



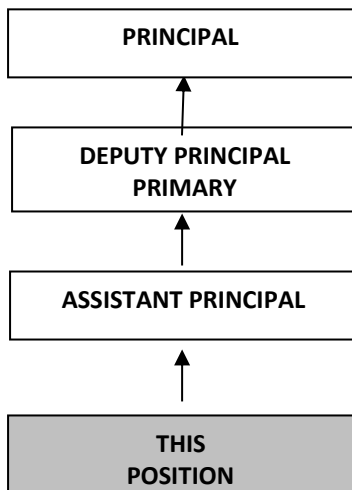
ROLE DESCRIPTION

1. POSITION IDENTIFICATION

SECTION :	Teaching
POSITION :	TEACHER- PRIMARY

2. POSITION RELATIONSHIPS

Responsible to:



Key Working Relationships:

- Principal
- Deputy Principal Primary
- Assistant Principals- Primary
- Inclusive Education Coordinator
- Literacy Enhancement Coordinator
- School Psychologist
- Social Workers
- Teachers
- Aboriginal Teacher Assistants & Teacher Assistants
- Community
- Parents
- Students

3. PURPOSE OF THE POSITION:

The primary role of the classroom teacher is to facilitate the development and education of the whole child – spiritually, academically, physically, emotionally, culturally and socially. St Mary’s College is a trauma informed learning environment where each teacher is expected to act in a trauma informed manner, have high expectation relationships, embrace the Positive Behaviour Intervention & Support framework as the College wide approach to behaviour management and to be Culturally appropriate in engaging with families. Each teacher is responsible for their classroom environment as well as working in collaboration with other staff to ensure that the educational needs of the whole child are met.

Teachers assist in implementing the College philosophy and modeling and supporting the goals of the College Mission and Strategic Plan. It is an expectation that classroom teachers

support the vision and goals of the College as a learning community and to participate in ongoing professional development and learning.

4. CORE RESPONSIBILITIES:

The Classroom Teacher is responsible for creating a positive and engaging and trauma informed learning environment:

- in the classroom
- in co-curricular activities
- in interacting informally with students

In this way, each student is supported to grow in knowledge and maturity, according to their potential, in all aspects of their lives.

Teachers promote the mission and ethos of the College through structured classroom prayer, participation in the liturgical life of the College, attending mass in the parish and modelling of College expectations through high expectation relationships.

Teachers adhere to the Catholic Education Office of Western Australia's Code of Ethical Conduct and the St Mary's College Code of Conduct.

Teachers work within the scope of the AITSL standards and reflect on their practice. Teachers will participate in the College's Professional Growth Program which seeks to ensure teachers have regular coaching and mentoring, receive feedback on their classroom practice and grow and develop in their professional capacity.

Maintaining a positive and effective learning environment through:

- Well-prepared and varied lessons, which cater to the range of student abilities and interests.
- Setting of realistic and challenging academic standards for student performance, this includes differentiating to cater for the range of abilities in the classroom.
- The development of a challenging and realistic program of student homework which complies with the Primary School Homework Policy.
- Constructive and positive feedback on student work.
- Providing data in relation to each student required for the College recording on SEQTA including up to date pastoral care records and using data to inform our teaching and learning in the Primary School.
- Demonstrating knowledge, competence and confidence in the relevant subject discipline.
- Demonstrating high levels of professionalism in all activities
- Curriculum planning and development.
- Writing programs and maintaining attendance.
- Writing student academic reports per guidelines and within published time - frames
- Keeping abreast of statutory requirements in curriculum expressed by the Catholic Education of WA, TRBWA and Government agencies

- Building rapport with individual students and high expectation relationships.
- Using PBS to teach students the behaviour we wish to see
- Helping students to change behaviour using the College wide approach to Restorative Justice, Reset, Reflect, Restore, this includes following up on any required consequences for behaviour.
- Identifying academic and personal issues which are impacting of the growth and development of each student and being proactive in seeking assistance from PLT should this be required.
- Referring matters of concern in relation to students to the Assistant Principals
- Encouraging the growth of self-esteem in each student
- Attending and participating in the co-curricular life of the College through the sporting and cultural calendar
- Utilise the Catholic Education of WA's Religious Education Units of Work
- Prepare class liturgies as required
- Prepare assembly items as required
- Assist in key College events and sacramental programs as required
- Any other duties as directed by the College Principal or their delegate the Deputy Principal- Primary.

5. POSITION EXPERIENCE AND SKILLS REQUIREMENT PROFILE:

- Have highly developed organisational and interpersonal skills including ability to resolve conflict and to lead and build a team
- Possess ability to be a proactive and collaborative member of a team
- Be prepared to participate in Co-curricular activities
- Model and maintain the Catholic ethos and traditions of the College
- A warm, welcoming and friendly disposition
- Maintain a high standard of confidentiality
- Interpret, apply, and explain rules, regulations, policies, and procedures.
- Prepare narrative and statistical reports.
- Meet schedules and timelines.
- Work independently with minimal direction.
- Communicate effectively, both orally and in writing, particularly in writing curriculum.
- Use computer applications for administration and demonstrate a willingness to embrace the new technologies of Leading Lights.

Desirable

- Experience in early education teaching

Qualifications

- Relevant 4 Year Tertiary Qualifications
- Current registration with Teachers Registration Board WA
- Current Working with Children Check
- Nationally coordinated Criminal History Check