TEACHER – RELIEF (CASUAL)

2026

St Patrick's College, Launceston

Application Package

General Information

Catholic Education Tasmania (CET) is a community of thirty-eight schools and colleges serving over 16,000 students and their families across Tasmania supported by the Tasmanian Catholic Education Office (TCEO).

The Archdiocese of Hobart covers the State of Tasmania. The Archbishop of Hobart authorises the existence of all Catholic Education institutes in Tasmania.

Under the governance of the Catholic Education Commission of Tasmania (CECT), Tasmanian Catholic Education Office (TCEO) is responsible for the oversight, funding and coordination of 38 Archdiocesan schools and three TCEO offices.

The Archbishop delegates responsibility to other key bodies including the Catholic Education Commission Tasmania (CECT), the CET Executive Director, School Boards and other groups that support Catholic schools.

Employees are to be familiar with, have an understanding of and uphold the implementation of the Archbishop's Charter for Catholic Schools.

The TCEO, established in 1959, is the central administrative and co-ordinating body for the multi-faceted and diverse mission of Catholic education in Tasmania. One of its prime functions, under the CET Executive Director, is to co-ordinate the provision of Catholic education at all levels and to communicate and negotiate with appropriate authorities on behalf of all Catholic schools in Tasmania.

Some key documents include:

- The Archbishop's Charter for Catholic Schools
- The Tasmania Catholic Education Single Enterprise Agreement 2024
- CECT Constitution
- CECT Policies
- School Policies

For further information click the following links to access the CET and school website:

catholic.tas.edu.au

Overview

Qualified and experiences educators, committed to the ethos and practices of Catholic education, are invited to apply for 2026 Relief (Casual) Teacher opportunities across Years 7 – 12.

CET supports the rights of children and young people and is committed to providing a safe and supportive environment directed at ensuring their safety and wellbeing. The successful candidate will require satisfactory registrations relevant to child safety.

St Patrick's is a Catholic co-educational Year 7-12 college of approximately 1,500 students with a strong academic culture that encourages individual students to develop to their full potential through a broad educational experience.

Terms of Appointment

Terms and conditions of employment are in accordance with the Tasmanian Catholic Education Single Enterprise Agreement 2024.

Additional Position Information

Status:	Relief (Casual)
Location:	St Patrick's College, 282 Westbury Rd, Prospect Vale, Tasmania 7250
Employment Conditions:	As per Tasmanian Catholic Education Single Enterprise Agreement 2024

Application Submissions

Please ensure that you submit the following with your application:

- Completed Application Form
- A cover letter (no more than 1 page) outlining your experience and suitability for the role
- A current resume/CV
- Copy of your RVWVP card
- Any other information you consider relevant or supportive of your application

Applications with required accompanying documentation should be submitted to:

Mail: Human Resources
St Patrick's College
PO Box 401
Prospect 7250
Email: hr@stpatricks.tas.edu.au

Interviews

The interview panel will meet with short-listed applicants (details to be advised). Not all applicants will be interviewed.

Confidentiality

Applicants are assured of confidentiality in respect to application submissions, and the information contained therein.

St Patrick's College
Application for Employment

Position Title: **Teacher – Relief (Casual)**

Family Name:	Title: Miss Mrs Ms Mr Dr
Given Name(s):	Preferred Name:
Postal Address:	
	Postcode:

Telephone Preferred Contact Number: Home / Work / Mobile (please circle)

Home:	Mobile:	Work:

Email Address:

Date of Birth:	Religion (optional):

Do you identify as Aboriginal and/or Torres Strait Islander? (Optional)

☐ Yes, Aboriginal ☐ Yes, Torres Strait Islander

☐ Yes, both Aboriginal and Torres Strait Islander ☐ No ☐ Prefer not to say

Have you ever been convicted in a court of law for any offence, other than a traffic offence or an offence which you do not have to disclose by virtue of the provision of the Criminal Law (Rehabilitation of Offenders) Act 1986?	Yes / No
Are you an Australian Citizen or a permanent resident? If No: 1. Please provide place of residency: 2. Please provide Visa details:	Yes / No
Does the position you are applying for contain a teaching component? If Yes, please provide: 1. TRB Registration Number: 2. Expiry Date of Registration	Yes / No

Details of Working with Vulnerable People Registration

1. Registration Number:
2. Expiry Date:

Educational Qualifications - detail highest academic qualification awarded

Title:

Where obtained:	Year obtained:

Certified Copies of all academic qualifications held and academic transcripts must be attached.

Have you been employed with the CET? Yes / No

If yes, please provide the following:

1. School / College: From/To:
2. School / College: From/To:
3. School / College: From/To:

Referees

It is the College's practice to seek referee reports for top ranked candidate/s for a position and/or all applicants who may be short-listed for interview. Accordingly, please provide the names of at least two referees who are able to comment on your recent work experience and skills in relation to the Selection Criteria. These referees may be contacted after the holding of interviews.

Name:

Relationship to Applicant:

Phone Number:

Email Address:

Name:

Relationship to Applicant

Phone Number:

Email Address:

Please ensure that you submit the following with your application:

- A cover letter (no more than 1 page) stating the reasons you are seeking the position and
- what you can bring to the role.
- A current resume/CV
- Certified copies of qualifications
- Copy of your Working with Vulnerable People Registration
- Any other information you consider relevant or supportive of your application.

Applicant Declaration

I certify that the information contained in this application is a true and correct statement of my particulars, qualifications, training, experience and competencies. I understand that statements found to be false within my knowledge may make me liable for immediate dismissal. I understand that prior to employment I must satisfy a Police Check and/or, Working with Vulnerable Persons Check and provide evidence of this to the College.

Applicant Signature:	Date:

Where did you first see this position advertised? (Please Circle)

St Patrick's College Website / Teachers on Net / SEEK / Catholic Education Office Website

Other (please provide details): _____

ROLE DESCRIPTION

Role title:	Teacher
Classification:	Teacher (As per the Tasmania Catholic Education Single Enterprise Agreement 2024)
School:	St Patrick's College
Is responsible to:	Head of Learning, Deputy Principal Learning and Achievement
Key relationships:	Teachers, Heads of Learning, House Heads, Directors or Learning, Directors of Pastoral Care, Deputy Principals, Principal, students, parents and locate community, TCEO staff

ROLE ACCOUNTABILITY

Teachers are accountable for providing the best possible education and pastoral care for each student in accordance with the College identity and values.

Within the role, the Teacher supports the Catholic Identity and Evangelising Mission and works collaboratively with other staff and members of the school community to support students to achieve exceptional learning outcomes.

The Teacher works under the general direction of the respective Head/s of Learning and is responsible to:

- The Principal for the general discharge of their duties
- The Deputy Principal Learning and Achievement for the development and implementation of the curriculum
- The Deputy Principal Pastoral Care for pastoral care within the school
- The person in charge of the specific co-curricular activity undertaken by the teacher (e.g. Sports Coordinator

CET REQUIREMENTS

As an employee in Catholic Education Tasmania:

- Nurture the formation of young people through the expression and integration of Catholic beliefs and Gospel values in all aspects of school life
- You must uphold catholic belief and practice in all the Employee's activities and refrain from expressing public opinions or engaging in public activity that, in the reasonable opinion of the Employer, would bring the Employer into disrepute.
- You must be familiar with, have an understanding of and uphold the implementation of the Archbishop's Charter for Catholic Schools.

KEY RESULT AREAS

Professional Knowledge – know students and how they learn

- Understand how students learn with consideration of their physical, social and intellectual development.
- Knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds
- Strategies for teaching Aboriginal and Torres Strait Islander students
- Differentiate teaching to meet the specific learning needs of students across the full range of abilities
- Strategies to support full participation of students with disability

Professional Knowledge – know the content and how to teach it

- Knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area
- Be aware of course requirements and their directions
- Organise content into an effective learning and teaching sequence
- Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans
- Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians
- Know and understand literacy and numeracy teaching strategies and their application in teaching areas
- Implement teaching strategies for using ICT to expand curriculum learning opportunities for students

Professional Practice – plan for and implement effective teaching and learning

- Establish challenging learning goals
- Plan, structure and sequence learning programs
- Use a variety of effective teaching strategies to successfully implement the curriculum
- Select and use a variety of resources, including ICT, to engage students in their learning
- Use effective classroom communication
- Promote an environment of dynamic, active and genuine learning and maintain a classroom environment conducive to learning
- Participate in the development and evaluation of curriculum within the areas in which they teach
- Engage parents/carers in the educative process
- Submit lesson/unit plans and records to Heads of Learning, Directors of Curriculum and Deputy Principal Learning and Achievement, as required
- Adhere to the principles of learning and teaching adopted by the College

Professional Practice – create and maintain supportive and safe learning environments

- Support student participation
- Establish and implement inclusive and positive interactions to engage and support all students in classroom activities
- Manage classroom activities
- Manage challenging behaviour
- Maintain student safety
- Use ICT safely, responsibly and ethically
- Exercise responsibility required in accordance with Work, Health and Safety legislation, including:
    - take reasonable care of your own health and safety and that of other people who may be affected by your acts or omissions at the workplace
    - contribute to safe systems of work; and
    - promote a culture of safety in the workplace
- Create a safe and welcoming learning environment for children and young people congruent with legislative and organisational Child Safe requirements
- Undertake relevant Catholic Education Accreditation requirements associated with the role
- Adhere to the requirements of the role in accordance with the professional standards expected of Catholic Education Tasmania and all organisational policies, procedures, codes, guidelines and applicable laws

Professional Practice – assess, provide feedback and report on student learning

- Assess student learning and provide feedback to students on their learning in accordance with the College's requirements
- Make consistent and comparable judgements
- Use student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice
- Report on student achievement in accordance with the College's requirements
- Keep accurate records of students' attendance, progress and assessment

Professional Engagement – engage in professional learning

- Identify and plan professional learning needs
- Attend and engage in appropriate professional learning opportunities (e.g.seminars, courses association meetings) and apply these learnings to improve student learning
- Apply professional learning to improve student learning
- Keep up to date with curriculum and resource development in area/s of teaching
- Have a commitment to professional learning in area/s of teaching
- Maintain technology competencies relevant to teaching and learning
- Supervise professional experience teachers and actively participate in their learning

Professional Engagement – engage professionally with colleagues, parents/carers and the community

- Meet professional ethics and responsibilities.
- Comply with legislative, administrative and organisational requirements
- Engage with professional teaching networks and broader communities
- Participate in parent/student/teacher interviews
- Maintain good communications with parents concerning the progress of their child
- Liaise with the appropriate support staff in the implementation of the curriculum

Pastoral Care

- Participate in the College's pastoral care system as directed
- Care for students in a way that reflects the College's values
- Be sensitive to students experiencing personal, social or organisational problems
- Liaise with colleagues and parents to address individual concerns
- Enforce adherence to rules eg. uniform and mobile devices
- Attend House, school and year level meetings when required
- Attend all College assemblies and relevant year level/house events
- Attend appropriate house/year level and all College prayer services
- Attend parent information and orientation meetings, as required

Co-Curricular Activities

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

General and Administrative Activities

- Attend relevant College events
- Attend College religious services and assemblies
- Attend meetings as required
- Undertake supervision duties as required
- Participate in school camps as required
- Attend College swimming, cross country and athletics carnivals, as well as NSATIS/SATIS carnivals as required
- Attend staff planning days

Measures of evidence based practice: Teachers at St Patrick's College are expected to maintain exemplary practice. Key features include:

- Excellent and responsive relationships with students marked by mutual respect and professionalism
- Effective participation in collaborative staff planning of curriculum and other school-based activities
- The provision of high-quality curriculum
- The provision of educational opportunities which enable all students to achieve their potential
- Excellent collegial relations
- Mentoring and coaching of teachers new to SPC and the profession
- Regular participation in professional learning courses and programs
- Effective involvement in the general pastoral care programs and structures of the school
- Effective participation in the co-curricular programs of the school
- 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

PERSONAL CAPABILITIES

- Committed to supporting student outcomes through a service orientation.
- Able to relate to students with varying needs.
- Able to interact appropriately with colleagues, students and parents for different purposes and in different contexts
- Able to establish and maintain collaborative working relationships
- Able to apply literacy, numeracy and reasoning skills to effectively undertake role
- Able to perform effectively in environments with competing demands
- Able to exercise judgment and discretion in undertaking duties
- Able to use initiative to resolve problems and conflicts in a constructive manner
- Flexible and dependable
- Committed to professional integrity

EVIDENTIARY REQUIREMENTS

Essential

- Registration with the Tasmanian Teachers Registration Board and a relevant tertiary qualification
- Valid Working with Vulnerable People Registration
- Accreditation B: Accreditation to work in a Catholic school, or willingness to work towards

EXPERIENCE

Essential

- Understanding of, and ability to contribute to the mission of St Patrick's College as a Catholic school
- Knowledge, skills, qualifications and experience as a teacher, including details of year and subject levels taught in subject areas applied for
- Knowledge, skills, qualifications, experience and interests as a teacher of other subject areas i.e. beyond specific area(s) of specialisation

- Ability to develop positive relationships with students and staff based on mutual respect
- Ability to function as a highly effective classroom teacher on a consistent and ongoing basis
- Ability to work independently with minimal or no supervision and work collaboratively in teams
- Well-developed ICT, written and verbal communication skills, including the ability to consult and liaise effectively with a range of stakeholders where required
- Ability to maintain confidential, accurate, up to date and detailed records
- Accreditation B: Accreditation to Teach in a Catholic school (or willingness to work towards)

Desirable

- Understanding of Catholic Education Commission Tasmania policies and their implications for policies and practices at St Patrick's College

ENVIRONMENTAL CONDITIONS AND PHYSICAL DEMANDS

Teachers work mostly indoors in classrooms, libraries and other school buildings. They also undertake yard duty and accompany school classes on field trips, outdoor activities and camps at times. The physical demands of the role may involve frequent sitting, walking and fine motor skills, and occasional standing, kneeling, squatting/crouching, lifting, carrying, pushing, pulling and reaching. Teachers will be expected to use a variety of teaching aides, specialised equipment and resources and may be required to undertake a range of protective handling and manual handling techniques.

FINAL CHECKLIST FOR APPLICANTS

Before sending in your application, use this checklist to ensure you have completed all important details. In particular, check that you have:

- Read the Role Description, which contains the Key Result Areas (KRA's)
- Fully completed, signed and dated your Application for Employment form
- A cover letter (no more than 1 page) stating the reasons you are seeking the position and
- what you can bring to the role.
- Copy of your WWVP card
- Included a current Resume, which should include a brief employment history stating where you have worked, the length of service and brief description of the position(s) held and duties undertaken.

Additional information, i.e. transcripts, certificates etc, may be required by the selection panel if called to interview.

If you have any further queries regarding your application, please do not hesitate to contact human resources at or hr@stpatricks.tas.edu.au or 6341 9988.