



## POSITION INFORMATION DOCUMENT

**Name:**

**Job Title:** Teacher

**Job Type:** Replacement Contract

**Time Fraction:** TBC (0.80 – 1.00 FTE)

**Commencing:** 22 June 2026

**Concluding:** 2 July 2027

**Location:** Gleeson College:  
40-60 Surrey Farm Drive, Golden Grove, South Australia

**Salary:** Salary in accordance with teaching step

**Responsible to:** Learning Area Leader  
Assistant Principal Teaching & Learning  
*All positions ultimately report to the Principal.*

**Employment conditions are in accordance with the Catholic Schools Enterprise Agreement 2020.**

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### 1. BROAD PURPOSE

Gleeson College is a faith-filled community providing its members with the opportunity to discover, develop and use their God-given talents and abilities in the service of others.

Teachers at Gleeson College are required to demonstrate a commitment to the belief that all students can be thriving people, capable learners, leaders for the world God desires, and work to ensure that students develop the knowledge, skills and attributes they need to thrive in a rapidly changing and complex world.

Teachers work collaboratively with leaders, colleagues, parents/caregivers and others as applicable to facilitate positive learning by students and engage in educational reform.

The teacher will:

- Apply curriculum knowledge and teaching methods which facilitate successful learning and providing opportunities to observe, question and investigate in line with the Gleeson College Schoolwide Pedagogy ... at the HEART of learning excellence
- Respond to learner's needs
- Develop and maintain positive and effective working relationships
- Provide a balanced and challenging program relevant to the needs of the students (including developing Personalised Plans for Learning (PPLs), as appropriate)
- Assess, record and report learner achievement using required programs and systems

- Establish structures and processes to achieve a productive learning environment
- Employ behaviour management strategies which ensure a safe, orderly and successful learning environment
- Ensure that confidential information is handled appropriately
- Carry out other non-instructional responsibilities as required

## **2. KEY WORKING RELATIONSHIPS**

- Principal / Deputy Principal
- Leadership team
- Teaching and non-teaching staff
- Parents/caregivers, students and other members of the school community
- ONE+ Campus Staff

## **3. DUTY STATEMENT**

### **a. Professional Responsibilities**

- Fulfil all requirements of the Australian Professional Standards for Teachers
- Operate in accordance with the Charter for Teachers in SA Catholic Schools
- Actively commit to uphold and contribute to the ethos of Catholic schools in general, as well as the Gleeson 10 and Staff 5 values of Gleeson College
- Comply with relevant legislation as well as South Australian Commission for Catholic Schools (SACCS) and Gleeson College's policies, guidelines and procedures
- Meet and teach students at designated locations and times
- Appropriately assist students who are hurt, sick or in distress
- Diligently undertake supervision duties, including regular yard duty
- Complete administrative tasks accurately and on time including record keeping
- Ensure confidential information is handled appropriately
- Develop and maintain effective, professional partnerships with staff
- Participate in professional development activities, which lead to improved student outcomes
- Attend staff and other required meetings, parent teacher interviews and other school-related activities as required

### **b. Content of Teaching and Learning**

- Plan a comprehensive learning program in line with Australian Curriculum

- Develop the curriculum and assessment procedures in designated curriculum areas/year level(s) according to College Policies.
- 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, including use of Personalised Plans for Learning (PPLs)
- Know and understand a range of learning methodologies and technologies and their application to the classroom
- Demonstrate best practice in teaching and learning and remain current in knowledge and application and update/adjust practice to achieve same

**c. Classroom Management and Behaviour Education**

- Establish positive and effective relationships with students
- Establish and maintain a task-oriented learning environment
- Set and adhere to timelines for completion of work
- 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 to suit the learning activity (including rearranging student furniture as applicable)
- Make all reasonable efforts to manage the behaviour of students effectively within the directions of the relevant SACCS & policies and procedures
- Consistently maintain behavioural expectations and respond appropriately to student behaviour by applying behaviour management skills as per Gleeson College policy, procedure and guidelines
- Identify factors contributing to prolonged, repeated or severely irresponsible behaviour and seek resolutions
- Respond appropriately to student behaviour and make records on the Learner Management System (SEQTA) for access by relevant staff
- Apply effective consequences and strategies to assist students who interfere with teaching and learning

**d. 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, including on the Learner Management System (SEQTA)
- 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/caregivers and students with detailed, accurate and timely information via the Learner Management System (SEQTA), written and oral reports, email and phone communications at appropriate times, as required by the school

**e. Interaction with the school and broader community**

- Demonstrate effective communication skills with students, colleagues, parents/caregivers and others at all times
- Demonstrate a commitment to, and enthusiasm for working collaboratively within a learning community and are able to develop links with Partner Primary Schools, the One+ Campus schools and the wider educational community.
- Work effectively as a member of the Gleeson College team to actively and positively support College activities
- Participate in partnerships with colleagues to reflect upon and improve teaching and learning practice in designated curriculum areas
- Positively engage in and undertake professional development, training and professional reviews when required
- Perform other duties as required by the Principal (or delegate)

**4. PERSON SPECIFICATION**

- Current Teacher Registration in South Australia and relevant demonstrated knowledge and experience
- Demonstrated skills, knowledge and experience relevant to the role requirements
- High level interpersonal skills to interact positively with the school community and be a positive role model and professional representative for the school at all times
- Excellent written and verbal communication skills and able to work collaboratively within a team environment and effectively teach students to achieve required learning outcomes
- Be self-directed and utilise initiative and judgement to fulfil role requirements
- Excellent organisational skills with ability to problem solve and ensure required timelines are met
- Willingness to actively and positively uphold and contribute to the culture and ethos of Gleeson College
- Proficient ICT skills and knowledge and ability to fully utilise required systems and programs, or ability to quickly learn and use effectively

**SPECIFIC REQUIREMENTS**

- HLTAID012 Provide Emergency First Aid Response in an Education and Care Setting
- The Keeping Safe – Child Protection Curriculum Training (or acquired within first semester)
- Teacher Accreditation in Catholic Education SA (or acquired within first five years of employment)
- Current and acceptable Working with Children Clearance and screening to work in Catholic Education SA

- Current valid Responding to Risks of Harm, Abuse and Neglect – Education and Care certificate
- Being vaccinated against COVID-19 is not mandatory for CESA staff. It is highly recommended for all CESA staff to maintain vaccination status as recommended by the policy.

**5. WORK HEALTH AND SAFETY**

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 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 – SA WHS Act 2012)

**6. PERFORMANCE REVIEW**

The employee may be requested to undertake a performance review on a twice-yearly basis or at another mutually agreed time. Consultation will occur between the employer and the employee to ensure the accuracy of the Position Information Document.

This position information document indicates the general nature and level of work performed by the incumbent and is not a comprehensive listing of all responsibilities, tasks and outcomes.

**SIGNED:**

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**Principal (or Delegate)**

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**Date**

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**Employee**

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**Date**