



Position Description

Position Title	Classroom Teacher
Organisation	Catholic Education Sandhurst Limited (CES Ltd)
School	St Therese's
Location	Kennington
FTE	Full time
Status	12 months fixed -term
Classification	Dependent on experience
Remuneration	Dependent on experience
Enterprise Agreement	Victorian Catholic Education Multi-Enterprise Agreement 2018
Reports to	Principal

Our Organisation

Catholic Education Sandhurst Limited (CES Ltd) is committed to the mission of Catholic Education across the Diocese of Sandhurst. With a rich history dating back to 1853 the Diocese reaches from Central to Northwest Victoria. The organisation supports more than 3000 employees in 51 schools and 2 early childhood facilities. It also provides support to 4 secondary colleges owned and operated by Religious Institutes.

CES Ltd participates and cooperates in the work of the Catholic Education Commission of Victoria Ltd (CECV), which has key responsibilities for the allocation and distribution of government funding, facilitating cooperation across the four Victorian Dioceses, and in working and cooperating with government statutory authorities.

The Executive Director of Catholic Education Sandhurst acts as Chief Executive Officer for the Board of CES Ltd and within its delegated schedule for the organisational, administrative, support and service matters related to Catholic schools within the Diocese.

The Executive Director of Catholic Education Sandhurst and all delegations via that position operate within the parameters of Canon Law and the Catholic Church structures and processes. CES Ltd is the employing authority for its schools and acknowledges and respects the role of Parish Priests within the Parish communities in which schools are located and supported.

Our Vision/Mission

The vision for CES Ltd is to provide, in partnership with our families, stimulating, enriching, liberating, and nurturing learning environments in each of the Catholic school communities within the Diocese. At the heart of this vision is our commitment to the ongoing duty of care that we have for the safety, well-being and inclusion of all children and young people.

We believe:

- That the values of the Gospel are central to who we are, what we do, and how we act
- In leadership encompassing vision, innovation, and empowerment

Our Values

CES Ltd Values underpin and reflect the behaviours we expect of our employees:

Principles of Catholic Social Teaching

The identity of the Sandhurst Catholic School reflects the principles of Catholic social teaching, grounded in the person of Jesus, and interpreted and enacted for the “common good” in response to the “signs of the times”.

These principles require that the dignity and potential of each person be fully respected within a climate that is conducive to peace, security, and development. This must find expression in the relationships, structures, curricula, planning, processes, and care in the everyday life of the school.

Respect

Respect for the dignity and potential of each person within a climate that is conducive to peace, security and development. This must find expression in the relationships, structures, curricula, planning, processes, and care in the everyday life of the school.

Partnerships

The Sandhurst Catholic Schools do not function in isolation. In attending to the religious dimension of education, the most fundamental partnerships are those with parents/guardians and with local Catholic faith communities. The school is part of the wider Church community.

Faith

The tasks of evangelisation, catechesis and religious education are shared by home, school and parish, with each having its own distinct contribution to make in a sense of genuine partnership.

School Summary

St Therese's School was blessed and officially opened on 1st March 1956 by Bishop Bernard Stewart. The original school, begun by the Sisters of Mercy, was spread over two campuses with the Junior School in the old St Aidan's Orphanage and Grades 3 to 6 at the current site in Lowndes St. The initial enrolment was 52 students. At the February census in 2025 the student population was 462 students.

The school is situated in the Bendigo suburb of Kennington, approximately 2.5 kilometres from the city centre and is open to all families who wish to seek the values of a Catholic Education.

St Therese's has dedicated, committed and caring staff who believe the profession is a call to service.

As a community based on the teachings of Jesus Christ, Christian values permeate every aspect of school life. The relationships and interests are centred around caring for and affirming the dignity and worth of each member of the school community.

Position Summary

The primary focus for Classroom Teachers is to ensure their priorities focus on quality teaching and learning and the well-being of students and colleagues. A teacher's role extends outside the classroom and into the community, where they establish and maintain a supportive school environment. Teachers contribute to school planning and objectives, events, and the development

of resources. The position of the Teacher is to teach and educate students, adhering to state and national course requirements including the standards of professional practice – Australian Standards of Teaching – and the CECV.

Primary Objective of the Role

The role of a teacher at St Therese's is to evaluate the effect they have on student learning. To understand their impact and to act on this by gathering defensible and dependable evidence from many sources, and hold collaborative discussions with colleagues and students about this evidence. They will do this within a child-safe environment.

All members of staff are expected to support the school's Catholic ethos, traditions and practices, and apply these to their work at all times.

Professional responsibilities for teachers to guide professional knowledge, practice and engagement are aligned to the Australian Professional Standards for Teachers which outline what a teacher should know and be able to do.

Key Responsibilities

Mandatory Responsibilities and Requirements

Compliance with CES Ltd Policies and Procedures

- All CES Ltd policies and procedures are available in either CompliSpace and/or the Staff Portal. It is expected that all employees of CES Ltd must ensure that they comply with policies, procedures and standard ways of work practices when carrying out their work. Any breaches in compliance may result in disciplinary action.

Compliance with Occupational Health and Safety

- All CES Ltd employees have a responsibility to take reasonable care of their own health and safety along with the safety of others. In addition, it is expected that all employees comply with policies, safe work procedures, instructions, and rules of CES Ltd's OH&S Management System, including requirements to report any health, safety or wellbeing issues as well as eliminate hazards, follow instructions, and participate in training and consultation processes.

Compliance with Child Safety Legislation

- CES Ltd is committed to creating and maintaining a child-safe school environment in which all students feel safe and are safe. They do this by promoting the safety, well-being, and inclusion of all children. All CES Ltd employees have a responsibility to comply with current Child Safety legislation. All employees are also expected to comply with the Child Safety Code of Conduct as amended or varied from time to time.

Registration with Victorian Institute of Teaching (VIT)

- All CES Ltd employees who require professional registration to teach must maintain their registration and work within the professional standards, codes of conduct and ethics requirements issued by VIT.
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Key Responsibilities

<p>Commitment to Catholic Education</p>	<ul style="list-style-type: none"> ● A demonstrated understanding of the ethos and the Catholic Identity of the school ● An awareness of the school's Vision, Identity Statement and Graduate outcomes ● A demonstrated understanding of the Church's teachings and the Catholic teacher's role in the mission of the Church ● A demonstrated capacity to instil in students a respect for each other in accordance with the teachings of Jesus Christ ● A capacity to integrate the Church's teachings into all aspects of curriculum
<p>Professional Practice & Knowledge: Contemporary Teaching & Learning</p>	<p><i>Know students and how they learn</i></p> <ul style="list-style-type: none"> ● To use data tracking and student assessment information to drive planning and the evaluation of student learning in order to improve student outcomes ● Provide meaningful and regular feedback to individual students on their progress ● To facilitate the assessment schedule of the school in order to monitor and evaluate the progress of all students <p><i>Know the content and how to teach it</i></p> <ul style="list-style-type: none"> ● To have a good understanding of the Victorian Curriculum in order to improve the outcomes for all students ● To maintain relevant documentation to support student learning, this may include but is not limited to; <ul style="list-style-type: none"> ○ Personal Learning Plans ○ PSG meetings ○ Student Goal Setting ○ Anecdotal Notes on student progress ○ Assessment records ● To contribute to NCCD requirements by documenting and implementing student learnign plans. ● To participate in moderation conversations to assess student learning <p><i>Plan for and implement effective teaching and learning</i></p> <ul style="list-style-type: none"> ● Plan for and document effective teaching and learning to effectively implement the Victorian Curriculum ● Understand the Victorian Curriculum ● Develop a stimulating learning environment by using a variety of styles and approaches to cater for individual learning needs ● Understand and adhere to the standards of professional practice – Australian Standards of Teaching – and the CECV ● Employ a variety of effective teaching strategies to effectively implement the curriculum ● Give appropriate time to lesson planning and organisation ● Commitment to Inquiry based learning and use of Learner data to maximise learning outcomes

	<ul style="list-style-type: none"> ● Give appropriate time to planning for effective teaching and learning using the school's agreed framework for planning and documentation ● Liaise with appropriate support staff in the implementation and co-construction of the curriculum ● Embrace the use of ICT to enhance learning and support students to use technology to enhance their learning <ul style="list-style-type: none"> ○ Assistive technology ○ 1:1 program where appropriate ○ Facilitation of the Digital Technologies curriculum ● Liaise with Learning Support Officers to support effective learning and teaching in the classroom ● Liaise with Intervention teachers with the intention of improving student outcomes <p><i>Create and maintain supportive and safe learning environments</i></p> <ul style="list-style-type: none"> ● Implement strategies that promote a healthy and positive learning environment ● To be a positive participant in supporting and facilitating the School Behaviour Management Plan ● To keep accurate records of student attendance ● To know, support and implement practical matters included in the Staff Handbook <ul style="list-style-type: none"> ○ Items in the staff handbook are to enable staff to understand their professional responsibilities. <p><i>Assess, provide feedback and report on student learning</i></p> <ul style="list-style-type: none"> ● Engage in learning progress discussions Eg: Learning Conversations ● Report, assess and analyse data accurately to drive teaching ● Write formal academic reports that conform to report writing guidelines ● Monitor the progress of each student and provide meaningful and regular feedback to each student on their progress
<p>Pastoral Care & Child Safety</p>	<ul style="list-style-type: none"> ● Develop and nurture the whole Learner: academic, social, emotional, physical and spiritual ● Provide students with a child-safe environment ● Be familiar with and comply with the school's child-safe policy and code of conduct, and any other policies or procedures relating to child safety ● Proactively monitor and support learner wellbeing ● Exercise pastoral care in a manner which reflects school values ● Implement strategies which promote a healthy and positive learning environment ● Attend year level meetings as scheduled ● Participate in duty supervision as rostered and other supervision duties when required

<p>Curriculum Development</p>	<ul style="list-style-type: none"> ● To participate in the planning, development, review and evaluation of the Victorian Curriculum as taught within the school <ul style="list-style-type: none"> ○ Whole school planning sessions ○ Term planning sessions ○ Weekly planning sessions ○ Professional Learning Team meetings ○ Moderation sessions ● Plan, develop, review and evaluate curriculum in the year levels which you teach, inclusive of Personalised Learning Plans ● Develop assessment instruments in a collegial manner where whole group testing takes place Eg: St Therese's Testing & Assessment Schedule ● Provide Learners with opportunities and experiences of success ● Evaluate digital learning materials and make recommendations to about their implementation ● Create and evaluate online resources for the purposes of enriching the curriculum ● Attend Staff meetings and PLC's as required for your employment time fraction
<p>Professional Engagement & Development</p>	<p><i>Engage in professional learning</i></p> <ul style="list-style-type: none"> ● Commit to ongoing professional development ● Participate in self appraisal process ● Have current knowledge of curriculum and programs committed to across the school ● Commit to ongoing professional learning in areas of personal and school priorities <ul style="list-style-type: none"> ○ Create an annual professional development plan for self ○ Participate in school wide professional learning relevant to the whole school professional learning plan ○ Actively participate in professional reading ● Be open to researching areas of interest relevant to directions provided in the school's strategic plan ● Continue development of ICT skills as technologies evolve ● Participate in the staff appraisal and feedback process ● To support and be responsible for the implementation of School Policy, Practice and Programs <ul style="list-style-type: none"> ○ Actively participate in review preparation as required ○ Evaluate school policy where relevant to inform practice at St Therese's School ● Support collegial learning by acting as a mentor where appropriate; after consultation with the leadership team <p><i>Engage professionally with colleagues, parents/carers and the community</i></p>

	<ul style="list-style-type: none"> ● To maintain open communication with parents and carers; this can be face-to-face, by phone or via email ● To plan for, prepare and evaluate camps and excursions relevant to own classroom and complete documentation requirements required to meet Duty of Care, Child Safety and Occupational Health and Safety compliance
Education and Experience	<ul style="list-style-type: none"> ● Teaching Qualifications ● Current Victorian Institute of Teaching (VIT) Registration ● Accreditation to teach in a Catholic School (Or be working towards such accreditation within 5 consecutive years of employment at St Therese's)
General and Administrative Duties	<ul style="list-style-type: none"> ● Contribute to a healthy and safe work environment for yourself and others and comply with all safe work policies and procedures ● Maintain currency of mandatory reporting and anaphylaxis training ● Demonstrate duty of care to students in relation to the physical and mental wellbeing ● Attend all relevant school meetings and after school services/assemblies, sporting events, mass, community and faith days as well as professional learning opportunities including and not limited to: <ul style="list-style-type: none"> ○ Beginning and end of year mass ○ Sacraments ○ Some fundraising activities ● Active duty supervision as rostered and other supervision duties when required ● Demonstrate professional and collegiate relationships with colleagues ● Uphold the professional standards expected of a teacher Eg: VIT Code of Conduct ● Other duties as directed by the Principal

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Key communication contacts	
Internal	External
Principal Deputy Principal Leaders of Pedagogy - Unit Leaders Students	Parents / Guardians Visitors to the School Volunteers