



## Position Information Document

<b>Position Title</b>	<b>Coordinator of Early Career Teachers – Marian Campus</b>
<b>Supervisor</b>	Leader of Professional Practice, and ultimately to the Principal
<b>Employment Type</b>	Fixed-Term / Ongoing
<b>Classification</b>	POR 2
<b>Fractional Time</b>	0.4 FTE release, 0.6 FTE teaching
<b>Tenure</b>	Teaching – Permanent POR – Fixed term for 3 years

### Cardijn Context

#### Cardijn Context

Cardijn College is a leading R-12 co-educational Catholic school established in 1984, deeply connected to the Marist tradition and inspired by the dual charisms of our patrons, Cardinal Joseph Cardijn and St. Marcellin Champagnat.

Located in the Southern Vales region of Adelaide, Cardijn has grown to three campuses, each offering a unique educational environment to over 2,100 students, supported by more than 300 dedicated staff members.

**Cardijn College Marian** in Noarlunga Downs enrolls students from Years 7 to 12, offering an extensive curriculum alongside a vibrant extra-curricular program to support a range of learning pathways and cater to the varied interests of our students.

**Cardijn College Marcellin** in Christie Downs has a focus on vocational education and training for students in Years 10 to 12 and beyond, with relationships that extend well into their careers. Marcellin facilitates seamless transitions into professional life through strong industry partnerships, equipping students with the skills and experiences necessary for career success.

**Cardijn College Galilee** in Aldinga enrolls students from Reception to Year 9, providing a nurturing environment with an emphasis on ecological awareness and a personalised sense of belonging.

### Position Summary

The Coordinator of Early Career Teachers provides dynamic and purposeful leadership in all areas related to the development and formation of Early Career Teachers. Cardijn has a significant number of staff who are Early Career Teachers and as a result, this role will motivate,

engage and influence these staff to improve practice and performance. The Coordinator of Early Career Teachers will be guided by the Living, Learning, Leading Standards, AITSL Standards, the College's strategic vision and ultimately by the charisms of Cardinal Joseph Cardijn and St. Marcellin Champagnat.

The Coordinator of Early Career Teachers will be responsible for working in partnership with these staff to support their commitment to continuous improvement as educators. The Coordinator of Early Career Teachers will be integral for the College in regard to its strategic imperative of providing high quality teaching that supports learning environments and learning outcomes for its diversity of learners.

### **Key Working Relationships**

- Executive Leadership Team
- Campus Leadership Team
- People & Culture Team
- Teaching & Learning Team
- Staff
- Students
- Parents/Caregivers
- CESA Personnel
- External Stakeholders

## **KEY AREAS OF WORK**

### **Professional Development and Learning**

The Coordinator of Early Career Teachers will:

- Work in collaboration with other senior leaders to ensure a common understanding and approach to the development of Early Career Teachers.
- Coordinate the Marian Campus' Early Career Teachers Development Program in partnership with the Head of Campus, Campus Leadership Team, and specifically the Leader of Professional Practice.
- Enable staff professional development sessions for Early Career Teachers that are relevant and informed by best practice.
- Guide and support Early Career Teachers in establishing professional learning plans that align to the College Strategic Plan and the AITSL standards.
- In partnership with the Leader of Professional Practice and the People & Culture Team, support Early Career Teachers through the process of transitioning from provisional to full registration.
- In partnership with the Leader of Professional Practice, develop a culture of observation and develop clear processes to support this.
- Promote a culture of teacher reflection, action, collaboration and teamwork.
- Support Early Career Teachers to ensure teaching practices are data informed and evidence based.

### **Staff Management**

The Coordinator of Early Career Teachers will:

- Work in partnership with the Leader of Professional Practice on matters relating to Early Career teachers.
- Provide leadership, mentoring, guidance, and work in partnership with Early Career Teachers.
- Manage and support new staff who are Early Careers Teachers to the Campus and meet with them on a regular basis to ensure their transition to the College is successful.
- In partnership with the Leader of Professional Practice, induct new staff members into the Campus and support them in understanding their professional practice responsibilities as a member of the Cardijn community.

### **Policies and Procedures**

The Coordinator of Early Career Teachers will:

- Have oversight of the ongoing development and implementation of effective processes for professional growth of Early Career Teachers, including action plans, reviews and coaching, based around the National Professional Standards for Teachers.

### **Other Duties**

The Coordinator of Early Career Teachers will:

- In collaboration with other senior leaders, conduct regular Learning Walks and Classroom Observations providing feedback to teaching staff, specifically Early Career Teachers.
- Contribute to the development of infrastructure to support the provision of outstanding opportunities for staff and students.
- Promote a safe working environment for all staff, students and volunteers.
- Perform other duties as required by the Principal (or delegate).

## **TEACHER DUTY STATEMENT**

### **Professional Responsibilities**

- Operate in accordance with the Charter for Teachers in SA Catholic Schools.
- Have a commitment to uphold and contribute to the ethos of Catholic schools.
- Have a commitment to uphold and contribute to the ethos of Cardijn College.
- Understand the employer's requirements and act in accordance with South Australian Commission for Catholic Schools (SACCS) and the College's policies, guidelines, and procedures.
- Ensure that confidential information is handled appropriately.
- Complete administrative tasks accurately and on time including record keeping.
- Participate in professional development activities which lead to improved student outcomes and strengthen the professionalism of the teacher.
- Appropriately assist students who are hurt, sick or in distress.
- Meet and teach students at designated locations and times.
- Develop and maintain effective professional partnerships with other staff.
- Undertake supervision duties including yard duty diligently.
- Undertake supervision of all Teachers, Education Support Officers, and students in the designated area(s) of responsibility.
- Attend staff meetings, parent teacher interviews and other co-curricular activities.

- Accept delegated responsibilities.
- Perform any other duties as required from time to time by the Principal and/or College Leaders.

### **Content of Teaching and Learning**

- Understand and implement the requirements for curriculum development and create curricula in accordance with the Australian Curriculum and school's directives.
- Design, develop and implement teaching programs and lesson plans.
- Address students' varying intellectual, emotional, and physical abilities in teaching practice.
- Identify individual learning needs and styles and plan authentic learning experiences that enable all students to achieve success.
- Know and understand a range of learning methodologies and technologies and their application to the classroom.
- Research and utilise teaching resources to build upon concepts and apply them in classroom environments.
- Observe students to determine how well they are performing and assist individual students who may not be performing well.
- Evaluate each student according to assessment standards, keeping in mind individual limitations.
- Develop curriculum and assessment procedures in designated curriculum areas/year levels according to college policies.
- Demonstrate best practice in teaching and learning.
- Apply prior learning to changes that happen from time to time in teaching and learning practice.
- Provide students with information and support in improving performance.

### **Classroom Management and Behaviour Education**

- Supervise students during classroom and extra-curricular activities that ensures their physical and emotional wellbeing.
- Manage behavioural problems in accordance with the Cardijn Behaviour Management Procedure to ensure that each student understands the need for following acceptable behaviour standards.
- Establish positive and effective relationships with students.
- Establish and maintain a task-oriented learning environment.
- Set and adhere to timelines for completion of work.
- Negotiate and implement consequences if expectations are not adhered to.
- Arrange student furniture to suit the learning activity.
- Work with students to create an attractive welcoming classroom environment.
- Maintain standards of tidiness and orderliness.
- Ensure necessary equipment and facilities are accessible, available and in readiness for planned activities.
- Make all reasonable efforts to manage the behaviour of students effectively within the directions of the relevant SACCS and School Policies and Procedures.
- Consistently maintain behavioural expectations and respond appropriately to student behaviour by applying behaviour management skills as per school policy.
- Identify factors contributing to prolonged, repeated or severely irresponsible behaviour

and seek resolutions.

- Consistently maintain behavioural expectations.
- Apply effective consequences and strategies to assist students who interfere with teaching and learning.

### **Assessment and Reporting of Student Learning**

- Maintain accurate and comprehensive records of student progress and achievement.
- Use a variety of assessment and reporting methods to regularly monitor student learning and achievement.
- Use assessment tasks that are purposeful and relevant to the teaching and learning program and the learning needs of students.
- Provide students with positive feedback on performance that reinforces student achievement and focuses on improvement.
- Provide parents and students with detailed, accurate and informative written and oral reports at appropriate times, as required by the College.

### **Professional Learning**

- Willingly update learning and teaching pedagogy to implement appropriate strategies that support student learning including the use of ICT.
- Maintain up to date knowledge and understanding of the SACE and the Australian Curriculum.
- Make a commitment to professional learning associated with all school matters including Work, Health & Safety, wellbeing, school organisation and other professional themes.
- Be a reflective practitioner that engages in ongoing planning, evaluation and implementing improved strategies for the learning program.
- Reflect upon NAPLAN and other data as applicable to develop improved learning strategies that lead to enhanced student learning outcomes.
- Share outcomes of professional learning with colleagues.

### **Policy & Administration**

- Adhere to the Code of Conduct for staff employed in CESA schools.
- Support and adhere to the CESA Teacher Accreditation Policy.
- Support and implement College policies and the contents of the Staff Handbook.
- Keep up to date with the College Calendar.
- Fulfil professional obligations in terms of supervision of students in class and on yard duty.
- Attend meetings and briefings to ensure effective communication is achieved.
- Support special College events such as Feast Days, Awards Assembly and other evening events as required.
- Act as an ambassador for the College.

### **Interaction with the College and broader community**

- Demonstrate effective leadership skills in designated areas of responsibility.
- Demonstrate effective communication skills with students, colleagues, parents or

guardians and others.

- Work effectively as a member of a college team in a range of college activities.
- Participate in partnerships with colleagues to reflect upon and improve teaching and learning practice.

## PERSON SPECIFICATIONS

- Current Teacher Registration in South Australia and relevant demonstrated knowledge and experience.
- Teacher Accreditation in Catholic Education SA.
- Active support for the Catholic ethos and the College Mission and Values.
- Significant and relevant experience of and commitment to development and formation of staff.
- Significant experience in the strategic staff development and frameworks to achieve high quality teaching that supports learning environments and learning outcomes.
- Exceptional teaching and learning practices relevant to secondary schooling in a co-educational setting.
- Proven ability to build relationships between students, parents/caregivers and staff.
- Ability to translate vision into action and inspire, engage and lead others in an innovative manner.
- High-level organisational skills with demonstrated ability to plan strategically, problem solve, prioritise, work to deadlines to achieve quality outcomes, give attention to detail and relate tasks/actions to a wider strategic improvement context.
- High-level written and oral communication, interpersonal and negotiating skills with demonstrated capacity to cooperate and communicate effectively with people at all levels.

## SPECIFIC REQUIREMENTS

Acquire and maintain:

- CESA Staff do not need to be vaccinated against COVID-19 as a condition of employment, with the exception of CESA Staff working in High-Risk Settings. CESA Staff are however strongly encouraged to have and maintain an Up-To-Date Vaccination Status in accordance with the ATAGI statement. The vaccination requirement for CESA Staff working in High-Risk Settings is a condition of employment or engagement unless an exemption is approved in accordance with the CESA COVID-19 Vaccination Policy.
- Working With Children Check and Catholic Police Clearance to work in Catholic Education SA.
- Current valid Responding to Risks of Harm, Abuse and Neglect – Education and Care certificate.
- Approved Mandatory Notification training.
- Applicable First Aid Certificate relevant to the role requirements.

## WORK HEALTH AND SAFETY

**This role is deemed to be a Worker under the South Australian Work Health and Safety (WHS) Act 2012.**

As a Worker while at work you must:

- Take reasonable care for your own health and safety.
- Take reasonable care that your actions or omissions do not adversely affect the health and safety of other persons.
- Comply, in so far as you are reasonably able to, with any reasonable instruction given by the employer.
- Cooperate with any reasonable policy or procedure of the employer that is related to health and safety at the workplace that has been notified to workers.

(Reference: Division 4, Section 28 – SA WHS Act 2012)

## **PERFORMANCE REVIEW**

- All employees are required to proactively participate in the College's Performance Appraisal and Development Program including periodic review.
- On the first anniversary of appointment and biennially thereafter, or at another mutually agreed time, consultation will occur between the employer and the employee to ensure that the duty statement is accurate.

This position information document indicates the general nature and level of work performed by the incumbent and is not a comprehensive listing of all responsibilities, tasks and outcomes.