



**ST EDMUND'S COLLEGE**  
CANBERRA · EST 1954



St Edmund's College Canberra is a Catholic school in the Edmund Rice tradition, educating boys from Years 4 – 12. It is an inclusive educational community, with a broad offering across academic and co-curricular areas.

Applications are sought from suitably qualified and experienced candidates for the position of:

## **Italian Teacher (Years 4-12) (1.0 FTE Ongoing)**

Commencing as soon as possible, St Edmund's College is seeking a suitably qualified Italian teacher. Please see the role description on the College website for information regarding this role and how to apply for the position.

To be appointed to this position to teach in the ACT, the applicant will need an ACT TQI Registration and a current Working with Vulnerable People (WwVP) card.

All staff at St Edmund's College Canberra support and work to advance the Values, Vision and Mission of the College as a Catholic school in the Edmund Rice tradition.

Visit the College website at [Employment Requirements](#) to obtain all the Application Information. Contact Kristen Ellis [employment@stedmunds.act.edu.au](mailto:employment@stedmunds.act.edu.au) if you have further questions.

Applications close: 9am Monday 9 September 2024, addressed to:

The Principal  
St Edmund's College Canberra  
110 Canberra Avenue GRIFFITH ACT 2603  
Or email to [employment@stedmunds.act.edu.au](mailto:employment@stedmunds.act.edu.au)



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## **ROLE DESCRIPTION: CLASSROOM TEACHER**

### **Legal Requirements:**

To teach in the ACT it is a condition of employment that all teachers retain current ACT Teacher Registration (TQI), a prerequisite of is a current Working with Vulnerable People (WWVP) registration.

All staff must demonstrate commitment to the aims of Catholic Education in the Edmund Rice Tradition.

### **LEARNING ENVIRONMENT**

A St Edmund's Teacher:

- is conversant with the relevant teaching discipline and syllabus;
- embraces ICT and its applications for teaching and learning;
- maintains effective communication with the Diverse Learning Faculty;
- supports and espouses the values of the Catholic Church in the teaching and learning environment;
- maintains a clean, tidy and healthy classroom;
- is aware of emergency procedures for students' safety and specific safety procedures relating to the subject or activities taught;
- shares with students a code of conduct which enables students to work productively in a fair environment;
- ensures good class room management skills are maintained;
- ensures class rolls and attendance are strictly monitored.
- creates a learning environment that stimulates learning and promotes each student's personal best, where students are both challenged and supported;
- uses a variety of teaching strategies;
- recognizes that students of mixed ability and diverse backgrounds need to be catered for;
- enables students to make good use of all resources;

### **CURRICULUM**

A St Edmund's teacher:

- develops courses in harmony with the values and the educational purpose of the school, their faculty, the Department and the BSSS;
- is prepared to work in a collaborative environment, sharing and developing teaching resources with faculty or school teams;

- participates in regular review of courses;
- in consultation with the Head of Faculty, plans a consistent, coherent and relevant learning program which meets the needs of the students;
- keeps adequate records of courses and programs;
- actively engages students in the teaching and learning process, illustrating that learning is an active and collaborative venture;
- considers the students' own experience to be a fundamental and valuable resource;
- where possible and appropriate, negotiates with students, giving them the opportunity to make choices and decisions, to take risks and to set their own goals.

## **ASSESSMENT AND EVALUATION**

A St Edmund's teacher:

- develops appropriate assessment procedures and modes of reporting assessment in consultation with the Assistant Principal Teaching and Learning and colleagues;
- as a member of a professional academic team, ensures that reports are informative, accurate and meet deadlines;
- uses a range of assessment and evaluation techniques;
- assesses and returns work promptly to students;
- encourages students to reflect on their work and the process they have gone through to achieve it;
- where appropriate, encourage students to set their own goals and evaluate their own outcomes;
- explains criteria of assessment to students in advance, so they can understand the relevance of the grade and comments and use the information constructively in future work;
- pinpoints students' need, conferring with the Diverse Learning Faculty and liaising with parents/guardians;
- keeps records of students' progress;
- proactively communicates with parents;
- provides timely and constructive feedback.

## **PASTORAL CARE**

*Pastoral care of each individual is of paramount importance in the school and to this end, all new staff are assigned to a House. As a Tutor, a member works in partnership with the Head of House in all matters relating to the overall care of the student.*

A St Edmund's teacher:

- communicates with students, fellow staff and parents in a respectful, clear, caring and professional way;
- participates with others to create and run appropriate pastoral programs for

students;

- establishes rapport with students and provides encouragement;
- serves as a positive role model for students;
- maintains professional confidentiality on information about students;
- seeks advice from, works co-operatively with and/or refers students to, specialists staff where appropriate;
- is proactive in communicating with parents and responds promptly to calls or enquiries.
- supports fellow staff professionally in all areas of school life;
- keeps appropriate records;
- works with their House Team to provide a safe environment physically, academically and emotionally.

### **PROFESSIONAL LEARNING**

A St Edmund's teacher:

- participates generously in all elements of Edmund Rice formation provided by the College for staff in various stages of their service;
- keeps abreast of current development in educational thinking, curricula and teaching practice;
- attends relevant professional learning opportunities and reports to the relevant Head of Faculty on the outcomes;
- contributes to the professional learning of other staff members within the school by sharing knowledge, ideas and resources, and working as a member of a team.

### **RELATED DUTIES**

A St Edmund's teacher:

- can be relied on to carry out supervisory duties as required, including active grounds duty and exam supervision;
- takes an active involvement in the life of the College and supports it formally and informally within and beyond the College;
- attends and participates wherever possible in all departmental and general staff meetings;
- carries out the administrative requirements associated with classroom teaching;
- dresses appropriately for a professional educator;
- in dealing with students, demonstrates at all times a support of College rules;
- attends parent/teacher interviews;
- attends speech days and church services of the College;
- attends parent / teacher interviews, Assemblies and whole school events;
- is prepared to attend and participate in College camps.

## **CO-CURRICULAR**

There is a contractual expectation that all teachers at St Edmund's College will involve themselves in the co-curricular activities offered to students at the College.

A St Edmund's teacher:

- gives time to the College after school and/or on the weekends to fulfill their Co- curricular obligations;
- in consultation with the Co-curricular Manager plans a consistent, coherent and relevant program in their area of co-curricular activity;
- provides the appropriate duty of care and supervision to the students in their charge.

## **SELECTION CRITERIA**

Applicants are to provide a three-page statement which outlines their suitability for the role based on the 3 domains of teaching from the Australian Professional Standards for Teachers (Professional Knowledge, Professional Practice and Professional Engagement).