



## CASUAL RELIEF TEACHER

### POSITION DESCRIPTION

**Our Vision:** Catherine McAuley College (CMC) lives out the Mercy charism, striving to make Jesus Christ known and loved by all. Our learning community identifies, values and develops the gifts of each young person and provides them with educational opportunities to experience personal success.

**Our Touchstone Statement:** *Inspiring members of our community to be learners impelled to thrive and serve.*

We are dedicated to developing students who are critical and creative thinkers, with the skills to be self-motivated in the pursuit of knowledge. Our students are empowered to see themselves as positive agents of change, who are called to participate actively and ethically in society as young men and women of Mercy.

The College is a reGEN school committed to promoting and adopting an integrated curriculum approach to sustainable living including respecting, conserving, and renewing our global environment.

### POSITION SUMMARY

The following general position description applies to the role of a Casual Relief Teacher (CRT) within the college. Catherine McAuley College has a collaborative and integrated approach to curriculum, with teaching teams working together with the support of Learning Leaders.

CRTs are skilled practitioners, who meet the professional standards for teachers as outlined by the Australian Institute for Teaching and School Leaderships (AITSL). CRTs draw their practice from the dimensions of Professional Knowledge, Professional Practice and Professional Engagement

### ESSENTIAL DUTIES & RESPONSIBILITIES

#### Professional Responsibilities

- Reflect the Mercy values of Catherine McAuley College, promote the Gospel values and support the Catholic ethos of the school.
- Be an accredited member of the Victorian Institute of Teaching and meet the professional responsibilities of teaching in Victoria, including adherence to the Victorian Curriculum, VCE, VCAL and/or VET requirements.
- Meet all College Policies and Procedures as required.
- Maintain and ensure safety within the school by attending to Workplace Health and Safety issues in an appropriate and timely manner.
- Engage students and deliver lessons in accordance with the instructions/advice of the absent teacher.
- Provide feedback to the absent classroom teacher about important matters such as: the work completed or not completed by the class, student cooperation, student behaviour, issues encountered, clarity of instructions etc.
- Accommodate to the range of student needs as identified by the teacher and / or SIMON.



	<ul style="list-style-type: none"> <li>• Maintain an orderly and productive classroom environment to enable student learning, accordance with the Student Code of Conduct and Wellbeing policies, including enforcement of school rules to conduct and uniform.</li> <li>• Liaise with other teachers or the Learning Leader of the Learning Area if required</li> <li>• Communicate in a timely and effective manner with the classroom teacher and, when necessary, Advocate staff, regarding matters of student conduct, wellbeing and learning</li> <li>• Place the physical and psychological safety of the students as a high priority through fulfilling the responsibilities in the Child Safety Code of Conduct and College policies related to the safety and wellbeing of students, including the reporting of child safety concerns and suspected abuse</li> <li>• Keep informed by reading the SIMON Daily Messages, all school emails, TEAMS notifications and other school correspondence on at least a daily basis, and responding appropriately</li> <li>• Provide supervision and support at College events, as required by the Executive Deputy Principal Staff and Administration and/or Daily Organiser Support</li> <li>• Undertake yard duty and other responsibilities, as required.</li> <li>• Contribute actively to the stewardship of the College resources and classrooms.</li> <li>• Raise concerns and helpful feedback in a timely manner to the relevant members of staff to enable improvement</li> </ul>
<b>Learning and Teaching</b>	<ul style="list-style-type: none"> <li>• Structure learning sequences for students based on contemporary knowledge of how students learn best.</li> <li>• Organise content into coherent, well-sequenced learning and teaching programs.</li> <li>• Have a high level of knowledge of the subject matter taught within assigned subjects.</li> <li>• Utilise a wide variety of learning strategies which build high levels of engagement for students.</li> <li>• Utilise strategies which promote high-order thinking and independent learning skills within students.</li> <li>• Ensure that students are challenged and have learning which provides rigour and is appropriate to each student's development.</li> <li>• Ensure that students receive regular formative feedback about the progress of their learning.</li> <li>• Utilise strategies which reflect a commitment to differentiation of student learning and support the individual learning needs of each student.</li> <li>• Apply knowledge and understanding of effective teaching strategies to support the enhancement of students' literacy and numeracy skills within any subjects being taught.</li> <li>• Work effectively within subject teams. Share all resources and workload. Ensure tasks are completed to a high standard and on time.</li> <li>• Follow a shared curriculum within subject teams to ensure that all classes undertake uniform work at a similar time.</li> </ul>



	<ul style="list-style-type: none"> <li>• Incorporate the use of ICT to reflect modern teaching practice and to enhance students' digital literacy.</li> <li>• Demonstrate a willingness to be reflective of personal practice, seek feedback and make use of data and current research to support professional growth.</li> <li>• Complete all administrative tasks in a thorough and timely manner.</li> </ul>
<b>Professional Engagement</b>	<ul style="list-style-type: none"> <li>• Use the Australian Professional Standards for Teachers and advice from colleagues to identify and plan professional learning needs.</li> <li>• Participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities.</li> <li>• Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice.</li> <li>• Undertake professional learning programs designed to address identified student learning needs.</li> <li>• Meet codes of ethics and conduct established by regulatory authorities, systems, and schools.</li> <li>• Understand the implications of and comply with relevant legislative, administrative, organisational, and professional requirements, policies and processes.</li> <li>• Establish and maintain respectful collaborative relationships with parents/ carers regarding their children's learning and wellbeing.</li> <li>• Participate in professional and community networks and forums to broaden knowledge and improve practice.</li> </ul>
<b>Maintaining Positive Student Relationships</b>	<ul style="list-style-type: none"> <li>• Model respectful behaviour for students, be approachable and treat all students with dignity and respect</li> <li>• Use "remind, warn and act" and restorative practice as the basis for student management.</li> <li>• Communicate with parents/guardians in a timely manner when concerns arise regarding a student's progress so they can help support their child.</li> <li>• Display an understanding of student development and the physical, social, cultural and personal factors which influence student learning and relationships within the school environment.</li> <li>• Seek to ensure school-wide behavioural expectations are maintained and recognise that these expectations are the responsibility of all teaching staff.</li> <li>• Provide high quality pastoral care.</li> <li>• Demonstrate well-developed interpersonal and communication skills and the ability to liaise and communicate effectively with people from varied backgrounds.</li> <li>• Seek to be involved in the provision of co-curricular activities, showing a desire to build relationships with students and other members of the school community.</li> </ul>
<b>Commitment to Child Safety</b>	<ul style="list-style-type: none"> <li>• A demonstrated understanding of appropriate behaviours when engaging with children.</li> <li>• Provide students with a child-safe environment and proactively monitor and support student wellbeing.</li> </ul>



	<ul style="list-style-type: none"> <li>• A demonstrated understanding of legal obligations relating to child safety (e.g. mandatory reporting) and comply with the College's child safe policy and code of conduct and any other policy, procedures or legislation related to child safety.</li> </ul>
<b>Commitment to Catholic Education</b>	<ul style="list-style-type: none"> <li>• A demonstrated understanding of the ethos of a Catholic school and its mission.</li> <li>• A demonstrated understanding of the Church's teachings and the Catholic teacher's role in the mission of the Church.</li> <li>• A demonstrated capacity to instil in students a respect for each other in accordance with the teachings of Jesus Christ.</li> <li>• A capacity to integrate the Church's teachings into all aspects of curriculum.</li> </ul>
<b>General Duties</b>	<ul style="list-style-type: none"> <li>• Act as a Student Advocate.</li> <li>• Refer students to College counsellors as required.</li> <li>• Attend College meetings and lead subject meetings, as required</li> <li>• Attend all school assemblies.</li> <li>• Attend school liturgical celebrations.</li> <li>• Attend school organised activities relevant to house or year level, as required.</li> <li>• Participate in the Annual Review Meeting (ARM) process.</li> <li>• Be an active member of a relevant professional association as duties permit.</li> <li>• Contribute to a healthy and safe work environment for yourself and others and comply with all safe work policies and procedures.</li> <li>• Maintain currency of first aid, mandatory reporting, and anaphylaxis training.</li> <li>• Keep accurate records of student attendance</li> <li>• Demonstrate duty of care to students in relation to the physical and mental wellbeing.</li> <li>• Attend all relevant school meetings and after school services/assemblies, sporting events, mass, community, and faith days as well as professional learning opportunities.</li> <li>• Participate in duty supervision as rostered and other supervision duties when required.</li> <li>• Is punctual for all duties.</li> <li>• Presents appropriately in line with College dress policy.</li> </ul>
<b>Co-Curricular Involvement</b>	<ul style="list-style-type: none"> <li>• Support and be involved in the co-curricular program.</li> <li>• Proactively encourage students to participate in co-curricular activities.</li> <li>• Create and maintain a safe environment in which students may enjoy their participation.</li> <li>• Oversee the provision and care of relevant equipment materials and first aid requirements.</li> </ul>

## KEY SELECTION CRITERIA

<b>Qualifications and Experience</b>	<p><b>Essential:</b></p> <ul style="list-style-type: none"> <li>• Teaching qualifications</li> <li>• Current Victorian Institute of Teaching (VIT) registration</li> <li>• Accreditation to teach in a Catholic school (or be working towards such accreditation)</li> <li>• A commitment to the AITSL standards and willingness to work within the standards framework</li> </ul>
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	<b>Desirable Other:</b> <ul style="list-style-type: none"> <li>• Accreditation to Teach Religious Education</li> <li>• Relevant post-graduate studies (or working towards such qualifications)</li> <li>• Demonstrated understanding and experience of the learning and teaching pedagogy associated with the Victorian Curriculum.</li> </ul>
<b>Skills and Attributes</b>	<ul style="list-style-type: none"> <li>• Personal sense of initiative, innovation, and enthusiasm.</li> <li>• Outstanding communication and interpersonal skills to build relationships with key stakeholders such as children, parents and the school community.</li> <li>• Experience and proven record in effective learning and teaching skills, including management of composite classes/mixed ability classes.</li> <li>• Demonstrated capacity to participate in a range of school activities, e.g. school sports, sacramental programs, liturgies, school camps/excursions.</li> <li>• Ability to work as part of a team.</li> <li>• Ability and willingness to follow College policies and policy directives, including the Mercy Code of Conduct.</li> </ul>

## EMPLOYMENT CONDITIONS

<b>Appointment</b>	This position is appointed by Catherine McAuley College and the incumbent is an employee of Mercy Education Limited. The role is subject to the College's Policies and Procedures as provided as part of the Induction Program and ongoing Training Program.
<b>Reports to</b>	Executive Deputy Principal Staff & Administration
<b>Conditions</b>	Conditions are in accordance with the Victorian Catholic Education Multi Enterprise Agreement (CEMEA) 2022.
<b>Review and Appraisal</b>	<p>As an employee of Mercy Education Limited this appointment will comply with the contract of employment.</p> <p>The incumbent is subject to the College's Annual Review Policy.</p>
<b>Professional Development</b>	Undertake professional development in line with the College Professional Learning policy.

No position description can be entirely comprehensive. The incumbent will be expected to carry out such other duties as may be required from time to time and are broadly consistent with the position description and the status of the post within the College. The position encompasses participation in decision-making processes and other activities relevant to the role which may require occasional involvement outside the currently designated school hours.