



## Position Information Document

# Academic Staff (Junior Years)

### Reports To:

- ▶ Director - Teaching & Learning
- ▶ Director - Wellbeing (Junior Years)

### Other Reporting Relationships:

- ▶ Deputy Principal - Dean of Students
- ▶ Deputy Principal - Dean of Faculty

## Rostrevor College

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Rostrevor is a Catholic Independent College in the Edmund Rice Tradition, educating both day and residential students from Reception to Year 12.

Rostrevor has a Mission Statement that provides the context for future development and present action. As part of the network of Edmund Rice Education Schools throughout Australia, it shares a common Vision. All staff contribute significantly to the realisation of the Vision and Mission of the College and appropriate induction into this purpose is provided for new staff.

The College is owned and governed by Trustees of Edmund Rice Education Australia (EREA) and conducted by the Principal. The Principal is advised by the College Board whose members are appointed by EREA.

The Leadership structure of Rostrevor College includes the following:

### Senior (College) Leadership Team

- Principal
- Deputy Principal - Dean of Faculty
- Deputy Principal - Dean of Students
- Business Manager
- Assistant Principal - Religious Identity and Mission (APRIM)
- Director - Wellbeing (Senior Years)
- Director - Wellbeing (Middle Years)
- Director - Wellbeing (Junior Years)
- Director - Wellbeing (ATSI)
- Director - Teaching & Learning

Additional information regarding Rostrevor College can be found on the College website:

<http://www.rostrevor.sa.edu.au>

## Position Purpose

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The primary purpose of Academic Staff (Junior Years) is to work with all College stakeholders, including colleagues and parents/caregivers to facilitate learning by students and engage in educational reform. All Academic Staff (Junior Years) must share in the College's desire to be on a journey of continual improvement.

## Key Relationships

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### INTERNAL

- Report to the Director - Teaching & Learning
- Report to Director - Wellbeing (Junior Years)
- Deputy Principal - Dean of Students
- Deputy Principal - Dean of Faculty
- Coordinator - Admin and Student Programs
- Liaise with the College Planning Team
- Liaise with all College staff
- Professional Learning Team

### EXTERNAL

- Students
- Parent(s)/caregiver(s) to facilitate learning by students
- SACE Board (as required)
- EREA Agencies (as required)

## Authority

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Expenditure authority in accordance with the defined College delegated framework.

All expenditure requests to be directed to the Deputy Principal for appropriate approval.

All delegation limits (as resolved by the College Principal) to be adhered to on a transaction-by-transaction basis for sign off and annual budget allocations.

All other decisions and authorisations will need to be referred to the Director - Teaching & Learning.

## Key Responsibilities

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Academic Staff (Junior Years) are responsible to the Principal directly, and/or through the relevant POR's:

- For the development and implementation of the designated areas of curriculum.
- For the teaching of these areas to designated groups of students.
- For the students', fellow employees' and own health, safety and welfare.
- For the maintenance of any place, equipment designated or chosen for specific activities.
- For the pursuit of knowledge and commitment to best practice in boys' education re pedagogy and curriculum.
- For the development of and commitment to the Pastoral Care structures and programs.

## **Professional Responsibility**

- Apply curriculum knowledge and teaching methods, which facilitate successful learning.
- Respond inclusively to all individual learners' needs.
- Develop and maintain effective professional relationships with families, staff and students.
- Provide a balanced and challenging program relevant to the needs of the students.
- Establish structures and processes to achieve a productive learning environment.
- Ensure that confidential information is handled appropriately.
- Carry out on time and accurately other non-instructional and administrative responsibilities which are part of the teacher's role, e.g., support and adhere to College and SACCS policies and relevant Government Legislation; carry out routine tasks including record keeping, surveys; distribution of materials; meet yard duty requirements; attend all relevant staff meetings and Parent-Student-Teacher interviews; exercise a duty of care; improve skills, knowledge and performance through professional development and performance appraisal.
- Be an active participant in the College's Co-Curricular Program.
- Operate in accordance with the Charter for Staff in SA Catholic Schools.
- Have a commitment to uphold and contribute to the ethos of an Edmund Rice school and of Catholic schools.
- Understand the employer's requirements and act in accordance with South Australian Commission for Catholic Schools and EREA's Code of Conduct for Staff.
- Participate in professional development activities which lead to improved student outcomes and strengthens the professionalism of the teacher.
- Appropriately assist students who are hurt, sick or in distress.
- Meet and teach students at designated locations and times.
- Accept delegated responsibilities.
- Attend to all OPA's [Other Professional Activities] as outlined in the current EBA, Section G.4.2; these include supervision duties, meetings and briefings, professional commitments and CEA's.

## **Content of Teaching and Learning**

- Plan a comprehensive learning program.
- Address students' varying intellectual, emotional and physical abilities in teaching practice.
- Identify individual learning needs and styles and plan learning experiences that enable all students to achieve success.
- Know and understand a range of pedagogies, learning methodologies and technologies and their application to the classroom.
- Demonstrate best practice in teaching and learning.
- Apply prior learning to changes that happen from time to time in teaching and learning practice.

## **Personal Responsibility Management**

- Establish positive and effective relationships with students.
- Establish and maintain a task-oriented learning environment.
- Set and adhere to timelines for completion of work.
- Apply Personal Responsibility strategies consistently (i.e. principles of Restorative Justice), which ensure a safe, orderly and successful learning environment and in line with College policy.
- Negotiate and implement effective consequences if expectations are not adhered to.
- Work with students to create an attractive welcoming classroom environment.
- Maintain standards of tidiness and orderliness.
- Ensure necessary equipment and facilities are accessible, available and in readiness for planned activities.

## **Assessment and Reporting of Student Learning**

- Maintain accurate and comprehensive records of student progress and achievement.
- Use a variety of assessment and reporting methods to regularly monitor learning process.
- Use assessment tasks that are purposeful and relevant to the teaching and learning program and the learning needs of students.
- Provide students with positive feedback on performance that reinforces student achievement and focuses on improvement.
- Provide parents and students with detailed, accurate and informative written and oral reports at appropriate times, as required by the College.
- Upload all appropriate teaching and reporting materials onto the College portal.

## **Interaction with the College and Broader Community**

- Demonstrate effective communication skills with students, colleagues, parents or caregivers and others.
- Work effectively as a member of a team in a range of College activities.
- Participate in partnerships with colleagues to reflect upon and improve teaching and learning practice in designated curriculum areas.

## **Additional Responsibilities**

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- May be required to perform work outside of College hours and during school holidays where necessary to fulfill the requirements of the role.
- Additional duties outside of the scope of this document may be required.
- Will be required to comply with all organisational policies and procedures.
- Have a commitment to uphold and contribute to the ethos of Catholic schools.
- Understand the employer's requirements and act in accordance with South Australian Commission for Catholic Schools and EREA's Code of Conduct for Staff.
- Participate in relevant professional development activities.
- Meet annually with Manager to review the scope and requirements of this position and make any alterations as agreed.

## Role Outcomes and Key Performance Indicators

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### OUTCOME

- Positive relationships are established with staff and students.
- Communication networks and structures with Pastoral Care families are established.
- Individual Pastoral Care student details and needs are known and accounted for.
- Restorative Justice principles are known and implemented.
- Quality teaching and learning environments are established.
- Relevant Professional Development is undertaken.
- Professional responsibilities are adhered to.

### KEY PERFORMANCE INDICATOR

- Administration tasks are completed effectively and on time.
- Allocated classes, Faculty Meetings and staff gatherings are attended and on time.
- Assessment and reporting tasks are completed effectively and submitted on time.
- Pastoral Care programs and activities are conducted appropriately.
- Parents and/or caregivers of Pastoral Care students are contacted on a regular basis.
- Restorative Justice principles applied on all relevant occasions.
- Appropriate use of ICT demonstrated in the classroom.
- Work Health & Safety requirements adhered to.
- College policies relating to the teaching Code of Conduct (e.g. dress code) are adhered to.
- College meetings, Assemblies, Liturgies and celebrations are attended as required.
- College timelines and deadlines are adhered to.
- Teachers Registration Board of SA Professional Teaching Standards are applied.

## Person Specification

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### ESSENTIAL

- Tertiary qualifications appropriate to the position.

### DESIRABLE

- Relevant experience appropriate to the position.
- Post Graduate studies in chosen field.

## Child Protection Awareness

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Rostrevor College assures the right of every member to a safe environment and the responsibility of every person to promote safe practices. Rostrevor College is committed to Child Protection and protective practices. This includes responsibility of the College's employees for Child Protection. Our Child Protection Policy is available on the College portal.

*Child-Safe Environments Responding to Abuse & Neglect: Education and Care* training is now a compulsory certificate for all staff working in a school environment and all staff need to attend 3-yearly updates.

## Work Health & Safety Requirements

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As a Worker, while at work you 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.
- Co-operate 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.
- Comply, in so far as you are reasonably able to, with any reasonable instruction given by the employer.

**Reference:** Work Health and Safety Act 2012 (SA) and the Work Health and Safety Regulations 2012 (SA), supported by the Codes of Practice.

## Pay Specifications

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The incumbent will receive the appropriate salary with entitlements to sick leave, holiday pay and holiday loading as set out in the Letter of Offer. The College will make contributions from its funds to the Non-Government Schools Superannuation Trust or an alternative nominated approved superannuation fund in accordance with the Superannuation Legislation and Award obligations.

## Specific Requirements

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Acquire and maintain:

- Police Clearance to work in Catholic Education SA.
- Keeping Safe: Child Protection Curriculum Certificate.
- Approved Child-Safe Environments Responding to Abuse & Neglect: Education and Care training.
- First Aid training.
- Registration as a teacher with the SA Teachers Registration Board.
- Accreditation to teach in a Catholic School in SA.

## Acknowledgement

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I have read and understand the requirements of this position. I acknowledge that this position information document has been designed to indicate the general nature and level of work performed by the incumbent and is not a comprehensive listing of all responsibilities, tasks and outcomes.

Employee:	_____	Line Manager/ Mentor:	_____
Signature:	_____	Signature:	_____
Date:	_____	Date:	_____