

# Subject Teacher



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## Primary Purpose of the Position

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The primary purpose of the position is to enable, foster and improve student learning and growth.

Catholic schools are places where the sacred dignity of each person is recognised, respected and fostered. Catholic schools take an integrated and collaborative approach to building and strengthening safe and respectful school communities which are child safe. Ave Maria College is committed to these values and principles.

Student voice and agency, coupled with excellence in teaching, help promote a culture of engagement. The curriculum offered by the College is contemporary, rigorous and relevant, promoting a deep love of learning and enabling each student to thrive.

The College's policies and practices incorporate:

- Victorian Institute of Teaching ([Standards of Professional Practice](#) and [Code of Ethics](#))
- Australian Institute of Teaching and School Leadership (AITSL) [Standards](#)
- Victorian Catholic Education Multi Employer Agreement 2018 ([VCEMEA 2018](#))
- Catholic Education Commission Victoria ([Accreditation to Teach in a Catholic School](#))

The [Alice Springs \(Mparntwe\) Education Declaration](#) (December 2019) for Australian schools has two distinct but interconnected goals:

Goal 1: The Australian education system promotes excellence and equity.

Goal 2: All young Australians become

- confident and creative individuals
- successful lifelong learners
- active and informed members of the community.

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## Child Safety

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Ave Maria College is committed to the safety and wellbeing of our students. The College is committed to the protection of all children from all forms of child abuse. In this context, the College has implemented a comprehensive child safety program and processes which apply to all community members.

All staff appointed to the College are expected to take an active role in maintaining children's safety and have a demonstrated understanding of appropriate behaviours when engaging with children. They must therefore be a suitable person to engage in child connected work while holding a current registration with the Victorian Institute of Teaching (VIT). Staff are also required to have a sound knowledge of their legal obligations relating to child safety under Ministerial Order No. 870 Child Safe Standards.

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## Key Responsibilities

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Responsibilities	Outcome
Being a model of leadership in the Catholic faith, informed by the Franciscan charism.	The College is recognizably Catholic and inspired by the Franciscan charism. Attend College liturgical celebrations.
Contributing to the creation and maintenance of a culture of excellence in Learning and Teaching.	Teachers participate in performance appraisal and development in accordance with the principles of effective teaching.
Commitment to Child Safety Provide students with a child-safe environment.	A demonstrated understanding of appropriate behaviour and legal obligations relating to child safety.

Be familiar with and comply with the College's child-safe policy and code of conduct, and any other policies or procedures relating to child safety.	
Supporting team priorities to facilitate the achievement of Annual Plans.	Annual Plans are implemented and address performance targets.
Creating an individual annual plan, including performance targets, aligned with the College's strategic priorities.	Work practices are aligned with the College strategic priorities and reflect a commitment to ongoing professional growth.
Using multiple sources of feedback data to inform decisions and pedagogy.	Programs, coursework and professional practice target individual student's learning needs.
Knowing and implementing the College Learning Charter.	Effective teaching and learning practices are evidence of the Learning Charter in action.
Ensuring curriculum content is sensitive to Catholic values.	Content and processes allow for the expression of Catholic values.
Contributing to the design, development and implementation of learning programs.	Student learning and engagement is enhanced. Policies enable effective decision making.  The curriculum addresses the requirements of the Australian Curriculum, the VCE, VET or other as directed.
Catering for a variety of learning needs.	Teachers provide differentiated curriculum and promote active learning.  Student learning and engagement is enhanced.
Incorporating the use of Learning Technology into teaching and learning, in accordance with the goals of the College.	Integration of ICT is evident in course work and teacher practice.  Students confidently use technology with which to learn and to demonstrate their learning.
Setting appropriate homework and revision tasks.	Homework is relevant and reinforces learning. Homework and submitted work is corrected and meaningful feedback given to students in a timely manner.  Students learn a range of study skills and strategies.
Conducting assessment and reporting in accordance with College policy and protocols.	Assessment and reporting strategies are consistent and provide meaningful information.
Ensuring the ongoing implementation of <i>Restorative Practices</i> to maintain positive relationships within the school.	<i>Restorative Practices</i> is an integral part of classroom management and student discipline.  Student wellbeing, engagement and relationships meet, or exceed, annual targets.
Teaching Years 7 to 12.	Demonstrate skills as an accomplished teacher. Professional learning is evident.
Completing administrative and supervisory tasks as required, including accurate records of student attendance, performance and progress.	A collegial team environment is in evidence.  The College complies with the requirements of the <i>Registered Schools Board (RSB)</i> , the <i>Victorian Qualifications and Regulatory Authority (VQRA)</i> , the <i>CEOM</i> and other regulatory authorities.
Representing the College at events.	Building networks and community relationships.
Other duties as required.	Duties attended to efficiently and effectively.

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## Reporting Relationships

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Position Reports to:	Domain Leader / Sub-School Leader
Direct Reports:	Nil
Committees:	
Other Key Contacts:	Parents/guardians Colleagues Suppliers of goods and services to the College (as authorised), professional associations, educational providers, the broader community

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## Selection Criteria

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1. To ensure Ave Maria College continues to build its reputation as a centre of excellence in Catholic education for young women
2. To create conditions for learning that are student-centred, outcomes-based, incorporate a diversity of approaches and promote excellence.
3. To work collaboratively with colleagues to attain consistent and high expectations of student achievement and conduct.
4. To increase student engagement.
5. To enhance student learning outcomes.

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## Knowledge and Skills

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1. Supportive of the values and teachings of the Catholic tradition.
2. Highly developed interpersonal skills including the capacity to consult, negotiate and interact effectively with colleagues, students and parents /guardians.
3. Effective student management skills.
4. Demonstrable understanding of contemporary issues facing girls and young women.
5. Highly competent in the use and application of Information Communication Technology.

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## Education and Experience

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1. Current *Victorian Institute of Teaching (VIT)* registration: Secondary to Year 12.
2. Evidence of quality teaching in a secondary school, i.e. improving student learning outcomes.
3. Evidence working collaboratively in the attainment of common goals.
4. A demonstrated knowledge of child safety.

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## Desirable Other

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1. Accredited to Teach in a Catholic School.
2. Accredited to Teach Religious Education.
3. Relevant Post Graduate studies (or working towards such qualifications), or evidence of transferable skills obtained in another field.

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## Attributes

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1. Be a suitable person to engage in child-connected work.
2. Genuine affinity with adolescents.
3. Highly developed verbal and written communication skills.
4. Demonstrable ability to work with others towards a common goal.
5. Readiness to engage in professional learning.
6. Time management and organisation skills.
7. Personal resilience.

# Position Description

## Subject Teacher / Special Education



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### Child Safety

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### Key Responsibilities as a SUBJECT TEACHER

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Responsibilities	Outcome
Being a model of leadership in the Catholic faith, informed by the Franciscan charism.	The College is recognizably Catholic and inspired by the Franciscan charism. Attend College liturgical celebrations.
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Contributing to the design, development and implementation of learning programs.	Student learning and engagement is enhanced. Policies enable effective decision making. The curriculum addresses the requirements of the Australian Curriculum, the VCE, VET or other as directed.
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Teaching Years 7 to 12.	Demonstrate skills as an accomplished teacher. Professional learning is evident.
Completing administrative and supervisory tasks as required, including accurate records of student attendance, performance and progress.	A collegial team environment is in evidence. The College complies with the <i>Victorian Qualifications and Regulatory Authority</i> (VQRA), MACS and other regulatory authorities.
Representing the College at events.	Building networks and community relationships.
Other duties as required.	Duties attended to efficiently and effectively.

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### **Responsibilities as a SPECIAL EDUCATION TEACHER**

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In alignment with the key responsibilities as a Subject Teacher, the Special Education Teacher works within the high support Learning Diversity space, in collaboration with the Learning Diversity Team (LDT) Leader, in supporting the learning outcomes and wellbeing for all students and promoting a professional and rewarding working life for teachers.

<b>Key Areas - Special Education</b>	
Creating inclusive practice in school culture in relation to the effective implementation of personalised learning and adjustments for students with additional needs and disability	
In collaboration with the LDT Leader: understanding and implementing the personalised planning process: present levels of educational performance, special education needs, instructional goals and objectives, and the special education and related service required to meet those goals.	
Providing specialised teaching support aimed at building teacher capacity.	
In collaboration with the LDT Leader, conduct special education evaluations and re-evaluations	
Assesses student progress and determines the need for additional reinforcement or adjustments to instructional techniques	
Providing advice to the Learning Management Team, Learning Diversity Team, teachers and learning support staff, related to specific disabilities and/or additional needs in accordance with guidelines	
Work effectively with parents, always displaying professional behaviour with an understanding of the issues affecting parents of a child with specific learning needs	
Develop positive, constructive relationships with students and parents/carers to maintain a positive and safe working atmosphere in the classroom.	
Demonstrate effective use of teaching and learning tools and other resources which improve learning outcomes.	
Working collaboratively to ensure inclusion, access and participation and to maximise learning outcomes for students with additional needs.	
Attends training sessions, seminars and accesses applicable professional learning as required	

### Reporting Relationships

Position Reports to:	Learning Diversity Team Leader, Domain Leader / Sub-School Leader
Direct Reports:	Nil
Committees:	To be advised
Other Key Contacts:	Colleagues Parents/guardians Educational professionals and community service providers (as authorised) regarding the needs of students

### Selection Criteria

1. To ensure Ave Maria College continues to build its reputation as a centre of excellence in Catholic education for young women
2. To create conditions for learning that are student-centred, outcomes-based, incorporate a diversity of approaches and promote excellence.
3. Highly developed interpersonal skills including the capacity to consult, negotiate and interact effectively with colleagues, students and parents /guardians.
4. To work collaboratively with colleagues to attain consistent and high expectations of student achievement and conduct.
5. Demonstrable capacity to increase student engagement and enhance student learning outcomes.
6. Demonstrable understanding of contemporary issues facing girls and young women.
7. Highly competent in the use and application of Information Communication Technology
8. Skilled in planning, developing and presenting complex materials and concepts in an understandable and standard-appropriate manner

### Education and Experience

- *Current Victorian Institute of Teaching (VIT) registration: Secondary to Year 12.*
- *Evidence of quality teaching in a secondary school, i.e. improving student learning outcomes.*
- *Tertiary qualifications in the relevant area of study*
- *Appropriate demonstrated experience (relevant to Special Education if applicable)*
- *Relevant Post Graduate studies (or working towards such qualifications), or evidence of transferable skills obtained in another field.*
- *Accredited to (a) Teach in a Catholic School (desirable) (b) Teach Religious Education (desirable)*