



# Role Description

## TEACHER

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Reporting to:	Principal through Assistant Principal Staff Wellbeing & Development
Hours / Week:	Full-Time = 41 periods/fortnight Part-Time = pro rata

### **Vision**

Lavalla Catholic College is a welcoming, inclusive community called to make Jesus known and loved through education in the Marist Tradition.

With '*Strong Minds and Compassionate Hearts*' we unite to inspire, journey with and prepare learners for life in our changing world.

### **Mission**

In our daily actions we build positive relationships following the model of Jesus Christ.

We are inspired by the Marist Characteristics: Simplicity; Love of Work; In the Way of Mary; Presence; Family Spirit.

### **Introduction**

The College extends a warm welcome and encouragement to all teachers. This description needs to be read in consultation with the VIT '[Code of Conduct](#)' which has been developed by the Victorian Institute of Teaching (VIT). 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 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.



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 Marist 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.

## **Child Safety**

All staff will have a commitment to child safety;

- Experience working with children or young people
- 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

## **Regulation**

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

## **Pastoral Care**

Each teacher plays a significant role in the pastoral care of their students and should maintain a high quality of interpersonal relationships and support. This can be achieved in the following ways: -

- Modelling appropriate relationships and behaviors so that students can look towards the teacher as a role model.
- Endeavoring to get to know all the students in the Homeroom and/or Classroom.
- Being aware of the academic progress of students in the Homeroom and/or Classroom
- Being alert to the emergence of any signs of dysfunction, stress or sickness among students.
- Respecting the privacy of students' lives and maintaining appropriate confidentiality, and refraining from gossiping about students or broadcasting details about misdemeanors and offences.
- Consulting with others and referring students where necessary.



- Acknowledging effort and excellence shown by students.
- Maintaining a consistent, definite and fair approach to classroom management and curriculum requirements.
- Assisting students by familiarising them with efficient home study techniques, appropriate manners and behaviour.

## **Punctuality**

- It is essential that teachers adhere to Bell Times and commence and conclude lessons at the time indicated.

## **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.
- Holding all classes in the scheduled location.
- Being conversant with the Emergency procedures

## **Enhancing the Delivery of Curriculum**

- Maintaining a classroom environment conducive to learning.
- Carefully following the Course Documentation and planning lessons according to this documentation.
- Keeping a record of curriculum delivery and having it available for perusal and discussion by the Learning Leader/Coach, the Deputy Principal of Learning and Teaching or Principal.
- Being conversant with any requirements for examinations and assessments.
- Preparing reports as required on student progress.
- Recording and maintaining students' assessment levels during the course of the year.
- Keeping abreast of the subject through regular professional reading and meetings.



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

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

## **Communication**

### **General**

- 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 chair of the meeting.
- Seeking assistance from the Heads of House or Wellbeing Leaders, Curriculum teams or other responsible persons when needed.
- Attending meetings according to the schedule promulgated each Term.
- Using the Student Planner for reminders, homework and communication with parents.

### **Simon**

- Lesson plans must be made available on Simon at the start of each week
- Regular feedback should be provided to students. There is a three week (max.) turn around time between when a piece of work is submitted and when feedback should be provided.
- Reports are to be an accurate record and, amongst other things, clearly indicate the outcomes and level achieved and the skills and knowledge acquired.