



## INFORMATION FOR POTENTIAL APPLICANTS

### TEACHER OF PRIMARY YEARS (YEAR 3 – YEAR 5) PERMANENT Commencing Term 1, 2021

Thank you for your interest in the Teacher of Primary Years (Year 3 – Year 5) position. Below you will find information to follow when submitting your application.

Your application should include:

1. A one page covering letter stating the position for which you wish to apply.
2. A statement of no more than 3 pages addressing the following criteria.
  - Demonstrate a commitment to uphold and contribute to the Anglican and Catholic ethos of St Columba College.
  - Apply a strong knowledge of curriculum and contemporary pedagogical practices that support quality learning for students in the Primary Years.
  - Create a learning environment that is engaging and inclusive of all students, particularly students with English as an additional language and children with additional needs.
  - Develop a positive learning environment which supports student wellbeing and personal responsibility.
  - Work collaboratively to plan, teach and assess learning with colleagues in a team environment.
3. Curriculum Vitae listing name and contact details of three professional referees. Please ensure that you include **your current employer**.
4. Please also ensure that you complete the **Application Declaration Form** and include it with your application.
5. Applications should be emailed to the contact below:

Please submit your application via email in one (1) PDF format to:

Ms Leanne Carr

Principal

[employment@stcolumba.sa.edu.au](mailto:employment@stcolumba.sa.edu.au)

**Applications close on Monday 21 September at 9:00am.**

# Position Information Document

## TEACHER



**Term of Appointment:**  
Permanent

**Position Title:**  
Teacher

**Salary:**  
Teaching step according to salary determination

**Employment Type and Time Fraction:**  
Permanent | 1.0FTE

The teacher is employed by St Columba College Council, Munno Para Inc, and is responsible to the Principal directly, and/or through the relevant leadership structures.

The teacher's employment conditions are in accordance with the Catholic Schools Enterprise Agreement 2017.

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### 1. BROAD PURPOSE

The teacher is a highly driven and self-motivated individual, highly competent in their learning area(s), who works to ensure that students in their care achieve beyond their own expectations.

The teacher will work collaboratively with colleagues, parents and families, and the wider education community to facilitate learning by students and engage in continuous professional learning.

### 2. KEY WORKING RELATIONSHIPS

Principal	Students
Deputy Principal	Colleagues
Head of School	Parents and Caregivers

### 3. KEY RESPONSIBILITIES

#### 3.1. Professional Responsibilities

- Demonstrate a commitment to uphold and contribute to the Anglican and Catholic ethos of the College
- Operate in accordance with the St Columba College Code of Conduct and the Charter of Teachers in SA Catholic Schools
- Understand the employer's requirements and act in accordance with all College policies, guidelines, and procedures
- Be an outstanding practitioner, ensuring students are engaging in the Australian Curriculum and/or SACE and any local curriculum, as prescribed by the College
- Provide inspirational learning, teaching and leadership for students within the College
- Engage in College sponsored and self-directed Professional Learning referenced to the Australian Institute for Teaching and School Leadership (AITSL) Professional Standards for Teachers (APST)
- Develop a Professional Learning Plan to support the College's goal to achieve continuous improvement in learning and teaching
- Fulfil Duty of Care responsibilities to assist in the safety in the safety of all students
- Be aware of and consistently implement all relevant College student policies and procedures

# Position Information Document

## TEACHER

- Complete administrative tasks accurately and on time, including record keeping
- Undertake supervision duties, including yard duty, diligently
- Attend staff meetings, information nights, parent teacher interviews, and other professional activities expected of teachers
- Undertake to dress and behave professionally, and promote high standards in all aspects of College life
- Ensure punctuality to all classes, professional activities, and yard duties
- Establish and maintain orderly and attractive learning spaces
- Ensure that necessary resources and equipment is accessible and available to all students in readiness for planned learning activities
- Accept delegated responsibilities

### 3.2. Learning and Teaching

- Apply curriculum knowledge and creative and innovative teaching methodologies to facilitate outstanding student learning outcomes
- Demonstrate a sound knowledge of contemporary and inclusive pedagogies that promote learning and improve literacy and numeracy outcomes
- Embed contemporary applications of Information and Communication Technologies into teaching practice and student learning
- Identify individual student learning needs and styles, and plan learning experiences that enable all students to achieve success
- Differentiate curriculum, as appropriate, for individual student learning success using reliable student learning data
- Maintain up-to-date and detailed lesson plans in SEQTA Programs including documenting all learning outcomes
- Use student learning data skillfully to inform pedagogy and drive improved student learning outcomes
- Document, monitor and track student learning outcomes using SEQTA
- Develop and maintain positive student working relationships
- Establish structures and processes to achieve a productive learning environment
- Employ behaviour management strategies which ensure a safe, orderly and successful learning environment
- Provide opportunities for all students to demonstrate outstanding learning outcomes

### 3.3. Assessment and Reporting of Student Learning

- Provide students with an instructional program that incorporate tasks that provide opportunity for Assessment FOR Learning and Assessment OF Learning
- Provide classroom instruction to ensure students have the necessary skills and knowledge required to complete assessments
- Provide students with comprehensive and specific feedback on performance that reinforces student achievement and focuses on improvement
- Gather and interpret assessment data to support student learning and to inform and revise teaching practice and assessment strategies

- Provide students with:
  - Clearly identified learning outcomes;
  - Provide assessment criteria / standards which will be used to measure progress against the identified learning outcomes;
  - Identify clear links between each part of the task and the assessment criteria/standards the task is designed to measure
- Provide a timeline of learning checks prior to submission of Assessment OF Learning tasks (where appropriate)
- Provide appropriate scaffolding to support students to complete assessment tasks (e.g. direct instruction/deconstruction of learning outcomes and assessment criteria, clarification between components of the task and the standard, sequencing completion of the task into manageable parts with established due dates)
- Seek support from key leaders to adjust tasks to support student learning if required or mandated by the Disability Standards for Education
- Communicate concerns regarding student achievement to parents and key leaders as required
- Maintain accurate and comprehensive records of student progress, achievement, negotiated extensions, special provisions and supporting documentation in SEQTA
- Use a variety of assessment and reporting methods to regularly monitor learning progress
- Provide parents and students with detailed, accurate and informative written and oral reports at appropriate times, as required by the College

#### **3.4. Working with Colleagues**

- Work collaboratively and respectfully with all staff
- Contribute to and participate in staff professional learning
- Develop and maintain effective professional partnerships with all staff

#### **3.5. Working with Students**

- Maintain clear professional boundaries with all students and recent graduates of the College
- Provide a motivational learning environment for all students
- Maintain a focused, organised, task-oriented learning environment
- Ensure that all students are engaging effectively in lessons to achieve the expected lesson aims and learning outcomes
- Support students to adhere to timelines for the completion of work
- Support individual students to access all elements of the curriculum
- Provide pastoral support to students as appropriate
- Establish positive and effective relationships with students
- Follow all prescribed procedures to respond to students who do not meet expected work or assessment requirements
- Apply positive behaviour correction strategies to promote an effective learning environment for all students in the class
- Apply prescribed procedures to respond to students who do not demonstrate responsible behaviour expectations
- Support students to meet the expected requirements for uniform, behaviour, attendance, punctuality and other expected College standards

**3.6. Interaction with the College Community and Privacy**

- Demonstrate effective communication skills with students, colleagues, parents /caregivers, and other community members
- Celebrate student work in the College newsletter as appropriate
- Abide by the College Social Media Policy and ensure the good name of the College is not brought into disrepute
- Ensure any intended published material is sent to the Head of School for approval prior to it being distributed electronically or via any other form of media
- Never act as a spokesperson for the College
- Inform the Principal of any likely media issues that may affect the College should you become aware of such
- Protect and ensure that all private and personal information relating to students, colleagues, and staff employed by the College, Council members or parents is kept confidential during the term of employment and post-employment at the College

**4. OTHER**

- Undertake a professional review annually
- Undertake associated responsibilities in response to the needs of the College and the above Key Responsibilities may be varied as determined by the Principal

**5. PERSONAL QUALITIES AND SKILLS**

- Be a highly motivated educator who has a record of delivering successful student outcomes
- Possess appropriate qualifications, expertise, and experience
- Possess the commitment, knowledge, and skills necessary to foster Christian community and an ethos appropriate to an Anglican and Catholic College
- Demonstrate an understanding of, and commitment to, principles of social justice, gender, and equity
- Possess excellent interpersonal and communication skills
- Proven administration and organisational capabilities
- Demonstrates an active commitment to ongoing professional learning

**6. SPECIFIC REQUIREMENTS**

- Current South Australian Teachers Registration Board Certificate
- Academic qualifications
- Current acceptable Department of Human Services (DHS) Working with Children Check (WWCC)
- Approved Responding to Abuse and Neglect training with an Education and Care focus
- First Aid Certificate

**7. 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

## Position Information Document TEACHER

- 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 notified to workers by the employer that is related to health and safety at the workplace

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

Responsibilities may be varied as determined by the Principal (or delegate).



# Employment Declaration Form: Confidential to the Principal

Position for which application is made \_\_\_\_\_

## Personal Details:

Surname: \_\_\_\_\_ Given Name(s): \_\_\_\_\_

Former Names \_\_\_\_\_

Title: Mr Mrs Ms Miss Other \_\_\_\_\_

Postal Address: \_\_\_\_\_

Suburb: \_\_\_\_\_ Postcode: \_\_\_\_\_

Telephone: \_\_\_\_\_ Mobile: \_\_\_\_\_

Email: \_\_\_\_\_

Religious Affiliation: \_\_\_\_\_

South Australian Teacher's Registration Number: *(If Applicable)* \_\_\_\_\_

*(Please enclose a photocopy of current Teacher's Registration Certificate)*

TRB / DCSI Expiry Date: \_\_\_\_\_

Please note: You must provide the ORIGINAL TRB issued teacher registration certificate (if applicable) and DCSI issued Child-Related Employment Screening Clearance for sighting at your work location.

## Tertiary Qualifications:

Year Awarded	Award (Deg., Dip., Cert., etc)	Institution

## Employment History: *Please provide information for the last 5 years.*

Year/Date	Name of Employer	Position

## Religious Dimension of St Columba College:

Are you prepared to support the philosophy and religious traditions of St Columba College? Yes  No

Are you currently a practicing member of a worshipping community? Yes  No

## Employment Declaration Form:

**Please respond to each of the questions below and sign the declaration at the end of this form**

Have you ever been investigated, charged, arrested, reported for or pleaded or found guilty of any criminal offence? (*Tick 'No' where an expiation notice only was received*)

Yes  No

Have you ever received a written counselling or warning or been dismissed or resigned following allegations of improper or unprofessional conduct or unsatisfactory work performance?

Yes  No

Have you ever or are you currently the subject of an investigation or any other process relating to alleged unsatisfactory performance or misconduct by you as an employee?

Yes  No

Have you ever been the subject of allegations of misconduct by you of a sexual nature towards or in relation to a child (person under 18 years of age) or towards any other person to whom you were responsible for providing education or other services?

Yes  No

Our process includes asking referees whether there are any child protection concerns in your regard. Do you foresee any problem arising from this process?

Yes  No

(If applicable) Do you have conditions on your SA Teacher Registration?

Yes  No

**Please note: If you answer YES to any of the above questions, you are required to provide comprehensive supporting details, including relevant documentation in order to be considered for employment. (Please attach as separate sheets.)**

**If you choose not to answer one or more of the above questions, please indicate by ticking the box below that you wish to meet with the Principal/Principal's Delegate to discuss.**

I have opted not to answer one or more of the above questions and ask that a meeting be arranged between the **Principal/Principal's Delegate** and me.

**Please note:** *If you wish a meeting to be arranged you must submit your application at least one week prior to the closing date.*

### Further information and ongoing requirements

*Evidence of a criminal history that may be unrelated to any risk of harm to children will not automatically preclude a person from being or remaining employed.*

*The requirement for full and honest disclosure is a condition of initial and ongoing engagement. In signing this form you declare that you are a fit and proper person of good character, and if you are successful in your application, you will notify the **Principal/Principal's Delegate** should there be a relevant change in your circumstances; for example, criminal charges and convictions, restraining orders, intervention orders, injunctions, disciplinary proceedings and investigations.*

### Declaration

I understand that any false or misleading information I provide will result in me not being considered for employment or may result in the termination of my employment. I declare that I have answered this Employment Declaration Form truthfully.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_