



TEACHING POSITION

Title	Teacher
Reports to	Principal and the Deputy Principals
Loading	1.0 FTE

ROLE DESCRIPTION

A Teacher at Salesian College Sunbury is responsible to the Principal for the delivery of high-quality teaching and learning experiences. The role requires the teacher to create and build healthy and productive relationships with students, colleagues, parents, and community members. The College recognises teachers as the most valuable resource and expects teachers to work in a collaborative way that enhances student outcomes and the Salesian ethos, supporting the college mission, vision, and strategic plan.

CHILD SAFETY

At Salesian College Sunbury, we prioritize the safety and wellbeing of our students. Protecting students is the responsibility of everyone who is employed by the College in child-related work. Our commitment to child safety is reflected in our policies and procedures, which can be found on our Child Safety website page. All staff are required to comply with our Child Safety Code of Conduct Policy. Where any staff member breaches any of the School's policies or codes of conduct, the College will take appropriate action.

RESPONSIBILITIES

Education in Faith

- Support and participate in the faith life of the College including a commitment to the Mission Statement, ethos of the College and personal formation.
- Inspire the College community to bring the Salesian charism to life.
- Work to create a culture of service focusing on Salesian values.
- Implement a uniquely Salesian pedagogy of learning through relationship and presence' based on reason, religion, and loving-kindness.

Professional Knowledge

- Know how the experiences that students bring to their classroom affect their continued learning.
- Draw on a body of knowledge and contemporary research to respond to the needs of the students.
- Know how to maximise different learning spaces and structure lessons to meet the physical, social, and intellectual needs of their students.
- Know how to use Information and Communication Technology to contextualise and expand students' modes and breadth of learning.
- Understand and adhere to state and national course requirements.
- Be familiar with curriculum statements, policies, materials, and programs associated with the content you teach.
- Be aware of the social, cultural, and religious backgrounds of the students; and treat students equitably.
- Develop an understanding and respect for the students as individuals and are sensitive to their social needs and the way they interact with others.
- Work with and communicate regularly with students' families to support their learning.
- Set effective homework that meets a purpose and can be completed within a reasonable timeframe.



Professional Practice

- Establish clear and achievable learning intentions, activities, and success criteria for students.
- Ensure that criteria sheets/rubrics/checklists are given out with the assessment task so that students have a clear understanding of all requirements.
- Monitor student engagement in learning and maintain records of their learning progress.
- Provide feedback to students and their parents/guardians and Homegroup Leader to inform further planning of teaching and learning.
- Undertake data analysis to inform practice.
- Provide a learning environment that engages and challenges students and encourages them to take responsibility for their own learning.
- Use and manage the materials, resources, and physical space of their classroom to create a stimulating and safe environment for learning.
- Establish and maintain clear and consistent expectations for students as learners and for their behaviour in the classroom.
- Proactively monitor and support student wellbeing.
- Be mindful, informed, and respectful of the teachings of the Catholic Church when presenting content knowledge.
- Encourage students to be independent, resilient, and life-long learners.
- Recognise and refer students for learning support or/and counselling where appropriate and incorporate the suggested strategies.
- Attend school liturgical celebrations, school organised activities relevant to house or year level, school assemblies and professional meetings as required.
- Communicate effectively with students to make their learning programs explicit, to build rapport, and to support their learning.

Professional Engagement

- Work within the framework of school, CECV and Salesian policies.
- Regularly reflect on and critically evaluate your professional knowledge and the effectiveness of your teaching.
- Work collaboratively with other teachers and engage in discussion of contemporary issues and research to improve professional practice.
- Identify your own professional learning needs and engage in professional development activities.
- Participate in the Coaching Program to support professional learning and growth.

SELECTION CRITERIA

1. A commitment to the Catholic and Salesian ethos, participating in the faith life of the College.
2. Knowledge and understanding of contemporary practices and policies related to student learning in a coeducational environment.
3. Understanding of and commitment to improving student learning experiences through the synthesis of faith development, education, and wellbeing of all students.
4. A capacity to use strategic thinking and analytical skills in change management processes.
5. An ability to work within a collaborative decision-making structure.
6. A commitment to ongoing professional development of self and others.
7. Highly developed interpersonal skills, including a demonstrated ability to build and sustain effective teams and professional relationships.



Qualifications

- VIT Registration.
- CECV Accreditation to Teach in a Catholic School (or working towards).
- Appropriate tertiary qualifications, with further study advantage.

The Salesian College Sunbury community is committed to promoting the safety, wellbeing and inclusion of all students.