY RESPONSIBILITIES:

TEACHING AND LEARNING:

- Present well-prepared and engaging lessons appropriate to the year level and the needs and abilities of students.
- Support faculty objectives in accordance with the Teaching and Learning Policies
- Effectively use the Learning Management System for teaching and learning, preparation, delivery and evaluation of lessons.
- Employ a variety of effective teaching strategies to effectively implement the curriculum.
- Uses a full range of resources as required
- Cater for individual differences
- Prepare and implement Individual Learning Plans for Special Needs students
- Support and be involved in the co-curricular program.
- Effectively use ICT to teach within subject area.
- Use student data to maximise learning outcomes.
- Demonstrate experience of the learning and teaching pedagogy associated with the Victorian Curriculum.

ASSESSMENT AND REPORTING:

- Provide assistance with the creation and upgrading of School Assessed coursework and tasks, examinations and course outlines as requested.
- Plan, develop, review and evaluate curriculum in subject areas and at year levels which you teach.
- Develop assessment instruments in a collegial manner where whole group testing takes place.
- Understand and maintain and updated knowledge of State and National educational requirements.
- Maintain accurate and up-to-date records of students' progress, attendance and academic achievement.
- Keep accurate records of student attendance and participation within the co-curricular activity.
- Report honestly and objectively to parents and adhere to reporting and review deadlines and procedures.
- Completes reports as required by the College.
- Participate in the creation, development and construction of assessment tasks.
- Give students, parents and colleague's meaningful feedback.
- Attends Parent/Teacher/Student conferences and information evenings.
- Attend Academic Companion sessions and provide feedback to students and parents/guardians
- Uses assessment to recognize learning achievements.
- Maintains an accurate record of lesson plans on a daily/weekly basis, including recording student results on the Learning Management System
- Write formal academic reports that conform to report writing guidelines.

WELLBEING:

- Liaise with the appropriate Mentor and Academic Companion 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 and the like
- Foster and positively reinforce responsible student behaviour.
- Develop fair and consistent routines for managing student behaviour, including Restorative practices
- Emphasizes 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 CECV policies.
- Exercise pastoral care in a manner which reflects the Ignatian charism.
- Implement strategies which promote a healthy and positive learning environment, including aspects of positive psychology through an Ignatian lens

PROFESSIONAL ENGAGEMENT :

- Participate in subject team meetings and Faculty meetings
- Attend all meetings as scheduled.
- Attend assemblies, community days and liturgies as required.
- Undertake professional learning activities which enhance teaching and learning.
- Actively participate in the Teacher Formation Program.
- Displays knowledge and awareness of current curriculum trends.
- Assist in the planning/delivery of programs that promote teaching and learning.
- Adhere to all College policies

QUALIFICATIONS:

- Teaching qualifications
- Current Victorian Institute of Teaching (VIT) registration
- Accreditation to teach in Catholic School (or willingness to work towards such accreditation).
- Compliance in Mandatory Reporting, Anaphylaxis, Asthma and CPR.

SKILLS /ATTRIBUTES:

- Ability to work as part of team
- Good oral and written communication skills, including ability to communicate with children, parents and school community.
- Experience and proven record in effective learning and teaching skills, including management of composite classes/mixed ability classes.
- Ability to demonstrate an understanding of appropriate behaviours when engaging with children
- Capacity to participate in a range of school activities, e.g. school sports, sacramental programs, liturgies, school camps /excursions.
- Leadership qualities
- Self-motivation
- Ability and willingness to abide by Loyola College policy.

OUR VISION:

Loyola, as a Catholic co-educational College in the Ignatian tradition, seeks the education of the whole person and strives to ensure that each student achieves his or her unique potential.

We aspire to develop articulate, adaptable, discerning and confident young men and women of conscience committed to living the values of Jesus Christ in a global community.

As a community we recognise that this is best achieved in a welcoming and collaborative environment committed to ***Justice, Mercy and Faith.***

CHILD SAFETY:

Loyola 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 Loyola 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.

Be familiar and comply with the College's commitment to Child Safety, Child Safety and Wellbeing Policy, and Child Safety Code of Conduct Policy and any other policies or procedures relating to child safety.

VERSION:

December 2024