

Position Description

November 2024

Classroom Teacher

Position:	Teacher
Status:	Fixed Term / Ongoing
Faculty/Department:	Teaching & Learning
Hours:	As per Timetable - additional hours may be required for attendance at school camps, excursions and a number of after school events. These hours will be determined in advance and in consultation with the Teaching & Learning Faculty.
Remuneration:	Teacher classification & other conditions as per the Catholic Education Multi Enterprise Agreement (CEMEA) 2022

Position Objectives:

As a Classroom Teacher, your role is to provide high-quality teaching that supports the intellectual, emotional, physical, social, creative, and spiritual growth of students within a supportive and collaborative learning environment. You are responsible for delivering engaging and innovative lessons that align with the College's vision and curriculum, ensuring that every student has the opportunity to achieve their full potential.

You will work closely with your Learning Area Leader and other staff to implement progressive teaching practices and contemporary educational pedagogy, fostering a positive and inclusive classroom environment. Your role includes designing and delivering rigorous curriculum and assessments that challenge and meet the diverse needs of all students, while promoting critical thinking, creativity, and personal development.

In addition, you are expected to model lifelong learning, embrace new educational strategies, and contribute to the ongoing improvement of teaching and learning at the College, ensuring that your classroom practices reflect the highest standards of professionalism and care.

Key Responsibilities:

As a Classroom Teacher, you will work closely with the Learning Area Leader(s), the Assistant Principal – Teaching and Learning, and the Principal to deliver high-quality educational outcomes in line with the College's strategic goals. You will actively contribute to a dynamic professional learning team, supporting curriculum development, assessment practices, and intervention strategies that cater to the diverse learning needs of all students.

A commitment to lifelong learning is essential, and you will demonstrate initiative and energy in applying principles of deep learning, differentiation, and exemplar models of assessment. Your teaching will reflect a dedication to fostering an inclusive environment, ensuring that all students are supported, and employing appropriate intervention strategies where necessary.

As a representative of the College, you will model and uphold Christian leadership in your interactions with students, colleagues, and parents. You will ensure that your teaching aligns with the College's values and policies, especially in relation to Child Safety Standards as outlined in Ministerial Order 1359, Pastoral Care, and Behaviour Management.

In this role, you will liaise with internal stakeholders including students, teaching staff, the Diverse Learning Team, the Wellbeing Team, and administrative staff. Externally, you will communicate effectively with parents, guardians, and relevant educational bodies, contributing to a safe and supportive learning environment for all students.

Your responsibilities may evolve as the needs of the College change, and you will be expected to maintain the highest standards of professionalism and care in your teaching practice throughout these developments.

Key Responsibilities

Area:	Responsibilities
General	<ul style="list-style-type: none"> • Demonstrate a high standard of professionalism, including punctuality, reliability and preparations for all lessons and meetings • Maintain professional and respectful relationships with students, colleagues, parents and the broader Damascus College community • Actively participate in all school activities, including staff meetings, assemblies, sports days, and school celebrations • Engage in regular self-reflection and professional development to enhance teaching practices and to stay updated with educational advancements • Participate in the College's annual appraisal and performance review processes, setting goals for continuous improvement • Maintain accurate and timely records, including student attendance and assessment data • Fully support the ethos of Damascus College & our Mercy Tradition, and will actively uphold the Damascus College Mission Statement. Teachers are expected to demonstrably enact College policies and support the Leadership Team, the Principal, and the governing body of DOBCEL in all aspects of their role.
Faith and Catholic Identity	<p data-bbox="453 824 1449 860">Demonstrate a commitment to Catholic Education</p> <ul style="list-style-type: none"> • Complete the necessary Professional Development (relevant to your position): • Gain/ maintain Accreditation to Teach in a Catholic School (5 hours per year) • Gain/ maintain Accreditation to Teach RE or Lead in a Catholic School (10 hours per year) • Commitment to teaching in the Light of Christ through the lens of the Mercy Education Values of: Compassion, Courage, Hospitality, Justice, Respect and Service • Respect and Support the Catholic Identity of the school in all facets of school life • Attend whole school and staff masses and liturgies • Lead staff in morning prayer at Staff Briefings when rostered on • TA- begin TA session with the Prayer on SIMON
Learning and Teaching	<p data-bbox="453 1294 1449 1330">Pedagogical Knowledge</p> <ul style="list-style-type: none"> • Incorporate the Damascus College Instructional Model into pedagogical practice and understand the theory that informs the Instructional Model • Understand program design, use of materials and resources and the structure of activities that impact learning • Have an exemplary understanding of the subject matter and skills taught • Be familiar with curriculum statements, policies, materials and programs associated with the Victorian Curriculum 2.0, including First Nations Perspectives • Demonstrate confidence in ICT skills, developing student ICT and digital literacy skills • Provide explicit instruction regarding the teaching of Literacy within the classroom <p data-bbox="453 1733 1449 1769">Knowledge of Students</p> <ul style="list-style-type: none"> • Know the learning strengths and challenges of the students and are aware of the factors that influence their learning • Prepare a differentiated curriculum that is engaging and challenging for students • Ensure adherence to the student's Personal Learning Plan by providing modified and/or adjusted work • Effectively work with the Learning Support Officer/s in the classroom, providing guidance and support

	<ul style="list-style-type: none"> Have awareness of the social, cultural and religious background of our students, ensuring equity and sensitivity for all students
	Professional Practice <ul style="list-style-type: none"> Plan and assess for effective learning Support Learning Area Leaders in the administration of each subject including: <ul style="list-style-type: none"> Curriculum planning and development Writing and evaluation of programs, as required Attending Learning Area meetings Ensure that students receive regular formative feedback about the progress of their learning Ensure the timely and authentic reporting of student progress to relevant stakeholders to support student outcomes Monitor student engagement in learning and maintain records of the learning progress Adhere to the Victorian Curriculum 2.0 and VCAA Specification, assessment, and reporting requirements in terms of authentication and timelines Collaborate regularly with colleagues across the Learning Area Be actively engaged in professional learning for the subject area/s
Student Wellbeing	Pastoral Care <ul style="list-style-type: none"> Build rapport with students, fostering their self-esteem, identifying academic and personal issues affecting their development, and referring concerns to relevant support staff. Foster a positive and inclusive classroom environment where all students feel valued and supported, promoting a culture of respect, collaboration, and active participation. Collaborate with colleagues to share best practices and develop strategies to support student wellbeing. Embed Social and Emotional Learning (SEL) into classes, integrating activities and discussions that build students' resilience, persistence, confidence, and organisational skills, fostering the development of strong and engaging relationships.
	<ul style="list-style-type: none"> Demonstrate well-developed communication and interpersonal skills and the ability to liaise with people of various abilities and background
	Behaviour Management <ul style="list-style-type: none"> Implement and follow the College's behaviour management processes to maintain a safe and respectful learning environment. Promptly and fairly address and manage Tier 1 and 2 student behavioural issues, utilising Restorative Practices and Trauma-Informed Practices in accordance with the ReLATE framework and Damascus College Tiered Behaviour Processes. Collaborate with Year Level Coordinators and House Leaders to implement individual behaviour management plans for students.

Professional Development	<ul style="list-style-type: none"> • Actively participate in professional development to enhance teaching skills, stay updated with educational practices, and meet VIT standards. • Collaborate with colleagues to share best practices and contribute to continuous improvement within the school. • Reflect on teaching methods and incorporate feedback to improve the quality of education provided to students.
Child Safety	<p>At Damascus College, we maintain a zero-tolerance approach to child abuse and are dedicated to acting in the best interests of children, ensuring their safety and protection from harm. Safeguarding children is a shared responsibility for all staff, particularly teaching staff.</p> <p>All staff members are required to:</p> <ul style="list-style-type: none"> • Participate in training and professional development related to Child Safety. • Familiarise themselves with Damascus College's Child Safety and Wellbeing Policy and Child Safety Code of Conduct and adhere to all child safety policies and procedures. • Recognise key indicators of child abuse, remain observant, and report any concerns about child safety to one of the College's Child Safety Officers. • Read and formally acknowledge their acceptance of the College's Code of Conduct for staff. • Report any concerns that a child may be subject to abuse to the College's Child Safety Officer(s), noting that this does not release the staff person from other legal and regulatory reporting obligations that may apply, namely: <ul style="list-style-type: none"> ◦ Obligation to report a sexual offence (Crimes Act 1958 (Vic) (s 327)) ◦ Obligation to Act to Protect (49C of the Crimes Act 1958 (Vic) (Crimes Act)) ◦ Obligation to Make a Mandatory Report (The Children, Youth and Families Act 2005 (Vic) (CYFA)) • Be aware of and adhere to the Reportable Conduct obligations, ensuring any misconduct involving children, whether physical or behavioural, is reported to the College's Senior Leadership Team. <p>For further details, please refer to the Damascus College Child Safety and Wellbeing Policy [here].</p>
Occupational Health and Safety	<ul style="list-style-type: none"> • Adhere to safe work practices, ensuring personal and collective safety in the workplace. • Promote compliance with safety protocols among colleagues. • Actively support and contribute to the continuous improvement of safe systems and practices. • Participate in mandatory OH&S training programs. • Document and report all incidents, near misses, or property damage according to school OH&S policies. • Recommend adjustments to eliminate or mitigate workplace hazards. • Properly utilise all equipment provided for health and safety purposes. • Comply with health and safety instructions issued by the school. • Engage with OH&S consultative processes as opportunities arise.

Key Selection Criteria

Essential	Qualifications and Registration	<ul style="list-style-type: none"> • Tertiary qualifications in Education • Registration with the Victorian Institute of Teaching (VIT) • Accreditation to teach within a Catholic school or accreditation to teach religious education (or willingness to commence upon appointment) • First Aid Certificate • Anaphylaxis Certificate
	Knowledge and Experience	<ul style="list-style-type: none"> • Experience and proven record in effective learning and teaching skills, including management of composite classes/ mixed ability classes • Demonstrated understanding and experience of the learning and teaching pedagogy associated with the Victorian Curriculum • An understanding and willingness to work within the AITSL standards framework • Demonstrated understanding of contemporary learning and professional learning practices • Demonstrated ability to work with students, parents and teachers to provide a supportive learning environment that embraces challenges with confidence and resilience
	Commitment to Catholic Education	<ul style="list-style-type: none"> • Demonstrated commitment to Catholic Education and Catholic Identity along with an understanding and willingness to work within the Catholic ethos, traditions, and practices and embed this into all aspects of the curriculum.
	Commitment to Child Safety	<ul style="list-style-type: none"> • Must be able to demonstrate an understanding of appropriate behaviours when engaging with children • Demonstrated understanding of legal obligations relating to child safety including mandatory reporting
	Skills and Attributes	<ul style="list-style-type: none"> • Experienced in using ICT tools, including Microsoft Office, to enhance teaching across subject areas. • Strong oral and written communication skills, with the ability to engage effectively with children, parents, and the wider school community. • Proven team player with well-developed interpersonal skills, fostering strong relationships with students, staff, parents, and parish members. • Demonstrated commitment to school activities, including sports, sacramental programs, liturgies, and excursions. • Collaborative, sharing knowledge to enrich the learning community.