



Teacher Role Description 2020

The aim of St Columba Anglican School is to be the most outstanding school in New South Wales. It is the product of the vision of a community - to build a school with access to all who want their children to achieve the highest standards of education and behaviour.

St Columba Anglican School is founded on faith. The Christian ethos is present in its caring philosophy and its concern to produce educated leadership. The School is a community school in the sense that its doors are open to all, so long as they are sympathetic to and support the School's Christian foundation.

School Vision

At St Columba we will transform the lives of our students by offering the educational opportunities that will allow them to have lives of purpose, service and engagement.

The actions of all employed staff will be guided by:

- relevant legislation, government requirements and professional best practice,
- the School's role as a missionary unit of the Anglican Diocese of Grafton,
- the mission, vision, policies, frameworks, procedures and guidelines of the School and its strategic plan and;
- will be underpinned by the School's Vision and Values.

General Information

Purpose: The role of the Teacher is to provide high quality teaching and learning for students at St Columba Anglican School.

Reports to: Head of School

Teaching and Learning Tenure: As per contract

Essential Eligibility criteria: In New South Wales to work as a teacher, you must meet NESA accreditation standards and possess a current Working With Children Check.

Selection criteria

The teacher at St Columba Anglican School is required to:

- Have an understanding of, commitment to, and support for the values and ethos of the school.
- Demonstrate professional knowledge in structuring lessons to meet the student needs (AITSL APST 1 & 2 Professional Knowledge).
- Demonstrate a repertoire of strategies to make learning engaging (AITSL APST 4, 5 & 6 Professional Practice).
- Commit to maintaining currency of professional knowledge and skills, and participation in self and organisational renewal processes (AITSL APST 6 & 7 Professional Engagement).
- It is an expectation that teachers at St Columba Anglican School aim to work beyond the Australian Professional Standards for Teachers.

Statement of responsibility

The work of the teacher will be consistent with:

- the St Columba Anglican School Code of Conduct for employees, and
- the St Columba Anglican School Leadership Framework and published policies and practices.

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

Authority limits

Authority to act within the role and enact the duties as outlined above is delegated through the Principal and his/her delegate(s).

Reporting and other relationships

The teacher is responsible to the Principal or nominated delegate. Significant relationships also exist with other members of the school leadership team, teachers and support staff.

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.

Statement by employee

I have read and understood the role as it has been described above. I agree to be employed under this role description.

Name:

Signature:

Position:

Date:

Duties Statement: Teacher

Overview

All members of teaching staff are responsible to the Principal, through the Head of School/Deputy Principal, for supporting the day-to-day running of the academic, cultural, sporting and social aspects of the school.

All teachers will actively assist in maintaining appropriate levels of student discipline and School tone in such a way that reinforces the high expectations of parents, the Principal and School Council.

General Characteristics

Where possible St Columba Anglican School appoints staff who are energetic, innovative and committed to the ethos of independent education and the mission of the Anglican Diocese of Grafton. Successful applicants will be outstanding educators with demonstrated success in teaching, excellent interpersonal skills and a commitment to pastoral care and curriculum development. It is expected that applicants will possess the ability to create exciting and challenging learning experiences and environments. Experience in technology particularly learning management systems, learning support and/or gifted and talented education would be an advantage.

General Expectations

In consultation with the Head of School/Deputy Principal members of St Columba teaching staff will:

- actively support and promote the Christian ethos of the school in a manner that is inclusive and sensitive to the life experiences of students, parents and staff.
- teach classes within the Primary and/or Secondary School at levels to be negotiated with the Head of School/Deputy Principal.
- at all times promote the School's core values of hope, truth, faith and love in ways that are practical and meaningful to students and staff.
- uphold confidentiality expectations at all times.
- observe appropriate teaching methods and maintain involvement in professional development initiatives.
- pursue excellence in teaching and learning through active involvement in curriculum planning, implementation, evaluation and review.
- keep up to date with educational research and elements of best practice which ensure excellence in teaching and positive interaction between students and staff.
- maintain the effective day-to-day running of their classes through suitable preparation, marking and development of resources.
- individualise instruction and differentiate learning experiences to meet the needs of individual students.
- effectively administer School activities and programs in cooperation with the Director of Wellbeing, Year Patrons, Stage Coordinators, Heads of House and other House Tutors throughout the year.
- assist the Head of School/Deputy Principal by monitoring and assisting in the implementation of suitable standards of uniform and general discipline.
- promote friendly and positive interaction with respect to student relationships both within and outside the classroom and between staff and parents.
- support the Head of School/Deputy Principal in the implementation of the school Discipline Policy so that the school community clearly understands acceptable levels of behaviour.
- assist the Head of School/Deputy Principal from time to time in the oversight of student committees and student roles of responsibility.
- contribute to all reporting processes in a way that maintains or improves the quality of school reports.
- regularly communicate with parents through the Student Diary, TASS Student Cafe and other means as appropriate.
- participate in Parent-Teacher-Student meetings as required.

- assist in arranging excursions to ensure appropriate levels of safety, risk management, cost control and relevance to teaching programmes are maintained.
- cooperate with the Head of School/Deputy Principal and other teachers in observing school routines and rosters and other programs that may be required to maintain an effective education environment.
- contribute positively to all staff meetings as required.
- encourage and participate in staff training and in-service courses as appropriate.
- report to staff following attendance at professional development initiatives in a way that supports and enhances the skill levels of other staff.
- assist, at the appropriate time, in the orientation of new staff.
- observe appropriate teaching methods and participate in professional development initiatives.
- discuss with the Principal and, if necessary, the Head of School, Directors or Chaplain any concerns or feedback that will contribute to effective management of the School.
- assist in the supervision of sports, Physical Education, athletics and/or other class activities and excursions that may extend or enrich student learning.
- participate, where appropriate, in the co-curricular activities of the school including clubs, eisteddfods, productions and both Curriculum Enrichment and Outdoor Education Camps.
- assist with Practicum students and report to the Head of School on their progress.
- be a member (as the opportunity arises) of professional bodies and deliver reports of both their meetings (where appropriate) and other professional development programs to appropriate staff meetings.
- assist the Head of School/Deputy Principal in planning matters including the School Calendar, timetables and the Staff Orientation Handbook.
- develop and evaluate academic programs to ensure compliance with the requirements of NESAs and other relevant instrumentalities or legal obligations such as verified Working With Children Checks, Workcover, child protection procedures, the Work Health and Safety Legislation 2012 and the Dangerous Goods Act 1975, and any subsequent amendments.
- fulfil the requirements of NESAs Teaching and Educational Standards for ongoing professional accreditation.

Conditions

Salary for Teachers is in accordance with the Independent Schools NSW (Teachers Hybrid) SCAS Enterprise Agreement.

Duties Statement - Key areas

It is assumed that all teachers employed at St Columba will:

- have an understanding of, commitment to, and support for the values and ethos of St Columba Anglican School.
- support the organisational, professional and religious life of the School.
- ensure that the teachings, values and practices of the School are the foundation for lifelong learning and teaching.
- establish positive relationships including engagement in the pastoral care of students and supportive of their spiritual and moral development.
- demonstrate professional knowledge to structure lessons to meet the student needs (Professional Knowledge APST 1 and 2).
- know their students well, including their diverse linguistic, cultural and religious backgrounds and know how the experiences that students bring to their classroom affect their continued learning.
- know how to structure their lessons to meet the physical, social and intellectual development and characteristics of their students.
- know the content of their subjects and curriculum.
- know and understand the fundamental concepts, structure and enquiry processes relevant to programs they teach.
- understand what constitutes effective, developmentally appropriate strategies in their learning and teaching programs and use this knowledge to make the content meaningful to students.

- develop students' literacy and numeracy within their subject/stage areas.
- use Information and Communication Technology to contextualise and expand their students' modes and breadth of learning.
- demonstrate a repertoire of strategies to make learning engaging (Professional Practice APST 3, 4 and 5).
- demonstrate the ability to make learning engaging and valued.
- create and maintain safe, inclusive and challenging learning environments and implement fair and equitable behaviour management plans.
- use sophisticated and appropriate communication techniques.
- have a repertoire of effective teaching strategies and use them to implement well-designed teaching programs and lessons.
- regularly evaluate all aspects of their teaching practice to ensure they are meeting the learning needs of their students.
- interpret and use student assessment data to diagnose barriers to learning and to challenge students to improve their performance.
- 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.
- commit to maintaining currency of professional knowledge and skills, and participation in self and organisational renewal processes (Professional Engagement APST 6 & 7).
- identify their own learning needs and analyse, evaluate and expand their professional learning both collegially and individually.
- demonstrate respect and professionalism in all their interactions with students, colleagues, parents/carers and the community.
- demonstrate sensitivity to the needs of parents/carers and can communicate effectively with them about their children's learning.
- value opportunities to engage with their school community within and beyond the classroom to enrich the educational context for students.
- understand the links between school, home and community in the social and intellectual development of their students.
- engage in collaborative inquiry, reflection and learning processes for individual and school improvement.

Framework for Workplace Practices

The objective of this document is to provide a Framework, which allows certainty about work expectations that is enforceable and adhered to by St Columba Anglican School staff, whilst retaining flexibility to suit changing School needs.

This document:

- operates at its broadest level to provide equity, predictability and consistency within and between teams within the School.
- acknowledges the importance and changing nature of contemporary teaching.
- clarifies that expectations on teaching staff change with the primary purpose of improving educational outcomes for students.
- declares that teachers are expected to 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.
- recognises that teachers are professionals and that as professionals not all of these professional duties can be completed in the hours outlined in this framework.

Work Categories

Professional duties are grouped into four categories:

1. Face-to-face teaching
2. Supervision
3. Meetings and briefings
4. Co-curricular activities

Face-to-Face Teaching

Is the actual time a teacher spends with an instructional group that is timetabled activities, which require instruction of students, including supervision of students at assemblies and other timetabled school related activities.

Professional Planning Time (PPT) for Teachers (Note: This replaces the traditional term RFF)

The professional practice of a teacher requires that a teacher is released from face-to-face teaching in order to “plan for and implement effective teaching and learning” (Australian Teacher Standards, Standard 3). This requires that a teacher, among other things:

- establish challenging learning goals
- plan, structure and sequence learning programs
- evaluate and improve teaching programs
- engage parents in the educative process

Teaching courses outside of the School timetable

All class time programed outside the normal timetable of the School is counted within the hours of face-to-face teaching per week. The arrangement for a teacher required to teach outside the normal timetable may differ between teachers and would usually include compensatory late start and or early finishes or other arrangements as may be agreed between the teacher and the Principal or Head of School.

Vocational Education

St Columba recognises that the requirements of Vocational Education programs in schools make unique demands on teachers and this has an impact on their workload. Some examples include:

- the ongoing need to meet external Australian Quality Training Framework standards, including maintaining current VET teaching qualifications,
- the requirement to consult with industry, primarily through student work placement planning and visits.

Note: Variations to the normal allocation of time and total workload requirements required by teaching vocational course should be discussed with the Principal/Deputy Principal and appropriate release provided within the resources currently available to the school.

Extras, Supplementary Periods, Classes or Duties in lieu

An extra is an allocated supervisory period of time above the teacher’s regular full-time workload (or pro rata workload for part-time teachers).

Supplementary Periods

To promote equity, supplementary periods will be allocated to teachers who are not timetabled for the number of periods which are deemed to be the usual full-time face-to-face teaching load per week or per cycle. Supplementary periods are not extras but are given to “top up” a teaching load to the full load for that school. Supplementary periods are allocated to replace teachers who are absent.

Classes or Duties In Lieu

If assigned classes are absent, other classes or duties may be assigned “in lieu” of the assigned classes.

Year 12 Teachers in Term 4

During Term 4, a teacher who has been teaching Year 12 classes may be assigned other timetabled classes. Alternatively, a teacher may be assigned other duties.

Practical Classes

Practical classes are among those that may require a higher duty of care, may involve the use of materials and/or equipment which may be injurious to the health of students or they may have a significant practical (hands on) component. Activities within a curriculum area which involve an element of risk to the student and staff will be organised in accordance with the recommendations of a risk assessment having regard to the learning outcomes being pursued. Practical classes shall be organised and resourced with respect to the outcomes of risk management pursuant to the WHS Act and Regulations.

In addition to the above, the work of the teacher requires that they assess student learning, and provide feedback to students on their learning (Australian Teacher Standards, Standard 5).

Professional Planning Time (PPT) Allocation

(a) Each full-time Teacher shall be entitled to Professional Planning Time (PPT) that is release from face to face teaching, each week. This provision is to support Teachers in achieving learning outcomes for students, for example by planning, programming and carrying out related administrative responsibilities. The use of PPT for this purpose is determined by the Teacher and cannot be utilised for school purposes or subject to direction by the Principal.

(b) Professional Planning Time (PPT) will be taken on a weekly basis or otherwise as agreed between each Teacher and the Principal. Individual Teachers may agree to different models of release within the school following consultation and agreement with the Principal.

(c) A part-time Teacher is entitled to pro rata Professional Planning Time (PPT). A Teacher who has a load of 0.4 FTE or less may be required to take their proportion of their PPT in a way that is mutually convenient for the Teacher as well as for the school.

(d) Where Professional Planning Time (PPT) is foregone because of an activity organised by the school on the scheduled day (e.g. sport and swimming carnivals or professional development day) or where PPT falls on a public holiday, the PPT may be rescheduled to another day.

(e) Professional Planning Time (PPT) will not be rescheduled when a Teacher is on Personal/Carer's Leave.

Professional Planning Time (PPT) and Specialist Teachers

Teachers who have particular duties, including Special Education teachers, Literacy and Information Teachers, and Specialist teachers and any other specialist teachers who are responsible for programming, planning or assessing are to have PPT programmed into their working week. The School will allocate PPT for these teachers from within their general staffing allocation.

Note: Specialist teachers are expected to meet all the requirements of a teacher consistent with the expectations of a classroom teacher. This includes a contribution to planning, programming and assessment, collaboration with classroom teachers, management of student behaviour, involvement in school co-curricular activities, and all other expectations of a teacher proportionate to their FTE.

Teacher providing Professional Planning Time (PPT)

The classroom teacher and the teacher providing release should work in close consultation for planning and delivery of teaching and learning. Both teachers share responsibility for assessment, reporting and other related duties in teaching the instructional group.

Supervision

The School will aim for an equitable distribution of supervision duties (such as supervision of the playground before, after school, and at long and short breaks and transport supervision) across all teaching staff and should consult with staff regarding any proposed changes to current supervision arrangements.

Meetings and Briefings

Definition of Meetings

For the purpose of this clause, staff meetings include all meetings convened or authorised by the Principal/School Executive including school/year/stage meetings, subject meetings, committee and curriculum meetings and planning sessions. Meetings do not include parent/teacher nights, briefings and co-curricular activities.

Meeting Times

The Principal, in consultation with the Heads of School will determine the number and configuration of staff meetings and will publish the dates on an annual or term basis. Dates may be varied after publication, following consultation with staff, if circumstances necessitate a change. Principals may call an emergency meeting if required. Where staff meeting time is structured to provide staff professional development, the Director of Professional Learning will, if possible, register such professional development for the purposes of ongoing Teacher Accreditation requirements.

Over a 10 week term, a teacher will be expected to attend meetings convened or authorised by the Principal/School Executive which includes all meetings noted above. It excludes parent/teacher nights and other items classed as co-curricular activities.

Briefings

If required, a staff briefing may be held prior to the commencement of the teaching day. A morning briefing should be used to inform teachers of administrative matters impacting the school, only where such matters cannot be effectively communicated by way of staff email, electronic or physical staff notice board or via appropriate electronic platforms. Provided such briefings are generally no more than 15 minutes duration and held generally no more frequently than once per week, such briefings do not count as meetings.

Co-curricular Activities

Co-curricular activities (which must be approved by the Principal or his/her delegate) are held outside regular school hours. Co-curricular activities may involve students and/or parents in events, sports or programs at the school or another venue and may result from a school's involvement in an association or network of schools.

Activities such as school camps, retreats and related programs, school concerts/performances and excursions involve a time commitment as well as supervision of students. Such activities are recognised as co-curricular professional duties for the hours spent outside the "normal" timetabled school day.

All teachers including classroom teachers, specialist teachers and literacy and information teachers contribute to co-curricular activities.

School Hours

Starting Time: Apart from rostered duties, teachers are required to be in attendance each day 30 minutes before instructional groups commence.

Finishing Time

Apart from rostered duties or scheduled meetings or activities teachers are not required to attend after the conclusion of instructional groups.

Part-Time Teachers

A part-time instructional group teacher will be:

- assigned a number of hours of face-to-face teaching in proportion to the number of hours assigned to a full-time teacher at that school
- assigned supervisory duties in proportion to the number of hours of supervision assigned to a full-time teacher;
- will be required to attend compulsory PD; and
- may be required to attend a proportionate number of after-school meetings.

Where a part-time teacher attends a whole day or substantially whole-day staff development day, which is not a rostered work day, she/he will be paid at casual rates for the day.

Casual Teachers

When assigning duties to a casual teacher the School will be mindful of ensuring reasonable workloads. Before the commencement of duties, the casual teacher will be informed of the duties for that day. It is the duty of the absent teacher to prepare work to be covered during a planned absence. Relevant industrial entitlements for teachers are observed in the employment of casual teachers.

School/professional development

Teachers will be provided with a minimum of five school/professional development days per annum. Two of these days will be scheduled for the last two days of Term 4. These days will not ordinarily be substituted for any other PD time in the school year. School/professional development days are not included in the meeting times for a school term.

Email policy

St Columba supports work life balance for staff and advises that employees are not expected to reply to emails outside of ordinary work hours (other than in the case of a genuine emergency). The School has developed a parent communication information sheet which is available on the intranet policy portal which will inform all parents of this expectation.

Data collection

SCAS recognises that data is collected with the objective of improving teaching and learning. Data collection will ordinarily only be required for improving teaching and learning or if required by the government.