ST MARY'S COLLEGE
EST. 1869

Position Information Document

Secondary Maths and STEM Teacher

Position Details

Role Title:	Secondary Maths and STEM Teacher
Directly Responsible to:	Learning Area Leader and ultimately to the Principal
Conditions of Employment:	All employment conditions are governed by the SA Catholic Schools Enterprise Agreement 2020 as amended or replaced ("Enterprise Agreement")

Role Description

Teachers at St Mary's College play a pivotal role in bringing our core purpose to life. Our 'I am.' identity is about recognising every girl as she is, her strengths and struggles, her passions and potential. Her truth is our shared reality and our purpose.

Teachers are responsible for creating engaging, inclusive and supportive learning environments that enable students to grow academically, personally and socially. As expert practitioners, teachers use contemporary pedagogical practice, curriculum knowledge and an understanding of individual student needs to promote high-quality learning, inclusion and wellbeing outcomes.

Teachers contribute actively to the life of the College, working collaboratively with colleagues, students, parents/caregivers and the broader community to support the holistic development of every student.

Key Working Relationships

Working closely with the following:

- Principal
- Deputy Principal: Learning, Practice & Achievement
- Deputy Principal: Community, Wellbeing & Engagement
- Sub School Director
- Learning Area Leader

Team Leader: Learning Area Leader
The College Principal is responsible for the general employment conditions of all staff.

Key Areas of Responsibility

The following key areas of responsibility are aligned with the AITSL Professional Standard for Teachers.

Know students and how they learn

- Create a classroom environment that motivates students to strive for excellence
- Understand the particular learning and developmental needs of girls through childhood and adolescence.
- Seek opportunities to develop St Mary's College learners who are curious, creative, resilient, reflective and embrace challenge.
- Design and implement an inclusive learning program that is responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.
- Use individual and cohort data (including ACER PAT Tests, NAPLAN, student results, e-pulse, observation etc.) to:
  - Monitor student progress.
  - Understand and cater for the breadth of student diversity within the classroom providing support and stretch as required.
  - Evaluate the effectiveness of teaching and learning strategies and pedagogies being utilised.
  - Identify appropriate interventions and modify teaching practice to accomodate all students.
- Connect with colleagues and professionals, and understand legislation and policy to develop learning programs that enable the participation and learning of students with disability.

Know the content and how to teach it

- Meet the curriculum requirements of the Australian Curriculum, Crossways and SACE within the relevant teaching area(s) to ensure the curriculum is:
  - Differentiated to meet the specific learning needs of students and is accessible to the diverse range of learners in the classroom.
  - Well-sequenced to highlight scope of the content and sequential pathways for students.
  - Regularly reviewed and evaluated.
- Deliver an innovative, future focused curriculum that inspires confident and independent learners.
- Establish and deconstruct explicit, challenging and achievable learning intentions and success criteria.
- Use teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.

Plan for and implement effective teaching and learning

- Work collaboratively with Leaders of Learning and colleagues to design and implement well-sequenced learning programs using knowledge of curriculum, assessment and reporting requirements.
- Contribute to a culture of excellence in the quality and delivery of programs, assessment and feedback.
- Utilise effective teaching skills to promote continuous improvement in literacy, numeracy, digital literacy and social-emotional development.
- Provide wrap around support for student learning and wellbeing, including development and implementation of the Personalised Plan for Learning (PPL) where applicable.
- Ensure that all programs, resources and assessments are uploaded to SEQTA.
- Document and upload evidence of adjustment (as demonstrated in student Personalised Plans for Learning) on SEQTA.

Create and maintain safe and supportive learning environments

- Establish and maintain a welcoming, inclusive, and positive learning culture that engages and supports all students and is responsive to their needs.
- Create a positive culture for student wellbeing and learning with an emphasis on Restorative Practices and an approach that is trauma informed.
- Accept responsibility for creating and maintaining an atmosphere of mutual respect, fairness and compassion in the classroom.
- Establish and maintain orderly and workable routines, based on College expectations, to create an environment where student time is spent on learning tasks.
- Develop a range of strategies for positive classroom management.
- Incorporate strategies to promote the safe, responsible and ethical use of ICT in teaching and learning.
- Maintain accurate attendance records and standards of classroom appearance.
- Maintain standards of student uniform tidiness and orderliness within the classroom.

Assess, provide feedback and report on student learning

- Provide timely, effective and appropriate descriptive feedback to students, including peer and self-assessment.
- Develop, select and use informal and formal diagnostic, formative and summative assessment strategies to assess student learning.
- Work collaboratively with Leaders of Learning and other teaching staff to understand and participate in moderation activities to support consistent and comparable judgements of student learning.
- Use student assessment data to analyse and evaluate student understanding of subject content and skill development, identifying interventions and modifying teaching practice when necessary.
- Report accurately, respectfully and in a timely manner to students and parents/carers about student achievement, making use of accurate and reliable assessment records.
- Maintain SEQTA Marks Book with up-to-date and visible results for students and parents on the SEQTA Engage portals.

Engage in professional learning

- Utilise the Australian Professional Standards for Teachers, annual review conversations and coaching to plan professional learning needs.
- Participate actively in learning to update knowledge and practice, targeting individual professional needs, student learning needs, and College, CESA and DEA priorities and initiatives.
- Contribute to collaborative discussions, teams and learning area groups, and apply constructive feedback from colleagues to improve professional knowledge and practice.
- Participate in professional networks and forums to broaden knowledge and improve practice.
- Reflect on and participate in the College's spiritual and religious formation programmes.
- Complete Accreditation requirements to teach in a Catholic School within five years of commencing a permanent or fixed term teaching role.

Engage professionally with colleagues, parents/carers and the community

- Respect and value the role of families as integral members of our College community and as partners in the education of their children.
- Establish and maintain respectful and collaborative partnerships and communication with parents/carers regarding their child's learning and wellbeing.
- Respond in a timely manner to parent/carer communication.

- Collaborate with the Year Level Coordinator and Sub-School Director about issues of concern.
- Participate in the Curriculum Extension Activities (CEA) programme in line with EA expectations.
- Demonstrate collegiality through open communication, shared decision-making and confidentiality.

Key Outcomes

- Students demonstrate measurable growth in learning through high-quality, evidence-informed teaching and assessment practices.
- Safe, inclusive and engaging learning environments are established where every student feels known, valued and supported.
- Differentiated learning programs enable all students to access, engage with and succeed in the curriculum.
- Student wellbeing, self-regulation and positive relationships are strengthened through restorative and trauma-aware practices.
- Student achievement and wellbeing data inform planning, intervention and continuous improvement.
- Positive partnerships with families enhance student learning, engagement and wellbeing.
- Students develop confidence, agency and responsibility as learners through meaningful opportunities for voice, choice and reflection.
- The Catholic and Dominican identity, mission and values of St Mary's College are actively promoted and reflected in classroom practice.

All staff members at St Mary's College will:

- Actively support and contribute to the Catholic identity and Dominican ethos of St Mary's College.
- Interact with colleagues, students and parents in a positive, respectful and restorative manner, utilising a high level of emotional resilience and conflict management strategies.
- Act professionally, ethically and with integrity.
- Show high level awareness of what is required to protect the safety and wellbeing of the children and young people in our care.
- Contribute to community development and wellbeing through engagement with staff formation and community events.
- Demonstrate a high level of confidentiality, autonomy and initiative within the scope of their role.
- Possess highly developed organisational and planning skills.
- Model a high standard for students with regards to personal presentation and professionalism.
- Understand and adhere at all times to all relevant legislative, College, CESA and DEA Policies and Procedures.
- Utilise the College communication avenues for all correspondence with students and families, adhering to the communication guidelines in the Staff Handbook.
- Complete all administrative tasks as required or directed, including but not limited to record keeping, surveys, distribution of materials, supervisory responsibilities and duty of care provision.
- Attend professional learning, parent evenings, learning reviews and other co-curricular activities in accordance with the Enterprise Agreement (2020) (as amended or replaced).
- Demonstrate commitment to ongoing development as a learner and reflective practitioner through engagement with the College performance and development process.
- Complete any other duties as directed by the Principal.
- Demonstrate the ability to work under pressure whilst maintaining a sense of perspective, collegiality and humour.

Selection Criteria

Qualifications and Licenses

All employees must ensure that they are fully compliant with, and take personal responsibility to maintain and complete, their:

- Teacher's Registration with the Teachers Registration Board of South Australia where applicable.
- Teacher Accreditation in Catholic Education SA where applicable.
- Qualifications in, and knowledge of, the Keeping Safe: Child Protection Curriculum where applicable.
- Screening clearance and a police clearance to work in Catholic Education SA in accordance with current guidelines (i.e., DHS Working with Children Check).
- First Aid Certificate (HLTAID012 - Provide First Aid in Education and Care Setting)
- RRHAN-EC (Responding to Risks of Harm, Abuse and Neglect - Education and Care) Certificate or Child Safe Environments Certificate
- SALT Compliance Training and WHS modules, as issued by the Catholic Education Office, as required.

Knowledge, Skills and Experience

- Sound experience and skills in Secondary School teaching and learning
- Up to date knowledge of contemporary Secondary School teaching application and theory.
- Excellent interpersonal skills to effectively communicate with students and colleagues.
- Ability to work independently and as part of a team.
- An energetic and flexible approach to teaching that complements our vibrant and contemporary learning environment
- Ability to cater to different learning styles and adjust learning activities according to student needs.

Work Health & Safety (WHS) Role

This role is deemed to be a *Worker* under the South Australian Work Health and Safety (WHS) Act 2012.

As a Worker, while at work, you, as the employee who is the subject of this Position Information Document must:–

- take reasonable care for your own health and safety
- take reasonable care that your actions or omissions do not adversely affect the health and safety of other persons
- comply, in so far as you are reasonably able to, with any reasonable instruction given by the employer
- cooperate with any reasonable policy or procedure of the employer that is related to health and safety at the workplace that has been notified to workers

(Reference: Division 4, Section 28 WHS Act 2012)

Conditions of Employment

The salary and entitlements are consistent with those outlined in the Enterprise Agreement (2020).

The employee must undertake performance review on an annual basis in accordance with the terms and conditions of the Enterprise Agreement (2020).

Acknowledgement

No Position Information Document can capture the complexity of tasks within a school. Therefore, this Position Information Document should not be seen as limiting and some flexibility is required when applying this position description. There will be other tasks, not described above, that may be assigned to this position from time to time by the College Leadership Team.

The College reserves the right to review, update, and amend this Position Information Document at any time.

In alignment with the College's ongoing strategic growth and development, all responsibilities outlined in Position Information Documents may be adjusted to reflect the changing needs of the College and to support its continued improvement and strategic direction.

St Mary's College is committed to continuous improvement, and all roles within the College play an integral part in its development.

As roles naturally evolve, the College is committed to regularly reviewing and updating Position Information Documents to ensure they accurately reflect each employee's contribution.

Acceptance

I have read and understood the requirements of this position. I acknowledge that this Position Information Document has been designed to indicate the general nature and level of work and is not a comprehensive listing of all responsibilities, tasks, and outcomes.

Signed by:	Accepted by:
Heidi Senior **Principal**	**Teacher**
Date:	**Date:**