



# Role Description

## TEACHER

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Reporting to:	Principal through Dir. Of Staff Development
Hours / Week:	Full-Time / Part-Time

### Vision Statement

Lavalla Catholic College is a community called to love like Jesus, and educate in the Marist tradition. With 'Strong Minds and Compassionate Hearts' we unite in our purpose to inspire and prepare learners for life in our changing world.

### Mission Statement

Lavalla Catholic College is an inclusive learning community in the Latrobe Valley; where all can flourish in a safe, vibrant and welcoming environment. Together, students staff members and families nurture and celebrate our gifts and talents.

We are inspired by the Catholic faith and embrace the Marist pillars of *Simplicity, Love of Work, In the Way of Mary, Presence and Family Spirit*. In striving to become life-long, independent learners through the acquisition of C21st skills, we understand ourselves as interdependent global citizens taking responsibility to make a difference in our world.

### Introduction

The College extends a warm welcome and encouragement to all teachers. A Teacher is a person who is suitably qualified in education, who undertakes duties that include the delivery of educational performance and the assessment of standard participation in the educational programme. This description need to be read in consultation with the VIT 'Professional Conduct' which has been developed for and by the Victorian Teaching profession. It identifies a set of principles which describe the professional conduct, personal conduct and professional competence expected of a teacher by their colleagues and the community.

The achievement of the objectives of the College and the extent to which the Christian message is transmitted depends, not only on the subjects and their methodology, but also to a very large extent, on the teachers.

The Marist ethos is fundamental to the life of the College and teachers are expected to familiarise themselves with the Statement of Philosophy and to implement it to the best of their ability. There are a number of resources that expand on this philosophy. These are made available during the induction process.



It is expected that each teacher is aware of the details and procedures listed in the Staff Manual. Lavalla Catholic College expects all teachers to be committed to professional conduct, engaging in learning and improvement and take responsibility for mentoring, coaching and guiding others in the profession.

Each class of students comes under the direct responsibility of the nominated teacher. Whilst no person is employed to teach specific subjects or classes, it is understood that classes assigned to teachers will take place after some consultation. In whatever capacity designated for them, teachers are called to reveal Christian values in their work and in their manner of dealing with students. All teachers are expected to set a high standard of personal self-discipline and personal performance and to be able to deal with students in a manner commensurate with their age and disposition. The Campus Director will clarify additional expectations pertinent to each Campus and the Director of Staff Development will clarify other organisational matters and process for professional learning and development.

### **Regulation**

All teacher who teach in Victorian schools are required to hold a Victorian Institute of Teaching (VIT) registration and have a current police check record.

### **Pastoral Care**

Each teacher is a significant part of the Pastoral Care Network. Because there are significant time restraints and because not all students relate to staff in the same way, it is important that there be a commitment to partnership with other staff, so that the College can maintain a high quality of interpersonal relationships of care and support. This can be achieved in the following ways: -

- (a) Modelling appropriate relationships and behaviours so that students can look towards the teacher as a role model.
- (b) Endeavouring to get to know all the students in the Homeroom and/or Classroom.
- (c) Being aware of the academic progress of students in the Homeroom and/or Classroom
- (d) Being alert to the emergence of any signs of dysfunction, stress or sickness among students.
- (e) Respecting the privacy of students' lives and maintaining appropriate confidentiality, and refraining from gossiping about students or broadcasting details about misdemeanours and offences.
- (f) Consulting with others and referring students where necessary.
- (g) Acknowledging effort and excellence shown by students.
- (h) Maintaining a consistent, definite and fair approach to classroom management and curriculum requirements.
- (i) Assisting Students by familiarising them with efficient home study techniques, appropriate manners and behaviour.

### **Child Safety**

Teachers will have a commitment to child safety;

- Experience working with children
- A demonstrated understanding of child safety
- A demonstrated understanding of appropriate behaviours when engaging with children
- Familiarity with legal obligations relating to child safety (e.g. mandatory reporting)
- Be a suitable person to engage in child-connected work



## Relationships with Students

It is expected that all teachers understand and support the Christian and Gospel values of the College and offer to the students an appropriate model of adult decorum and behaviour.

- *Normal Courtesies*

Teachers show students the normal courtesies and treat them with respect and expect the same from students.

- *Encouragement*

Teachers recognise achievement and effort and encourage students in their task.

- *Discretion and Judgement*

Teachers use their judgement and discretion when dealing with students. They make allowance for individual differences, for the general context and for feelings of anger or resistance. They ensure that their requests to or demands on students are reasonable.

- *Dealing with Groups of Students*

Teachers sometimes feel intimidated by Groups of students whom they do not know. However it is important that both staff and students understand that clear specific directions to the group are just as binding as a direction to an individual.

- *Correction*

When students are in clear contravention of any regulation, teachers take assertive and positive action in correcting a student by drawing the student's attention to the College requirements and insisting that the requirements of the particular regulation is kept.

- *Conflict*

Teachers who find themselves in a conflictual situation with students remain as calm and objective as possible. They seek opportunities to deal with the student privately. They take note and if necessary record later what transpired.

- *Confrontation*

It is sometimes necessary for staff to confront a student with an accusation, or complaint. This is best done privately and is done in as objective and respectful a manner as possible.

- *Referral of Students*

Teachers are expected to deal with the misbehaviour of students through a consistent and fair approach in the context of good relationships. On each Campus there is a set of procedures and guidelines that must be followed when teachers are faced with the question of referral to the Wellbeing Leaders or House Leaders. Such referrals are welcomed by Leaders provided that the offence by the student is specific, and able to be dealt with by someone not present when the offence occurred. Teachers must respect the decision of the Leaders.

Members of staff who have some experience of the process of counselling and who suspect students to be affected by personal or emotional problems need to bring their concerns to the Campus Director or the Director of Staff Development. In the form of support they may directly recommend counselling for such students.



## Care, Supervision & Use of Campus Facilities

### a) Duties related to the Classroom

- Organising routine checks of the classroom and removing such things as old posters, obsolete notices, graffiti and junk.
- Checking and investigating acts of vandalism, and reporting this to the Campus Director.
- Reporting any necessary maintenance through the on-line Maintenance Form
- Supervising the tidying and cleaning of classrooms by students
- Ensuring that the room is left tidy at the conclusion of each lesson.
- After the last lesson of the day or after the completion of the last lesson in a classroom, the teacher in that room ensures that the room is fully tidied. The following checklist needs to be made: -
  - ⇒ chairs on tables,
  - ⇒ windows properly closed,
  - ⇒ external doors locked and bolted,
  - ⇒ heaters and lights off,
  - ⇒ floor tidied.

### b) Duties related to School Grounds

- Attending to the supervision of the College grounds and surrounds according to the details in the Roster for Yard Supervision.
- Contributing to the care of the College grounds by noting anything that needs attention.
- Directing students to place litter in the bins or to tidy an area.

## Punctuality

It is essential that teachers adhere to Bell Times and commence and conclude lessons at the time indicated. Teachers who are late for class cause problems for the organization and are formally reprimanded should they become careless about this matter.

## Supervision of Students Allocated to Classes

- Teachers are to remain with the class during the allotted time
- Individual students or groups of students are permitted in the College buildings only with staff supervision.
- Students may be dismissed only after the bell signals end of class.
- Upholding the College policy of taking student attendance each lesson.
- Making appropriate referrals if a student's absence is longer than 3 days.
- Notifying the House Leaders or the Wellbeing Leaders of students who are absent or who are not punctual.
- Distributing and collecting circulars.
- Holding all classes in the scheduled location.
- Being conversant with the Displan for the relevant campus.



### **Enhancing the Delivery of Curriculum & in Particular Facilitating Religious Education**

- a) Maintaining a classroom environment conducive to learning.
- b) Carefully following the Course Documentation and planning lessons according to this documentation.
- c) Keeping a record of curriculum delivery and having it available for perusal and discussion by the Curriculum Team Leader or Member, the Director of Student learning, Director of Campus or Principal.
- d) Promoting the use of Student folio's of work.
- e) Being conversant with any requirements for examinations and assessments.
- f) Preparing reports as required on student progress.
- g) Recording and maintaining students' assessment levels during the course of the year.
- h) Ensuring that any equipment used is pre-booked, cared for and returned in good order.
- i) Keeping abreast of the subject through regular professional reading and meetings.

### **Enhancing the Image of the College**

- a) Monitoring the standard of wearing of the uniform, checking students who are in breach of College policy.
- b) Informing the Wellbeing Leaders or House Leaders of any flagrant breaches.
- c) Providing a good role model for students in matters of dress, courtesy and decorum.
- d) Speaking well of the College.

### **Communication**

#### General

- a) Staff Members are reminded that, unless otherwise indicated, attendance at briefing sessions, general staff meetings, all curriculum based meetings, and House, Year Level or Homeroom meetings is compulsory. Any apologies are to be directed to the appropriate Chairperson of the meeting.
- b) Seeking assistance from the House Leaders or Wellbeing Leaders, Curriculum teams or other responsible persons when needed.
- c) Attending meetings according to the schedule promulgated each Term.
- d) Using the Student Planner for reminders, homework and communication with parents.
- e) Checking and Signing Student Planners on a regular basis.

#### Reports

- a) Reports must be well presented, professionally worded without grammatical or spelling errors. Comments should be encouraging and not personal.
- b) Because reports are a co-operative effort, reports are to be completed and collated for distribution the due date.
- c) Reports are to be an accurate record and, amongst other things, clearly indicate the outcomes and level achieved and the skills and knowledge acquired.



### On-Line Communication

- a) Internet and E-mail are available to each teacher for professional use and there is a standard policy that applies to the use of the Internet and E-mail. Teachers are expected to be conversant with this policy. Because e-mail is widely used throughout the College, teachers are to check their e-mail on a daily basis.
- b) Access to the Internet is increasingly becoming a major requirement for teaching practice and teachers need to be conversant with the potential use of the Internet by students.

### The College Network

- a) This network provides access to policy documents, forms, calendars, curriculum, notices etc. Hence Teachers are required to familiarise themselves as soon as possible with the College Network.
- b) There is a facility for storing work on the network and receiving work from students electronically. Teachers should encourage students to make use of this facility.

### **The Annual Review**

This review is shared with a member of the leadership team, nominated by the Principal. The review covers the following five dimensions of teaching and teachers need to reflect on how they are meeting these dimensions and their progress in meeting professional goals

- a) Demonstrated knowledge of and support for the distinctive ethos of the Catholic school
- b) Demonstrated high level of knowledge of relevant curriculum areas, high-level classroom teaching skills and a capacity to improve student learning.
- c) Significant contribution to the development, implementation and evaluation of curriculum programs and policy in accordance with school, CECV and Diocesan policies and demonstrated capacity to respond at the school level to initiatives that enhance student learning
- d) Demonstrated commitment to ongoing professional learning and demonstrated capacity to model excellent teaching skills.
- e) High Level communication and inter personal skills when relating to students, parents and colleagues
- f) Demonstrated productive contribution to the school plan