



Role Description

Languages Teachers Years 5-12

Santa Sabina College offers both the HSC and IBDP in Year 11 and 12, so experience in both courses would be an advantage.

Commencing in January 2021:

1 x Temporary, full-time - Term 1 (French)

The College

All staff members of Santa Sabina College are expected to support and promote the College's Catholic, Dominican mission. Santa Sabina College is an IB World School and educates students to achieve personal excellence, to act with justice and compassion, and to embrace the future with an optimistic global vision.

The College is committed to the National Principles for Child Safe Organisations.

The Role

Consistent with the framework of Professional Teaching Standards developed by NESAs, it is essential that teachers employed to work at Santa Sabina College are appropriately qualified and, unless they are a graduate teacher, their performance is (at a minimum) consistent with the standards of professional competency identified by NESAs. Teachers at the College are required to provide quality teaching and learning experiences for students in the context of the relevant subject area and to provide pastoral care for all students. Teachers facilitate the learning experience of each student. Each teacher contributes to the creation of a dynamic, diverse and intellectually stimulating learning environment. As connected and networked learners, teachers are required to nurture faith-filled, curious children to become creative contributors and innovative problem solvers for a changing world.

Key Role Accountabilities

College Mission and Strategy

- Understand and support the Catholic, Dominican Mission of the College, and the place of pastoral care in this context.
- Understand, promote and share best practice in ensuring child safety and well-being.
- Embrace the College as an IB World School.
- Engage with the strategic thinking and development of the College.

Teachers employed to work at Santa Sabina College should:

Know their subject content and how to teach that content to their students.

Specifically, they should:

- apply and use knowledge of the content/discipline(s) through effective, content-rich, engaging teaching activities and programs relevant to the stage
- apply research-based, practical and theoretical knowledge of the pedagogies of the content/discipline(s) taught to meet learning needs of students

- design and implement contextually relevant teaching and learning sequences using knowledge of the relevant syllabus documents or other curriculum requirements of the Education Act
- apply current knowledge and skills in the use of ICT in the classroom to meet syllabus outcomes in the following:
 - a) basic operational skills
 - b) information technology skills
 - c) software evaluation skills
 - d) effective use of the internet
 - e) pedagogical skills for classroom management.

Know their students and how they learn

Specifically, they should:

- apply knowledge of the impact of social, ethnic, cultural and religious background factors to meet the learning needs of all students
- apply knowledge of the typical stages of students' physical, social and intellectual development as well as an awareness of expectations to general patterns
- apply practical and theoretical knowledge and understanding of the different approaches to learning to enhance student outcomes
- apply knowledge and understanding of students skills, interests and prior achievements and their impact on learning
- demonstrate the capacity to apply effective strategies for teaching:
 - a) Students with special education needs
 - b) Non-English speaking Background students
 - c) Students with challenging behaviour
 - d) High potential and gifted learners.

Plan, assess and report for effective learning

Specifically, they should:

- identify and articulate clear learning goals that reflect important conceptual understandings of the content/ discipline(s) taught
- design and implement coherent, well structured lessons and lesson sequences that engage students and enhance student learning outcomes
- select and organise subject/ content in structured teaching and learning programs that reflect sound knowledge of subject/ content/ discipline(s) taught
- select, develop and use a variety of appropriate resources and materials that engage students and support their learning
- use a broad range of effective strategies to assess student achievement of learning outcomes
- communicate to students the link between their achievement and the outcomes set out in the syllabus
- provide timely, effective and consistent oral and written feedback to students to encourage them to reflect on and monitor their learning
- use and maintain effective and efficient record-keeping systems to monitor students' learning progress
- report effectively to students, parents/carers about student learning
- use student assessment results to evaluate teaching and learning programs and inform further planning.

Communicate effectively with their students

Specifically, they should:

- explain goals, content, concepts and ideas clearly and accurately to students
- use questions and classroom discussion effectively to probe students' understanding of the content
- respond to student discussion to promote learning and encourage other students to contribute
- design and facilitate a variety of purposeful group structures that facilitate student engagement and make content meaningful
- create, select and use a variety of appropriate teaching strategies and resources including ICT and other technologies to make content meaningful to students.

Create and maintain safe and challenging learning environments through the use of classroom management skills.

Specifically, they should:

- maintain consistent, fair and equitable interactions with students to establish rapport and lead them to display these same characteristics in their interactions with one another

- ensure equitable student participation in classroom activities by establishing safe and supportive learning environments
- implement strategies to establish a positive environment supporting student effort and learning
- establish orderly and workable learning routines that ensure substantial student time on learning tasks
- manage student behaviour through engaging students in purposeful and worthwhile learning activities
- handle classroom discipline problems quickly, fairly and respectfully
- apply specific requirements to ensure student safety in classrooms

Continually improve their professional knowledge and practice.

Specifically, they should:

- reflect critically on teaching and learning practice to enhance student learning outcomes
- use the professional standards to identify personal professional development needs and plan accordingly
- engage in professional development to extend and refine teaching and learning practices
- work productively and openly with colleagues in reviewing teaching strategies and refining professional knowledge and practice
- accept and offer constructive feedback to support a professional learning community
- participate constructively in formal and informal professional discussions with colleagues
- demonstrate a commitment to continuous professional learning by exploring educational ideas, issues and research
- demonstrate knowledge of the application of relevant policy documents in schools.

Be actively engaged members of their profession and wider community.

Specifically, they should:

- communicate regularly and effectively with parents/carers, and other colleagues about students' learning and wellbeing
- demonstrate empathy and understanding in all communication including reporting student achievement to parents/carers
- provide opportunities for parents/carers to be involved in the teaching program where appropriate
- interact and network with colleagues and community stakeholders in educational forums
- demonstrate ethical behaviour by respecting the privacy of students and confidentiality of student information
- present a professional image in all communication and interaction with parents/carers, colleagues, industry and the local community.

At Santa Sabina College, the normal duties of a teacher include (but are not limited to):

- scheduled teaching
- lesson preparation and programming
- assessment
- reporting
- professional development
- collegial support, e.g the mentoring of trainee and beginning teachers
- active supervision during playground duties
- sports duties
- pastoral care
- attendance at staff meetings
- attendance at parent-teacher meetings
- participation in school camps/ retreats
- participation in the usual co-curricular activities of the school.

Note: active supervision means that a teacher is mobile and engaged in roving supervision of students during an activity or in the playground.

Teachers are also expected to comply with all reasonable directions given by a supervisor or the College Principal and adhere to guidelines concerning the performance of their duties.

The Teacher is a professional with statutory duties as well as an employee with common law duties to their employer.

A teacher must understand and comply with the statutory duties associated with their profession. In addition, a teacher employed by Santa Sabina College has various common law duties to their employer. To this end, the teacher should:

- be familiar with the provisions of legislation relevant to their official responsibilities
- comply with their duty as a mandatory reporter of children at risk of harm
- comply with the Work Health and Safety laws including the obligation for employees to cooperate with employers in their efforts to comply with occupational health and safety requirements
- comply with reasonable directions given by a supervisor or the College Principal and adhere to guidelines concerning the performance of their duties
- perform their duties efficiently and effectively and with honesty, integrity and fairness at all times
- perform all their work with reasonable competence and skill
- render faithful service to their employer and not wilfully damage their employer's interests
- use information gained in the course of employment only for proper and appropriate purposes
- comply with all College workplace policies, including, but not limited to, the Code of Conduct for Staff, Bullying and Harassment Guidelines, Dress Code for Staff, Digital Technology Guidelines and Social Media Guidelines
- collaborate in the development of school plans, policies and programs as directed
- use system resources economically.

General accountabilities for all staff

- Demonstrate duty of care to students in relation to their physical and mental wellbeing.
- Be well informed and comply with the College's obligations in relation to Child Safe Standards and processes for reporting suspected abuse.
- Adhere to the College's professional dress code for staff.
- Attend all relevant staff meetings, assemblies, College Masses, community days and staff professional learning days.
- Demonstrate professional and collegial relationships with colleagues.
- Commit to and actively support the College's agenda for continuous improvement through participation in school improvement planning and professional growth reviews.
- Be familiar with and comply with all College policies and procedures.

Qualifications, knowledge, skills and experience

- Current NESAs registration or eligibility for registration.
- Appropriate tertiary or post-graduate qualifications.
- Confident IT capabilities that support innovative classroom experiences and contribute to the learning environment.
- Professional presentation and manner.
- Excellent written and interpersonal communication skills.
- Excellent customer service skills.
- Strong administrative and organisational skills.
- Proven ability to work collaboratively and energetically with a dynamic organisation.
- Must be qualified in CPR, Anaphylaxis, Child Protection and other first aid as required.
- Previous teaching experience in the IB Diploma is highly desirable.

The College reserves the right to alter roles and responsibilities at any point in time.