## Position Description

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<th>Position Title</th>
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Classroom Teacher, including VCE

**Work Area**

Teaching

**Primary Campus**

Sturt Street/Mair Street

**Classification**

Levels 1-12 of the Ballarat & Clarendon College Enterprise Agreement 2013-2016

**Employment Type**

Full-time/Part-time

**Purpose of position**

To maximise every student’s competence, skills and capacity so that, at the end of their time at the school, when they stand on the threshold of their future, they can choose their heart’s desire.

**Position environment**

Classroom Teachers report to and operate under the general direction of their Head of Subject and Heads of School. Classroom Teachers interact with all areas and levels of staff within the College and relevant external parties which often require discretion and confidentiality.

**Reporting relationships**

Head of Department/Team.

Head of School.

**Principal Accountabilities**

- Implementation of the Ballarat Clarendon College Teaching and Learning Framework of Responsibilities as an individual as well as a functioning member of a Department/Team.

- Implementation of the Ballarat Clarendon College Pastoral Care Framework as an individual as well as a functioning member of a Department/Team.

- Involvement in, contribution and commitment to on-going Professional Learning.

- Effective execution of professional responsibilities.

**Main Duties**

Implementation of the Ballarat Clarendon College Teaching and Learning Framework

1. **Standards and Benchmarks**
   
   Correspondence with other reference scales:
   - Ensure familiarity with the correspondence between the continuum levels & VELs levels, and/or progression points.

   Performance criteria:
   - Use performance criteria moment-to-moment in order to:
     - make judgements about the effectiveness of teaching.
- make progress towards intended learning.
- set performance goals.

Annotated samples of work:
• Use annotated samples in order to:
  - improve student understanding.
  - make accurate assessments.
  - model and scaffold key ideas.

2. Effective Teaching
Detailed curriculum documentation:
• Implement the plan for learning as accepted in the scope and sequence as well as the detailed documentation.
• Organise in order to ensure coverage and to minimise interruptions.
• Report scheduling issues in a timely fashion to Head of Department and Head of School.

Focused teaching:
• Select the teaching sequence to challenge each student within their ZPD (zone of proximal development).
• Target the learning needs of students in each class.

Lesson planning:
• Provide detailed lesson plans that contain carefully chosen teaching strategies.

3. Assessment of Student Learning
Formative/summative assessment:
• Develop tools and mechanisms to collect information about student learning:
  - within a class to inform teaching and learning.
  - across classes to measure attainment.
  - across years for transition.

Feedback and reporting:
• Ensure that formative and summative assessment information is continually fed back to students:
  - to motivate and engage.
  - to enable performance goals to be set.

External data:
• Use external data:
  - to check the validity of internal assessment information.
  - to determine direction of further teaching.
• Implement/learn interventions in response to problems of practice.

Ensure active collaboration and appropriate participation within the Department/Team with respect to the implementation of the BCC Teaching and Learning Framework.

Implementation of the Ballarat Clarendon College Pastoral Care Framework

1. High Aspirations
Goal setting:
• Ensure that time, support and direction are provided so that each student explicitly develops learning goals in priority learning for a solid foundation:
  - particularly in maths and literacy across the early years.
  - in organisational, generic skills for learning.
  - in important routines and habits such as homework and organisation.

Explicit examination of performance:
• Provide each student with accurate and detailed performance data.
• Provide clear performance criteria.
• Support students to keep updated records of work which clearly displays the attainment of performance criteria.

2. **Deep Engagement**
   - **Choice of courses of action:**
     - Ensure that students experience necessary and sufficient opportunities to recognise the close relationship between effort and performance.

   Removal of barriers to learning and participation:
   - Ensure that the level of instruction is appropriate for each learner.
   - Begin each year and term with detailed, up-to-date information about what each learner knows and can do.

3. **Ambitious Capabilities**
   - **Self and peer assessment/formative assessment:**
     - Use continuous formative assessment with each student.
     - Develop capacity to accurately use performance criteria to:
       - understand the characteristics of each level of achievement.
       - understand how to improve and progress to the next level of performance.
       - ensure that both students and teachers understand what quality work looks like.
       - ensure consistency of standards of assessment.

   Identification of priorities:
   - Guide each student to identify priorities for learning and use diagnostic tests to provide accurate information on what the student can do as well as that which is still to be mastered.

   Ensure active collaboration and appropriate participation within the Department/Team with respect to the implementation of the BCC Pastoral Care Framework.

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**Professional Learning**

- Take responsibility for personal performance management and development, with the support of Heads of Departments, mentors and/or performance managers.
- Gather feedback from a variety of sources about teaching performance. Participate with student survey process and classroom observation program.
- Reflect critically on practice to improve the quality of teaching and learning.
- Participate collaboratively and actively in professional learning teams to ensure knowledge of curriculum, instruction and assessment is relevant and current.
- Take responsibility for professional learning and development opportunities within and beyond the Clarendon learning community.
Professional Responsibilities

- Assist students to identify and develop their passions.
- Provide a safe and secure learning environment.
- Maintain strict confidentiality regarding students where appropriate and in line with privacy legislation.
- Operate within the Ballarat Clarendon College policy framework and legislation/regulations with respect to duty of care.
- Develop students’ skills such as literacy, stress management, problem solving, lateral and independent thinking.
- Develop students’ awareness of and commitment to the need for social justice and diversity.
- Model a commitment to continuous improvement and life-long learning.
- Develop a positive relationship with all students and manage behaviour firmly, fairly and consistently.
- Participate in the student house/mentoring system.
- Communicate appropriately with parents, students, staff, contractors and other persons associated with the College at all times.
- Represent the College professionally at all times whilst positively working in line with the school’s focus.
- Work proactively and collaboratively to ensure alignment with and understanding of the whole school plan.
- Attend and contribute to staff meetings, professional development activities, training programs and Chapel services. Participate in non-teaching training and development activities as required by the school.
- Undertake other teaching-related and organisational duties as determined by the Principal.
- Actively participate in additional teaching duties, including, but not limited to, supervising students in the yard, monitoring detentions, marshalling on sports days, participating in the co-curricular program.
- Participate in approved excursions that relate to the school curriculum. Attend camps and other outdoor education program activities as required.
- Attend formal presentation evenings and school-organised functions. Support additional college activities, such as sporting, performing and visual arts activities, fundraising events and other College community functions.
Child Safety
Classroom teachers are expected to, at all times,
- Treat all members of the College community with dignity and respect;
- Work within the limits of their professional expertise;
- Maintain professional objectivity in their relationships with students;
- Maintain a professional relationship with the students of Ballarat Clarendon College, whether at school or not;
- Embrace their professional, legal and moral obligation to report concerns relating to student safety and wellbeing;
- Work collaboratively with others;
- Seek to communicate in an effective, genuine and constructive manner; and
- Respect and promote diversity within the College community.

General
- Conform with and uphold all policies and procedures of Ballarat Clarendon College and take all reasonable care to ensure that any actions or omissions do not impact on the health and safety of others in the College.
- Apply the basic knowledge expected of a professional position with respect to the principles of anti-discrimination and equal opportunity legislation and how they would apply in a workplace. Be able to describe the principles of equal opportunity and valuing diversity.

Special requirements:
- Travel between campuses as required.
- If requested, provide the College with an up-to-date police record check.