



Role description

Title	Teacher	School location	Allora
Reports to	Principal	Classification	
School name	St Patrick's School	Tenure	Part time Fixed term

1.0 Purpose

The role of the Teacher is to provide quality teaching and learning for students in Catholic schools within the Diocese of Toowoomba.

The support provided by the role holder will be guided by:

- Jesus Christ and his teachings as understood and passed on by the Catholic Church
- other Catholic Church teachings, principles, and values
- relevant legislation, government requirements, and best practice
- the TCS Strategic Plan, mission, vision, policies, frameworks, procedures, and guidelines and the school's strategic plan.

2.0 Eligibility criteria

Essential

Hold or be eligible to hold, registration as a teacher in Queensland.

3.0 Selection criteria

In partnership with colleagues and through the support of the Diocese of Toowoomba the teacher in a Catholic school is required to

- 3.1 Have an understanding of, commitment to, and support for the values and ethos of the Catholic school and the mission of the Catholic Church (mission and ethos).
- 3.2 Demonstrate professional knowledge in structuring lessons to meet the student needs (AITSL APST 1 and 2 Professional Knowledge).
- 3.3 Demonstrate a repertoire of strategies to make learning engaging (AITSL APST 4, 5 and 6 Professional Practice).
- 3.4 Commit to maintaining currency of professional knowledge and skills, and participation in self and organisational renewal processes (AITSL APST 6 and 7 Professional Engagement)

4.0 Statement of responsibility

The work of the teacher will be consistent with the Diocesan Vision Statement for Catholic Education; Catholic teachings, principles and values; the School's Mission Statement; the Toowoomba Catholic Education Strategic Plan, the Toowoomba Catholic Schools Code of Conduct for employees, and the Toowoomba Catholic Schools Leadership Framework and published policies and practices.

The teacher uses appropriate knowledge and skills to ensure that students receive quality education consistent with the Catholic faith and Christian principles, achieved through effective planning, organisation, and review.

While at work the role holder must

- take reasonable care for his or her health and safety
- take reasonable care that his or her acts or omissions do not adversely affect the health and safety of other persons
- comply, so far as the role holder is reasonably able, with any reasonable instruction that is given by the person conducting the business or undertaking to allow the person to comply with the Work Health and Safety Act
- cooperate with any reasonable policy or procedure of the person conducting the business or undertaking relating to health or safety at the workplace that has been notified to workers.

5.0 Authority limits

Authority to act within the role and enact the duties as outlined above is delegated through the school principal from the Executive Director: Catholic Schools.

6.0 Reporting and other relationships

The teacher is responsible to the Executive Director: Catholic Schools through the principal or nominated delegate. Significant relationships also exist with other members of the school leadership team, teachers and support staff.

7.0 Statement of duties

Attached to this role description is a **duties statement** that is an indicative selection of activities in which the incumbent might engage. The list is neither prescriptive nor exhaustive.

Teachers may also be requested to complete other duties that are directed as needs change or grow if the duties are consistent with the purpose of this position and any relevant legal and/or industrial obligations.

Duties Statement - Teacher

3.0 Key result areas

3.1 Mission and ethos - have an understanding of, commitment to, and support for the values and ethos of the Catholic school and the mission of the Catholic Church.

- 3.1.1 Supporting the sacramental, liturgical, ritual and prayer life of the school.
- 3.1.2 Ensuring that the teachings, values, and practices of the Catholic Church are the foundation for learning and teaching.
- 3.1.3 Establishing positive relationships including engagement in the pastoral care of students and supporting their spiritual and moral development.

3.2 Demonstrate professional knowledge to structure lessons to meet the student needs (Professional Knowledge APST 1 and 2)

- 3.2.1 Know their students well, including their diverse linguistic, cultural and religious backgrounds. Know how the experiences that students bring to their classrooms affect their continued learning.
- 3.2.2 Know how to structure their lessons to meet the physical, social and intellectual development and characteristics of their students.
- 3.2.3 Know the content of their subjects and curriculum.
- 3.2.4 Know and understand the fundamental concepts, structure and enquiry processes relevant to programs they teach.
- 3.2.5 Understand what constitutes effective, developmentally appropriate strategies in their learning and teaching programs and use this knowledge to make the content meaningful to students.
- 3.2.6 Develop students' literacy and numeracy within their subject areas.
- 3.2.7 Use Information and Communication Technology to contextualise and expand their students' modes and breadth of learning.

3.3 Demonstrate a repertoire of strategies to make learning engaging (Professional Practice APST 3, 4 and 5)

- 3.3.1 Demonstrate the ability to make learning engaging and valued.
- 3.3.2 Create and maintain safe, inclusive and challenging learning environments and implement fair and equitable behaviour management plans.
- 3.3.3 Use sophisticated communication techniques.
- 3.3.4 Have a repertoire of effective teaching strategies and use them to implement well-designed teaching programs and lessons.
- 3.3.5 Regularly evaluate all aspects of their teaching practice to ensure they are meeting the learning needs of their students.
- 3.3.6 Interpret and use student assessment data to diagnose barriers to learning and to challenge students to improve their performance.
- 3.3.7 Operate effectively at all stages of the teaching and learning cycle, including planning for learning and assessment, developing learning programs, teaching, assessing, providing feedback on student learning and reporting to parents/carers.

3.4 Commit to maintaining currency of professional knowledge and skills, and participation in self and organisational renewal processes (Professional Engagement APST 6 and 7)

- 3.4.1 Identify their own learning needs and analyse, evaluate and expand their professional learning both collegially and individually.
- 3.4.2 Demonstrate respect and professionalism in all their interactions with students, colleagues, parents/carers and the community.
- 3.4.3 Demonstrate sensitivity to the needs of parents/carers and can communicate effectively with them about their children's learning.
- 3.4.4 Value opportunities to engage with their school communities within and beyond the classroom to enrich the educational context for students.
- 3.4.5 Understand the links between school, home, and community in the social and intellectual development of their students.
- 3.4.6 Engage in collaborative inquiry, reflection and learning processes for individual and school improvement