



Position Description Teacher

Position Summary

The primary role of a teacher at Marist Regional College (MRC) is to provide the best possible education and pastoral care for each student in accordance with the College identity and values.

Specifically, the expectations of the teacher include, but are not limited to:

1. Teaching practice
2. Pastoral care
3. Curriculum and resource development
4. Professional Learning
5. Co-curricular activities
6. Measurement of evidence based practice
7. Participation in School Improvement Framework
8. General and administrative activities

The details of these activities are outlined in the attached *Teacher Functions* document (Appendix A)

Accountability

All positions within the College will support the Mission and Vision of Marist Regional College. Interacting with our colleagues, schools and the community requires all employees to promote and support the Catholic identity.

It is expected that all duties will:

- Be consistent with Catholic identity, College Mission, Vision, and Values
- Be conducted in accordance with MRC Values, policies and the identity:
- Promote the Catholic ethos in all dealings within and on behalf of MRC

Authority

Teachers are responsible to:

- a) The Principal for the general discharge of their duties
- b) The Deputy Principal Pastoral Wellbeing for pastoral care within the school
- c) The Deputy Principal Learning and Teaching for the development and implementation of the curriculum
- d) The Middle Years Coordinator for pastoral care and the development and implementation of curriculum in the Middle Years

- e) The Director of Organisation for day to day matters
- f) The person in charge of the specific co-curricular activity undertaken by the teacher (e.g. Sports Coordinator)

Key Relationships

Internal Teachers at MRC are part of a large and complex staff structure in which all members, whether they are teachers or general staff, are regarded as having important and interdependent functions. Teachers are responsible for the maintenance of collegial and professional relationships with other members of the staff at MRC.

External Parents and local community (Public relations - e.g. Contact with the media, police and contact with general external agencies is the responsibility of the Principal or Principal's delegate).

Work Health & Safety

This Position is classified as a **'Worker'** under Work Health & Safety Act (Tas) 2012, and the employee is responsible to undertake duties specified as **'Worker'** for the purpose of this Act.

In addition, all employees of MRC are required to:

- Cooperate with the College in relation to activities taken by MRC to comply with WHS legislation;
- comply with the Work Health & Safety Act (Tas) 2012;
- adopt work practices that support WHS programs e.g. e-learning modules;
- take reasonable care for their own health and safety and the health and safety of other people who may be affected by their conduct in the workplace;
- seek guidance for all new or modified work procedures;
- ensure that any hazardous conditions, near misses and injuries are reported immediately;
- participate in meetings, training and other environment, health and safety activities where required;
- not willfully place at risk the health or safety of any person in the work place;
- not willfully or recklessly interfere with or misuse anything provided in the interest of environment health and safety or welfare.

Tasks & Responsibilities

The Teacher is responsible for:

- a) any student assigned to his or her care
- b) the behaviour and appearance of students generally
- c) the maintenance of collegial and professional relationships with other members of staff
- d) supporting the Catholic identity of the College.

Knowledge, Skills and Experience (Selection Criteria)

A. Essential requirements of the position

1. Registration with the Tasmanian Teachers Registration Board and a relevant tertiary qualification.
2. Understanding of, and ability to contribute to the mission of Marist Regional College as a Catholic school.
3. Ability to develop positive relationships with students and staff based on mutual respect.
4. Proven ability to develop and implement curriculum that is engaging and rigorous.
5. Demonstrated ability to work independently with minimal or no supervision and work collaboratively work in teams.
6. Well-developed ICT, written and verbal communication skills, including the ability to consult and liaise effectively with a range of stakeholders where required.
7. Ability to maintain confidential, accurate, up to date and detailed records.

B. Desirable requirements of the position

1. Understanding of Tasmanian Catholic Education Commission policies and their implications for policies and practices at Marist Regional College.

Acceptance of responsibility

I have read and understand the above expectations of the role and will undertake the tasks and duties to the best of my ability:

Employee:

Name

Signature

Date

All Teachers

1. **Teaching Practice.** Teachers are expected to:
 - (a) Adhere to the principles of learning and teaching adopted by the College
 - (b) Promote an environment of dynamic, active and genuine learning
 - (c) Employ a variety of effective teaching strategies to successfully implement the curriculum
 - (d) Differentiate the curriculum to ensure the needs of all individuals in their classes are met
 - (e) Give adequate time to lesson planning and organisation
 - (f) Be aware of course requirements and their directions
 - (g) Reflect on the effectiveness of their teaching
 - (h) Keep accurate records of students' attendance, progress and assessment
 - (i) Monitor each student and inform them of their progress
 - (j) Maintain good communications with parents concerning the progress of their son or daughter
 - (k) Participate in parent/student/teacher interviews
 - (l) Submit lesson plans and records to Learning Area Leaders, Year Level Coordinators, Middle Years Coordinator (as appropriate) and Deputy Principal Learning and Teaching as required
 - (m) Write formal academic reports that conform to College guidelines
 - (n) Liaise with the appropriate support staff in the implementation of the curriculum

2. **Pastoral care.** Teachers are expected to:
 - (a) Participate in the College's pastoral care system as directed
 - (b) Care for students in a way that reflects the College's values
 - (c) Be sensitive to students experiencing personal, social or organisational problems
 - (d) Liaise with colleagues and parents to address individual concerns
 - (e) Attend House, school and year level meetings when required
 - (f) Attend all College assemblies and relevant Year Level assemblies
 - (g) Attend appropriate year level and all College prayer services
 - (h) Attend parent information and orientation meetings, as required

3. **Curriculum and resource development.** Teachers are expected to:
 - (a) Participate in the development and evaluation of curriculum within the areas in which they teach.
 - (b) Be aware of and utilise existing resources including learning technologies and, where possible, participate in the development and evaluation of resources for the implementation of the curriculum.

4. **Professional Learning.** Teachers are expected to:
 - (a) Keep up to date with curriculum and resource development in the teacher's area/s of teaching
 - (b) Have a commitment to professional learning in the teacher's area/s of teaching
 - (c) Maintain technology competencies relevant to teaching and learning
 - (d) Attend appropriate seminars and courses and participate in subject or area association meetings as appropriate and subject to Leave Approval
 - (e) Supervise professional experience teachers and actively participate in their learning
 - (f) Participate in professional learning provided by the College, which may vary from faculty meetings to College staff in-services

5. **Co-curricular activities.** Teachers are expected to:
 - (a) Fulfil co-curricular responsibilities as negotiated with the Principal and in accordance with College guidelines
 - (b) Ensure that all activities are pursued in a manner consistent with the College values
 - (c) Provide leadership and instruction to participating students
 - (d) Encourage students to be active participants in the co-curricular life of the College
 - (e) Keep accurate records of student attendance and performance within co-curricular activity
 - (f) Where appropriate, nominate students for College awards
 - (g) Maintain appropriate levels of supervision and standard of behaviour from students to ensure that activities are safe for student participation
 - (h) Ensure the necessary equipment is available and cared for in the appropriate manner

6. **General and administrative activities.** Teachers are expected to:
 - (a) Attend Speech Nights
 - (b) Attend College religious services and assemblies
 - (c) Attend meetings as required
 - (d) Undertake ground and other supervision duties as required
 - (e) Participate in school camps as required
 - (f) Attend College swimming, cross country and athletics carnivals, as well as NSATIS/SATIS carnivals as required
 - (g) Attend staff planning and professional learning days

7. **Measures of Evidence Based Practice:** Teachers at MRC are expected to maintain exemplary practice. Key features include:
 - (a) Excellent and responsive relationships with students marked by mutual respect and professionalism
 - (b) Effective participation in collaborative staff planning of curriculum and other school based activities
 - (c) The provision of high quality curriculum
 - (d) The provision of educational opportunities which enable all students to achieve their potential
 - (e) Excellent collegial relations
 - (f) Mentoring and coaching of teachers new to MRC and the profession

- (g) Regular participation in professional learning courses and programs
- (h) Effective involvement in the general pastoral care programs and structures of the school
- (i) Effective participation in the co-curricular programs of the school
- (j) Lesson time that has not been assigned to classroom teaching is provided for the purposes of lesson preparation, assessment of students' work and individual counselling or tutoring.

Pastoral Care Group Teachers

- The Pastoral Care Group Teacher is responsible for the pastoral care of his or her class in liaison with the Year Level Coordinator. He or she is responsible for the growth of self-discipline and respect within the growing student, always bearing in mind that he or she acts as partner to parents. It is important that the student feels able to approach their class teacher to discuss concerns
- It is hoped that staff members, by their interaction with students, will be able to exercise their pastoral role. In general, all staff working in the school are responsible for the conduct, behaviour and general formation of students. Specific members of staff will be able to deal with serious breaches of behaviour as such arise. However, matters of general courtesy, punctuality and uniform should be dealt with by every teacher when the occasion arises.
- It is hoped that by informal contact with students that a Christian spirit will be fostered and mutual understanding and respect engendered.
- Essentially the duties of a Pastoral Care Group Teacher may be summarised under the headings of Pastoral Care and Administration:

Pastoral Care: The Pastoral Care Group Teacher should endeavour to get to know all the students in his/her class and to:

- a) lead the students in prayer, in particular setting aside a regular time for prayer during class teacher period;
- b) where appropriate be aware of relevant personal problems or difficult home circumstances, maintaining appropriate sensitivity and confidentiality;
- c) be aware of students' academic ability and progress;
- d) supervise students in areas of:
 - a. punctuality;
 - b. regular attendance;
 - c. uniform;
 - d. school regulations;
- e) follow specific behaviour management guidelines as outlined in the Student Planner.
- f) handle discipline problems referred by subject teachers and/or appropriate supervisors and decide when students need to be referred to the Year Level Co-ordinator. For smaller infringements subject teachers or class teachers may assign appropriate consequences;
- g) refer any student who persistently misbehaves to the Year Level Co-ordinator who decides on the appropriate action to be taken;
- h) be able to liaise with:
 - a. Principal, Leadership Team and other staff members;
 - b. subject teachers;
 - c. parents;

- i) refer students in need of special counselling or referral to special agencies to the Year Level Coordinator or Student Counsellor;
- j) organise class activities which foster class unity, school spirit and a sense of identity.

Administration: The Pastoral Care Group teacher is expected to:

- a) be present in the classroom from 8.30 am for preparation of classroom and supervision of students while they are at lockers, or in corridors before commencement of the first period. Teachers should use this time to get to know their class on a less formal basis;
- b) ensure all students are in class by 8.40am;
- c) complete the on-line attendance register accurately in accordance with instructions provided. . Students who arrive late must fill in the Late Book at the Front Office and report to their class teacher, who should keep explanation or notes of absences on file.

SMS messages are automatically generated for those marked as “unexplained absences” and sent to parents informing them of their child’s absence each day at 11am;
- d) be responsible for the distribution of letters, newsletters, etc. and the collection and signing of forms as needed;
- e) be responsible for students' cleanliness of desks, lockers and classroom, locking of classroom windows, checking lights and heaters, locking of classrooms when not in use and at the end of day;
- f) report any necessary maintenance problems to the Business Manager;
- g) dismiss students at the end of the school day;
- h) inform students of overdue library books;
- i) encourage and collect fundraising for mission projects from students on a regular basis;
- j) assist with Year Level and general assemblies;
- k) undertake any other duty as delegated by a member of the Leadership Team or by the Level Co-ordinator.

Subject Teachers

The **Subject Teacher**, as a facilitator of learning, plays a pivotal role in the academic development of the student.

The subject teacher’s responsibility is:

- (1) to maintain a classroom environment conducive to learning;
- (2) to begin and end class periods on time. No students may be dismissed before the bell signals end of class;
- (3) not to cancel a class session or change the location of the class, other than as listed in (c) without permission from the Deputy Principal Learning and Teaching or Director of Organisation;
- (4) not to leave classes unsupervised;
- (5) to keep an attendance register for each class and check the register against the daily absence list and report any anomalies to the appropriate Year Level Coordinator;
- (6) to write subject reports within the required timeframe;
- (7) to provide evidence of planning as required by the Heads of Faculties or the Director of Middle Years, in the case of teachers in the Middle Years.