TEACHER

Position Description

Introduction to the College

Trinity College has its origins in Christian Brothers College (Perth). Founded in 1894, the 'Terrace School' was located at the corner of St Georges Terrace and Victoria Avenue in the heart of the city. In 1938, the boarders moved to the new Aquinas College, while the day boys remained at CBC. When Perth hosted the 1962 Commonwealth Games, the City Council acquired the Terrace site for a hotel, and the College moved to the new Trinity College campus located beside the river in East Perth. In 2007 the Christian Brothers handed the governance of their schools over to Edmund Rice Education Australia (EREA).

Trinity College is a Catholic school in the Edmund Rice Tradition. The College receives its educational mandate from the Catholic Archbishop of Perth and operates in accordance with the policies of Edmund Rice Education Australia and the Catholic Education Commission of Western Australia. Trinity College is a member of the Public Schools Association (PSA) of Western Australia.

Trinity College proudly provides an all boys' education for students from Year 4 through to Year 12. A Trinity College education is based on four pillars – Faith, Academic, Cultural and Sport, with our commitment to the development of each student's faith and personal spirituality being of most importance. A particular emphasis is placed on a developmental program that assists in the formation of each student as they journey from boyhood to manhood. The College motto In Nomine Domini – 'In the Name of the Lord'; is the foundation for all in our community to focus their endeavours in the heart of our call to be Christian. The maxim by which our students are encouraged to live by is Men for Others. This philosophy is clearly articulated through our Service programs, our Immersion experiences, and our Retreat programs. We demonstrate the Church's commitment to the dignity of the individual, particularly by being called to relationship in community.

Our spacious and well-appointed East Perth campus has grown considerably thanks to the efforts of many in the College community. Several specialist facilities have been developed, including the Chapel, Design and Technology Centre, Observatory, VR Laboratory and Swimming Pool. In recent years, a new Cultural Centre (Music, Art, Campus Ministry) was added along with extensions to the Library and Science Block. Most recently, the magnificent new Sports Centre was completed. These excellent facilities are complemented by our Outdoor Education Centre (Camp Kelly, Dwellingup) and our playing fields at nearby Waterford. We enjoy a strong reputation for the excellent pastoral care of our students.

Due to its central location, Trinity College attracts enrolments from all over the metropolitan area, and this provides a wonderfully eclectic mix of students. Trinity College aspires to be an inclusive, creative learning community centred in Christ and committed to the education and development of each individual. To this end, a range of pathways are offered to cater for the diverse needs of all boys. Our Mary Rice Centre provides education for students with particular learning needs; extension programs exist across all curriculum areas and our bursary programs for Aboriginal and Refugee students is very highly regarded. The curriculum programs are current, utilise the latest technology and respond to emerging trends in education and the ever-changing demands of our modern world.

The College enjoys a strong reputation for the excellent pastoral care and formation of our boys. The College Staff are wonderful role models who give enormous hours of their time to both the formal and informal curriculum. They value the dignity and worth of every student and strive to create a positive learning environment in which the personal needs of all students are catered for. The boys are encouraged to seek personal excellence and challenged to discover and develop their talents not only for themselves, but in the service of others.

CLASSROOM TEACHER

The Role

As a member of Trinity College, it is expected at all times that a Teacher will embody the full Catholic philosophy and Edmund Rice charism of the College, as well as demonstrating a high level of personal and professional qualities that would be expected of a Teacher. The position of a Teacher is an important role within the College and persons occupying this role must be suitably qualified and fully supportive of the College's Mission. The Teacher is expected to be an exemplary professional, a role model to all members of the College community and give witness to the Spirits of Faith, Excellence, Service, Community, and Stewardship.

Every Teacher shares a collegial responsibility for the quality of teaching and learning in the College. The Teacher is a professional who possesses high order knowledge and skills in the discipline(s) in which they teach. Through their classroom teaching, curriculum delivery and general contact with students, Teachers are required to provide effective contemporary teaching practices and innovative curriculum delivery with a view to improving student outcomes. The Teacher also needs to show initiative in providing genuine support and pastoral care for all students. There is an expectation that all Teachers will assume a role as a Pastoral Care Group (PCG) Teacher (see page 4).

The Teacher will be an important member of their Learning Area/s. They will share the responsibility for curriculum planning and the teaching and learning process within the College. The Teacher is expected to work collaboratively with Learning Area/s staff, the Head of Learning Area (HoLA), the Principal and other members of staff in demonstrating full support and implementation of the Vision and Mission of the College and in the implementation of the College's vision for learning. It is expected the Teacher will support the Principal, the Staff and the College Community in promoting and upholding the religious, social and educational values of the College.

In overview, the Teacher will be required to:

- Remain abreast of all curriculum and assessment requirements within their Learning Area/s
- Engage in all aspects of the teaching and learning process, including innovative and consistent pedagogical practices within their particular Learning Area/s
- Positively contribute to the Learning Area/s in directing an effective teaching and learning program throughout the College
- Utilise relevant feedback and data so as to determine the strategic direction of curriculum delivery, subject pathways and teaching practices within their particular Learning Area
- Promote an inclusive education environment that provides additional support for individual students and their learning needs
- Work collaboratively within the Learning Area/s to provide a safe, nurturing and supportive environment for the students
- Provide collegiality and professional support to all Teachers within their particular Learning Area/s
- Seek to be involved in whole of school improvement initiatives and strategic planning
- Develop important working relationships with other key College personnel such as; the College Leadership Team, Staff within the Learning Area/s, Teacher Assistants, other Teaching Staff, College Finance, College Administrative Staff, students and families

The Role Details

Accountability: Head of Learning Area
Reporting: Principal, through the Deputy Principal – Learning and Innovation

KEY AREAS

The Teacher responsibilities include, but are not limited to the following key areas:

Teaching, Learning, Assessment and Communication

- The implementation and application of the Western Australian Curriculum within the Learning Area (including the design and delivery of requisite Teaching and Learning programs, study planners, assessment tasks and rubrics) together with any other mandated units of work by the Diocesan Bishops
- In consultation with the HoLA, collaborate with colleagues to deliver the General Capabilities of the Western Australian Curriculum
- Teach the prescribed curriculum using appropriate and varied pedagogical practices; to actively participate in school-based curriculum planning and pedagogy development, where appropriate and as directed
- Prepare programs and course outlines and develop appropriate lesson plans, making this available on the College approved platforms.
- Facilitate appropriate remediation and extension activities for students
- Be responsible for allowing students with additional learning needs to access the curriculum through appropriate differentiation and the adjustment of assessment items
- Work with the relevant Learning Support staff to develop Individual Education Plans, including adjusted Assessments, for students where required
- Assess student work and grade student performance in line with agreed parameters in consultation with the HoLA
- Ensure robust moderation processes are implemented in all subjects/courses across the Learning Area
- Apply appropriate classroom management strategies in order to provide a positive and effective learning environment
- Ensure that students adhere to high standards of behaviour, uniform, presentation, and general work habits
- Ensure the effective communication and distribution to students, of information relevant to the subject/s taught
- Ensure that required student information/communications/assessment results/lesson outlines, course information etc. is regularly updated on the College's Online Learning Management System (SEQTA) and utilising other College approved platforms
- Initiate contact with parents with regard to any concerns or significant updates on a student's progress and to keep accurate records of such communications on SEQTA
- Prepare reports on students at both formal and informal levels, using verbal and written communication (SEQTA messaging, parent-teacher-student meetings, emails, College Student Reports etc.)
- Communicate concerns about a particular student(s) to the Head of Year (HoY) and/or the HoLA
- Participate in scheduled Learning Area meetings and professional learning opportunities
- Undertake relevant and regular professional learning in curriculum areas and teaching pedagogy
- Engage in ongoing professional reflection, with a view to continual improvement through the Performance & Development Process
- Engage in ongoing professional sharing of resources and pedagogical practices with colleagues
- Attend and actively participate in school-based meetings, College functions and student activities as required

PASTORAL CARE GROUP (PCG) TEACHER

The Role

The PCG Teacher has particular responsibility for student pastoral matters, for communication with parents/guardians; and for the effective dissemination of information tostudents. The PCG Teacher has a very important role in the pastoral and administrative activities of the College.

The PCG Teacher, in partnership with respective families, will endeavour to create an environment where each student is personally known and valued and feels an integral member of a supportive school community. In this important role, the PCG Teacher will be an advisor and mentor to each student in their care and act as the focal person for communication between the family and the College. It is expected that the PCG Teacher will play a significant role in all areas of student formation – faith, physical, emotional, academic and social. The PCG Teacher will bear witness to the Spirits of Faith, Excellence, Service, Community, and Stewardship.

The Role Details

Accountability:	Head of Year
Reporting:	Principal, through the Deputy Principal – Student Wellbeing

KEY AREAS

Pastoral Care and Communication

- Foster a positive culture and a sense of pride amongst the students in the PCG
- Acknowledge and affirm student contributions within the PCG
- Make meaningful connections with the families of students within the PCG
- Respond to student pastoral, wellbeing and behavioural concerns where appropriate and liaise with the HoY on such matters when necessary
- Ensure that required student information/communications/matters of a Pastoral nature etc. is regularly updated on SEQTA
- Assist with student involvement in various Year level activities and whole College events
- Participate in and direct PCG students with regard to:
  - New student induction and orientation
  - Parent-teacher-student meetings
  - College events (liturgical, special events, recognition of student achievement)
  - Social events
  - Year level meetings
  - Year level events/activities
- Encourage student leadership and the development of student leaders
- Ensure the effective communication and distribution to students of information relevant to PCG
- Supervise and ensure student compliance with the College Uniform and presentation requirements
- Liaise with the HoY to ensure that students leaving the College have completed the necessary clearance forms, returned all outstanding items and have left their lockers in good order
- Be responsible for reporting on students in their PCG and completing meaningful and relevant PCG Comments as required on Student Reports
- Undertake regular checks of Student Diaries, lockers and bags to assist in student organisation
- Be responsible for ensuring that the students in their PCG are suitably prepared and participate in the range of opportunities for prayer and liturgy within the College (e.g. College Community Masses, Morning prayer, College Prayer, Year group Mass, EdmundRice Day Mass, etc.)
- Make personal contact with parents of new students during their first term at the Collegeand then

maintain regular and consistent contact with all parents throughout the year

- Undertake other duties as requested by the HoY, or the Deputy Principal – Student Wellbeing, or other members of the College Leadership Team.

Leadership

- Actively contribute to the maintenance of the Catholic Ethos; through a manner of life and stated beliefs that are in keeping with the teachings of the Catholic Church
- Ensure the underlying values of the College Mission are embedded within practice in the classroom
- Take an active part in the co-curricular aspects of College life
- Fully participate in the Liturgical life of the College and be a positive role model for staff and students
- Complete the necessary professional learning associated with the Learning Area, and Accreditation for Teaching in a Catholic School
- Seek opportunities to professionally engage in student wellbeing initiatives
- Ensure attendance at staff meetings, Parent Evenings and other College Functions as the Principal may require
- As required, liaise with the HoLA and HoYs regarding pastoral care concerns for students undertaking a subject within their classroom
- Seek to be a steward of the environment in reducing the use of consumables within your classroom

Team Contribution

- Ensure a friendly, helpful and professional demeanour at all times
- Demonstrate a high level of interpersonal skills
- Create positive and open communications to deliver the best possible outcomes
- Ensure systems and processes are optimised for efficiency and effectiveness whilst seeking ways to continually improve such systems and processes
- Demonstrate a flexible approach to the role by undertaking other tasks to support all of the above
- Support others and facilitate a team-orientated professional environment
- Demonstrate the ability to work independently and also within a team environment
- Demonstrate excellent time management and organisational skills, including the ability to meet deadlines
- Demonstrate the ability to work with a wide range of staff and have a demonstrated ability to build meaningful and professional relationships with students and families
- Utilise effective interpersonal skills and initiative when dealing with challenging situations
- Contribute to a positive and vibrant workplace
- Maintain and promote the principles of Occupational Safety and Health within the workplace in accordance with policy including taking appropriate action in relation to identified hazards and risks to ensure the safety of self and others
- Maintain and promote the principles of the Code of Conduct at all times, including taking appropriate action in relation to any breaches of the Code of Conduct to ensure the safety and wellbeing of students, self and others

Additional Role Components

All staff within the College, are required to:

- Actively contribute to the maintenance of the Catholic Ethos; through a manner of lifeand stated beliefs that are in keeping with the teachings of the Catholic Church
- Ensure the underlying values of the College Mission are embedded within practice in the classroom
- In line with the College's Evangelisation Plan, foster ongoing spiritual formation amongst staff

and students and promote the evangelistic role of the College
- Contribute appropriately to the implementation of the College's Strategic Plan
- Take an active part in the co-curricular aspects of College life. Eg: PSA Sport, Tutorial/Study groups, Homework Club and other approved co-curricular clubs/groups, etc.
- Undertake any other duties or responsibilities that may be assigned by the Principal

SKILLS AND ATTRIBUTES

Essential Criteria

- A strong commitment to the ethos of Catholic Education and a willingness to promote andsupport Catholic values as a member of the Trinity College Community.
- Have a minimum four (4) years' Tertiary qualification, which includes appropriate educational qualifications
- Be currently and fully registered with the Teacher Registration Board of Western Australia(TRBWA)

On appointment, the successful applicant will be required to;

- Have a current Crim Trac Clearance
- Have a current Working with Children Check (WWC).
- Undergo Mandatory Reporting Training
- Undergo Staff Code of Conduct Training
- Acquire and/or maintain relevant Accreditation requirements to Teach in a CatholicSchool

Desirable Criteria

- Have completed either Accreditation to Teach Religious Education or Accreditation toTeach in a Catholic School.
- Demonstrated experience and performance in a similar or related role within a school environment
- Self-directed and highly motivated
- Have a proven ability to work in a collaborative environment as a member of a team
- Be able to demonstrate a high level of competence in utilising interpersonal skills
- Be able to assist with the development of community amongst staff, students andparents
- Have a proven ability to work in a highly organised manner, including adherence to deadlines and a knowledge of College policies and procedures
- Have demonstrated an ongoing commitment to enhancing student development and formation
- Have demonstrated co-curricular involvement and a capacity to relate easily andprofessionally with students, parents and staff.
- Demonstrate a flexible approach to the role by undertaking other tasks to support all ofthe above
- Have demonstrated the ability to demonstrate initiative, drive and a strong sense of professionalism
- Have a demonstrated a capacity to manage staff relationships and enhance the synergybetween key stakeholders and various departments

Special Conditions

Some flexibility of hours may be required to facilitate effective input and involvement inthe full scope of this position. This is likely to require the incumbent to attend somemeetings and particular College events.