



General Teacher

Position Information Document

Context

Mercedes College is a restorative school where inclusion is an integral aspect of who we are as a Catholic, Mercy and IB community. Our core values of Mutual Respect, Responsibility, Integrity, Loyalty, Compassion and Justice form an integral way of life for all members of the Mercedes College community, through which we strive to maximise student outcomes by doing “ordinary things, extraordinarily well” (Catherine McAuley).

Position Description

A Mercedes College teacher is a highly knowledgeable and self-motivated individual who works to ensure high student outcomes, such that each student achieves to their highest potential.

The teacher is highly competent and committed to establishing and maintaining a safe and inclusive classroom environment, within which all students have the opportunities to flourish. They develop strong and positive working relationships with their students and establish highly engaging learning environments in and out of the classroom.

A Mercedes College teacher has expert knowledge within their learning area(s). They know the curriculum and know how to teach and assess it.

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

Key Areas of Responsibility

The Mercedes College teacher will be responsive to the Catholic, Mercy traditions of the College and demonstrate Mercy values in their work with staff, parents and students.

The Mercedes College teacher is responsible for planning and conducting a balanced programme of teaching, assessment and reporting of student achievement in their subject area(s). They provide opportunities for their students to observe, question and inquire with the International Baccalaureate and/or SACE philosophies and pedagogies at the heart of all learning experiences.

They know their students and understand how to develop an inclusive, safe and successful learning environment that allows every student to flourish.

The teacher assesses, records and reports learner achievement regularly and in line with College policies and expectations.

The teacher reports to the Head of School or Learning Area Leader, but works proactively and collaboratively with other curriculum, pastoral and wellbeing leaders and teachers within the College to promote positive student outcomes.

The teacher knows and can evidence their impact on student learning outcomes.



Role Accountabilities and Responsibilities

The Mercedes College teacher is accountable to the Principal through their Line Manager, the Head of School or Learning Area Leader.

Knowing the Student

- Establish positive, effective and restorative relationships with students based on the Mercy Keys and College Policies and Procedures
- Use a diverse range of teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning
- Design and implement teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds
- Utilise contemporary research and collaborative collegial advice to improve teaching programs
- Use data (including ACER Pat Tests, NAPLAN, AGAT, student results, school comparison, etc...) to:
- Understand and help engage individual students in their learning
- Understand and cater for the breadth of student diversity within the classroom
- To help meet the specific learning needs of students across the full range of abilities
- Identify appropriate interventions and modify teaching practice to fully support all students

Knowing the Curriculum

- Work collaboratively with their Learning Area Leader(s) and teaching colleagues to plan and implement well sequenced learning programs using knowledge of curriculum, assessment and reporting requirements
- Understand and apply the curriculum requirements of the IB (PYP, MYP, DP) and SACE within their Teaching Area(s) to ensure the curriculum is:
- meeting and exceeding benchmarks and requirements
- differentiated to meet the specific learning needs of students and is accessible to the diverse range of learners in the classroom
- well sequenced to highlight scope of the content and sequential pathways for students
- regularly reviewed and evaluated
- Ensure the curriculum and learning programs apply knowledge and understanding of teaching strategies that support and explicitly teach:
- IB Learner Profile Attributes and SACE Capabilities
- IB Approaches to Learning
- disciplinary and inter-disciplinary inquiry
- subject specific literacy and numeracy
- a variety of local, national, international, cultural, social and religious perspectives

Teaching the Curriculum

- Understand the strategic priorities of the College and how this may impact teaching and learning in their classroom
- Utilise effective evidence based practices, methodologies, technologies and pedagogies within the classroom
- Set explicit, challenging and achievable learning goals for all students
- Select and use relevant teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking
- Use data (including ACER Pat Tests, NAPLAN, AGAT, student results, school comparison, etc...) to:
- monitor student progress in their classes
- evaluate the effectiveness of teaching and learning strategies and pedagogies being utilised
- identify students with learning needs and ensure that all students have access to the curriculum



- To help plan authentic, engaging and differentiated learning experiences that cater for individual learning needs and styles
- Utilise effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful
- Use effective verbal and non-verbal communication strategies to support student understanding, engagement, participation and achievement
- Evaluate personal teaching and learning programs using evidence, including feedback from students and student assessment data, to inform planning and practice
- Plan for and implement appropriate and contextually relevant opportunities for parents/carers to be involved in their children's learning
- Apply Professional Development

Assessing and Reporting

- Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning in line with IB and/or SACE requirements
- Provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals and in line with the College's continuous reporting processes
- Work collaboratively with Learning Area Leader(s) and other teaching staff to understand and participate in assessment moderation activities to support consistent and comparable judgments of student learning
- Use student assessment data to analyse and evaluate student understanding of subject content, skill development and Approaches to Learning, identifying interventions and modifying teaching practice when necessary
- Report clearly, accurately, articulately and respectfully to students and parents/carers about student achievement, making use of accurate and reliable assessment records

Learning Environment

- Establish and maintain a welcoming, inclusive and positive classroom environment to engage and support all students in learning tasks and activities
- Ensure students' wellbeing and safety within the College by implementing College and CESA Policies and Procedures
- Establish and maintain orderly and workable routines, based on College expectations, to create an environment where student time is spent on learning tasks
- Manage challenging behaviour by establishing and negotiating clear expectations, based on College Policies and Procedures, with students and addressing discipline issues promptly, fairly, respectfully and restoratively and document appropriately
- Incorporate strategies to promote the safe, responsible and ethical use of ICT in teaching and learning
- Maintain standards of student uniform, tidiness and orderliness within the classroom
- Ensure necessary equipment and facilities are accessible, available and in readiness for planned activities

Professional Formation

- Utilise the Australian Professional Standards for Teachers and coaching/mentoring advice from colleagues to identify and plan professional learning needs
- Participate actively in learning to update knowledge and practice, targeting individual professional needs and College/CESA priorities and initiatives
- Contribute to collaborative discussions and work sessions, and apply constructive feedback from colleagues to improve professional knowledge and practice
- Undertake and engage in professional learning programs designed to address identified student learning needs



- Meet codes of ethics and conduct established by the Teachers' Registration Board, CESA and Mercedes College
- Understand the implications of and comply with relevant legislative, administrative, organisational and professional requirements, policies and processes
- Participate in professional and community networks and forums to broaden knowledge and improve practice
- Start the Graduate Certificate in Catholic Education within 5 years of a beginning a permanent teaching role within a CESA school

School Community Support

- Establish and maintain respectful and collaborative relationships with parents/carers regarding their children's learning and wellbeing
- Participate in the College's Curriculum Extension Activities (CEA) programme in line with EBA expectations

General Expectations

All staff members are expected to:

All staff members are expected to demonstrate a commitment to:

- Support and model the mission and vision of Mercedes College
- Supporting the Mercy tradition of the College through action and words
- Personal lifelong learning
- Modelling a very high example to students with regard to appearance and professionalism
- Maintaining required accreditation as a registered teacher in Catholic Education SA
- Participating in College organised professional development
- Maintaining and developing contemporary teaching and learning methodologies through exploration of faith perspectives, curriculum development, learning technologies and pastoral welfare complying with, and supporting, the WHS expectations of the College (see Appendix A)
- Understand and implement relevant legislative, College and CESA Policies and Procedures, particularly the Code of Conduct, Protective Practices, ICT Acceptable Use Policy and the Enterprise Bargaining Agreement (EBA)

Personal Specifications

The Mercedes College Teacher will be able to demonstrate the following Skills and Knowledge:

- Active support of and commitment to the mission of the College, as a Catholic School with a Mercy ethos and an International focus
- The ability to interact with staff, students and parents in a positive, sensitive, respectful and restorative manner, in line with the College's Mercy Keys
- Effective teaching skills to promote continuous improvement in literacy, numeracy and social skills intervention and development through their subject areas
- Effective skills and knowledge to utilise student data to inform teaching strategies and pedagogies for their classes and individual students
- A high level of confidentiality, autonomy and initiative within the scope of their role
- The ability to communicate effectively with a variety of stakeholders including parents, staff, students, outside providers, CESA personnel and relevant authorities
- Be committed to inquiry and practices in pursuit of continuous improvement



- Effective knowledge and understanding of relevant national, local and school requirements for all teachers
- Familiarity with SEQTA and processes for efficient and effective collation of information using SEQTA, or the willingness to learn

Key Working Relationships and Accountabilities

Direct Report	
Principal through the Year Level Coordinator or Learning Area Leader (Line Manager)	
Direct Accountabilities	
Deputy Principal	Assistant Principal – Teaching and Learning
Heads of School	Director of Excellence and Culture
Direct Responsibilities	
Programme Coordinators (SACE, IB PYP, IB MYP, IB DP)	Learning Area Leaders
Year Level Leaders	
Internal Relationships	
College Educational Psychologists	Director of Learning Enrichment
Digital Learning Coordinator	Teaching Staff
ESO Staff	International Students Programme Coordinator
Parents	Students

Performance Review / Appraisal Conditions – Evidence of Leadership Impact

The teacher will be required to undergo an Annual Goal Setting and Review with their Line Manager and a comprehensive Performance Appraisal during the period of the appointment.

The teacher will present evidence of their impact on teaching and learning in the classroom and student outcomes during this process.

Conditions of Employment

Salary: In accordance with the 2020 Enterprise Agreement

Other: Out of school hours work is required, including, but not limited to, CEA, Parent-Teacher Interviews, Camps and Retreats.

Approval of Position Description

On the first anniversary of appointment and biennially thereafter, or at another mutually agreed time, consultation will occur between the Principal and the Year Level Coordinator to ensure that the Position Information Document (PID) is accurate.

Signed (Principal or Delegate) _____ date: / /20__

Signed (Employee) _____ date / /20__