



Emmaus College is a proudly co-educational Catholic secondary college, established in 1980 through the amalgamation of St Thomas More College, a Christian Brothers' school for boys (1969-1979) and Chavoïn College, a Marist Sisters' school for girls (1966-1979). Our school charism and motto, "To Know Christ", comes from the story of the Walk to Emmaus found in Luke's Gospel.

At Emmaus College, students are encouraged to live by the key core values of faith, knowledge and service and to achieve their best academically.

Emmaus aims to:

- promote and enhance student wellbeing
- ensure that students are able to acquire the skills necessary for 21st Century learning
- bring students to a knowledge and love of God

The College operates over two campuses, one in Vermont South and the other in Burwood. The Burwood Campus hosts a designated Year 9 program known as *Y9@E*. All staff employed at Emmaus College may be required to work at either or both campuses.

TEACHER ROLE DESCRIPTION

Teachers are appointed by the Principal according to the needs of the school, and in line with the current Victorian Catholic Education Multi Enterprise Agreement (VCEMEA), on either a permanent, contract or casual basis. Teachers at Emmaus College are responsible for inspiring, encouraging and supporting the learning of students and for promoting their subject area(s). As members of the academic staff, teachers are responsible for planning, preparing and delivering curriculum as well as general supervision and administrative duties. Emmaus College promotes team based practice and expects teaching staff to implement Visible Learning practices.

As part of their teaching load, a teacher may be appointed as a Pastoral Teacher, a role which has specific responsibilities in administration, curriculum and student wellbeing.

Duty Statements can be found on the pages listed below.

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NATURE OF THE ROLE

At Emmaus College, staff work in a multi-faceted role where duties include:

- Contemporary Teaching
- Pastoral Care and Child Safety
- Curriculum Development
- Professional Development
- Co-curricular Involvement
- General and Administrative duties

Teachers report to the Principal through a variety of channels, including the Assistant Principals, Learning Area Leaders and House Leaders, and work collegially with all other staff to provide best practice learning and teaching, and pastoral care.

MISSION AND CHARISM

At Emmaus College, staff:

- are expected to support the Catholic Ethos of the school
- are expected to work with the Leadership team in ways respectful of the Catholic tradition and the charism of the School
- are expected to support the School's Mission statement and assist in the implementation of the Strategic Plan and School Improvement Plan

Teaching staff are required to hold [Accreditation to Teach in a Catholic School](#), or upon employment, to be working towards such accreditation within a five year period. Professional Learning opportunities for this purpose will be provided.



PASTORAL CARE AND CHILD SAFETY

At Emmaus College, staff are required to:

- provide students with a child-safe environment
- be familiar with and comply with the school's *Child Safety Policy* and *Code of Conduct*, and any other policies or procedures relating to child safety
- proactively monitor and support student wellbeing
- exercise pastoral care in a manner which reflects school values
- implement strategies which promote a healthy and positive learning environment
- attend Year Level meetings/House meetings as scheduled
- attend all school assemblies
- attend school liturgical celebrations
- attend school organised activities relevant to House or Year Level, as required

CONTEMPORARY TEACHING PRACTICE

At Emmaus College, staff are expected to:

- develop a stimulating learning environment by using a variety of styles and approaches to cater for individual learning needs
- understand and adhere to state and national course requirements
- understand and adhere to the [Australian Professional Standards for Teachers](#)
- employ a variety of effective teaching strategies to effectively implement the curriculum
- give appropriate time to lesson planning and organisation
- keep accurate records of student attendance
- embrace the use of information and communications technologies to enhance learning
- engage in learning progress discussions
- monitor the progress of each student and provide meaningful and regular feedback to each student on their progress
- liaise with appropriate support staff in the implementation of the curriculum

CURRICULUM DEVELOPMENT

Teaching staff at Emmaus College:

- plan, develop, review and evaluate curriculum in subject areas and at year levels taught
- develop assessment instruments in a collegial manner where whole group testing takes place
- evaluate digital learning materials and make recommendations to subject coordinators about their implementation
- create and evaluate online resources for the purposes of enriching the curriculum
- attend subject meetings as scheduled



PROFESSIONAL DEVELOPMENT

Teachers at Emmaus College are expected to:

- have current knowledge of curriculum initiatives in their teaching area(s)
- commit to ongoing professional development in their teaching area(s) and in the area of Student Wellbeing
- be open to researching areas of interest relevant to directions provided in the school's strategic plan, and in line with the position they hold
- continue development of ICT skills as technologies evolve
- participate in the staff appraisal process
- be an active member of a relevant professional association as duties permit
- participate in the Peer Mentoring Program
- support collegial learning by acting as a mentor or supervising and supporting a student teacher after consultation with the Assistant Principal of Teaching and Learning

CO-CURRICULAR INVOLVEMENT

Teaching staff at Emmaus College are required to:

- support and be involved in the co-curricular program
- proactively encourage students to participate in co-curricular activities
- act as a role model for participating students
- keep accurate records of student attendance and participation within the co-curricular activity
- create and maintain a safe environment in which students may enjoy their participation
- oversee the provision and care of relevant equipment materials and first aid requirements

GENERAL AND ADMINISTRATIVE DUTIES

At Emmaus College, teaching staff:

- contribute to a healthy and safe work environment and comply with all safe work policies and procedures
- maintain currency of first aid, mandatory reporting and anaphylaxis training
- demonstrate duty of care to students in relation to their physical and mental wellbeing
- attend all relevant school meetings and after school services/assemblies, sporting events, mass, community and faith days as well as professional learning opportunities
- participate in duty supervision as rostered and other supervision duties when required
- demonstrate professional and collegiate relationships with colleagues
- uphold the professional standards expected of a teacher
- perform other duties as directed by the Principal

ESSENTIAL QUALIFICATIONS AND ACCREDITATIONS

- Full Registration with the [Victorian Institute of Teaching](#) including a current National Criminal Record Check
- Relevant tertiary qualifications

Please note that in accordance with *Ministerial Order No. 870* both VIT Registration and relevant tertiary qualifications must be sighted by the school.



POL Level:

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Time Allowance (minutes per week):

In line with the VCCEMA

This Duty Statement is a guide only and is not intended to be an exhaustive or exclusive list of the duties attached to this position. It is subject to review and modification by the Principal, in response to the changing needs of the School, and the development of skills and knowledge. Any additional responsibilities, as requested by the Principal or Assistant Principals, shall be determined through consultation and mutual agreement.

Subject Teachers at Emmaus College work together in a spirit of cooperation to achieve curriculum and student welfare goals **in accordance with College policies**. Subject Teachers reports to their Learning Area Leader(s) and collectively under the LAL's direction, prepare curriculum documentation. They take responsibility for ensuring the curriculum, as outlined in school documentation, is covered in an engaging manner which utilises a variety of learning and teaching strategies and includes the principles of Visible Learning. Subject Teachers at Emmaus College are expected to be self-reflective and to continually strive to improve learning and teaching outcomes.

The subjects and year levels a Subject Teacher takes may change each year, and/or during the year, in accordance with the needs of the school.

Subject Teachers have specific responsibilities in the following areas:

Curriculum Development including:

- having a working knowledge of the Victorian Curriculum, VCE Study Designs and VCAL and VET Planning Guides, as determined by the Victorian Curriculum and Assessment Authority (VCAA), in relevant subject areas
- acting as a Subject Leader and assisting in the coordination of the subject as delegated by the Learning Area Leader
- working collaboratively with other teachers of the same subject, and the LAL, to plan curriculum and associated summative assessment tasks (including examination papers where applicable) according to the principle of backward design
- working collaboratively within a subject team to determine Learning Intentions and related Success Criteria for each topic covered
- attending professional learning activities as deemed necessary by the LAL or College
- planning and organising excursions under the direction of the LAL
- attending special events that promote knowledge and awareness of the College curriculum
- in consultation with the LAL, assisting in selecting texts and other required materials

Communication including:

- outlining to students at the start of each semester the topics to be covered and the summative assessment tasks to be completed
- providing adequate notification to students and parents of all summative assessment tasks and due dates, including utilising EmmLink
- assisting the LAL by providing appropriate staff, student and parent resources for the Learning Area via EmmLink and the staff drive(s)



Learning and Teaching including:

- maintaining a personal record of program preparation (lesson plans) in a Teacher's Chronicle or diary on a daily or weekly basis
- utilising a full range of resources, including ICT, in their teaching practice
- using a variety of teaching strategies appropriate to student needs and interests
- catering for individual differences, including diagnosed learning needs
- taking responsibility for teaching and assessing literacy skills in all written work
- communicating with other teachers of the same subject to ensure classes are progressing through the curriculum at the same rate
- ensuring all set homework enhances work completed in class and considers the overall workload of students
- ensuring that in all tasks where students undertake research they are required to provide a complete bibliography acknowledging their sources

Feedback including:

- providing verbal and other feedback to students in class on a regular basis
- assessing all submitted summative assessment tasks in a timely manner and returning them to students with feedback *no later than* two weeks from the date of submission
- allocating class time for students to reflect on feedback and seek further clarification
- completing reports, including continuous reporting, as required by the College
- attending parent teacher interviews
- using feedback provided by students and colleagues to reflect on teaching practices and honestly evaluate the effectiveness of one's teaching practice
- using feedback provided by students as a means of monitoring the effectiveness of changes made in classroom practice
- providing constructive feedback to colleagues with the intention of improving student learning outcomes

Learning Support and Opportunities for Students including:

- using assessment to recognize learning difficulties
- using assessment to recognize learning achievements
- following up on assessment findings by providing remediation including extension work or changes to teaching strategies/programs in line with established Individual Learning Plans
- reviewing planning based on teaching experiences and student achievement
- in consultation with the Education Support Department, familiarizing herself/himself with the specific needs of all students in her/his classes with identified learning difficulties
- liaising with Education Support Officers prior to any class they are scheduled to assist in to ensure teaching and learning for students with additional needs is maximized
- communicating with a student's Pastoral Teacher and the Learning Area Leader about any academic concerns
- where appropriate, assist students to catch up or clarify content, outside of regular class time



Student Management and Expectations including:

- providing a classroom climate which motivates students to learn
- fostering and positively reinforcing responsible student behavior
- developing fair and consistent routines for managing student behavior
- emphasizing consequences for inappropriate behavior
- following the *Working Together Policy*
- regularly monitoring the active involvement of students in class

Pastoral Care including:

- showing respect to students in all of their dealings
- exercising discretion when dealing with sensitive matters
- avoiding destructive criticism and demeaning comments
- showing willingness to listen to student concerns and follow up with appropriate staff (e.g. House Leader, LAL, Counsellor)
- advising and counselling
- referring students to Sick Bay when necessary
- liaising with parents regarding both positive and negative responses to homework, application and attention in class

Professionalism including:

- attending all scheduled Learning Area or subject meetings (in the event that a teacher is part of multiple Learning Areas whose meetings clash, the Subject Teacher may choose which meeting to attend. It remains however his/her responsibility to read the minutes of the alternative meeting and action them accordingly)
- taking minutes of meetings, as requested by the LAL
- reading minutes of every meeting and actioning accordingly
- taking an active part in College Planning and Policy development as evidenced by participation in discussion and contribution to established processes
- responding to own professional developmental needs as evidenced by attendance at Professional Learning activities and undertaking appropriate professional reading
- meeting the College Dress Code
- being punctual for all scheduled activities including, but not limited to morning briefings, classes, meetings, yard duty and other supervisory activities
- completing administrative tasks required by the Learning Area, House Leaders or administration accurately and on time
- maintaining effective relationships with colleagues
- carrying out the duties expected by the College relating to supervisory duties and cocurricular programs
- attending school activities outside of regular school hours as outlined in the VCEMEA
- striving for continual improvement in Learning and Teaching practices
- striving to meet AITSL standards
- supporting all College Policies



POL Level:

N/A

Time Allowance (minutes per week):

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Emmaus College has a vertical pastoral system where students in Years 7 and 8 (Middle School) and Students in Years 10 to 12 (Senior School) are placed together in Pastoral Groups according to their House. Year 9 students, located at Burwood, are grouped as a standalone year level. Pastoral Teachers take an active interest in each individual student and are responsible for monitoring their general wellbeing. Wherever possible, Pastoral Teachers will be allocated to the same Pastoral Group each year as a means of providing continuity of care to students.

Pastoral Teachers establish and maintain strong communication channels between home and school and act as a liaison between students, parents and subject teachers. Their aim is always to address any concerns in a timely manner, utilising the expertise of other school staff, such as the relevant House Coordinator or College Counselling Service, as required.

Pastoral Teachers report to the relevant Middle or Senior House Leader. They are required to attend House Briefings at **8.20am** on a nominated day, to ensure a proactive and consistent approach to the pastoral care of students, parent communication, adherence to school policy and the Pastoral Care curriculum.

Pastoral Teachers have specific responsibilities in the following areas:

Pastoral Care including;

- working to support the development of each student's potential in a safe and caring environment
- coordinating the pastoral care process for the group, providing individual support where necessary
- providing and maintaining effective communication links with parents and teachers
- monitoring student absences according to specified College procedures
- acknowledging student birthdays
- reporting to the House Leader the circumstances of any student requiring extra pastoral care, discipline or other attention

Pastoral Care Curriculum including:

- preparing for all Pastoral Care lessons
- conducting Pastoral Care lessons in the allocated Pastoral Time
- working with the Assistant Principal – Student Wellbeing to develop the Pastoral Care Curriculum

Student Management including:

- implementing the student management and pastoral policies within their Pastoral Group
- monitoring student uniform daily for compliance with requirements
- monitoring student compliance with school rules
- monitoring student lockers for locks and general tidiness
- monitoring, and following up on, punctuality and attendance
- assisting with SRC fundraising and Social Justice activities
- monitoring the behaviour of her/his Homeroom at Assemblies and other House, Year Level or Whole School events



Administration Tasks including:

- working cooperatively with colleagues in the overall operation of the House
- attending scheduled meetings with the House Leader and other Pastoral Teachers
- marking attendance accurately according to specified procedures
- arranging for appropriate prayers/readings in Pastoral Group Assembly
- ensuring the Daily Bulletin is communicated with students effectively
- distributing written material to students according to specified procedures

House Culture and Pastoral Program including:

- assisting in the building of a positive House culture and the fostering of a sense of connectedness to the House and the College
- attending regular House meetings/assemblies and associated activities
- contributing to regular House meetings/assemblies and associated activities
- attending and contributing to House team meetings
- acting as a presence in the relevant House Area, including around lockers, where possible

Room Maintenance including:

- taking responsibility for the physical appearance of the Homeroom, including the upkeep of noticeboards
- ensuring general security of room and facilities
- ensuring proper student care for room furniture and fittings and develops the classroom as an attractive learning environment, reporting any maintenance concerns to the Facilities and Maintenance Manager or to the ITS Coordinator
- assist in end of term clean up

Reporting including:

- in line with the *Emmaus College Style Guide*, proofread the written reports of all students in the Homeroom. This includes ensuring that comments and associated grades are consistent, that the student's official name is used and spelt correctly and that a report is included for every subject the student undertakes.
- formulate a Student General Evaluation Report report based upon Subject Teachers reporting and the observations of the Pastoral Teacher



POL Level:

N/A

Time Allowance (minutes per week):

N/A

Casual Relief Teachers report to the Assistant Principal – Staff and Administration through the Director of Daily Organisation. They are employed on a casual basis to deliver the College Curriculum in the absence of a regular teacher.

Emmaus College appoints Casual Relief Teachers as either:

- an Emergency Teacher (on an ad hoc basis for up to 15 consecutive school days), or,
- a Relieving Teacher (more than 15 consecutive school days up to 11 weeks)

in line with the Victorian Catholic Education Multi Employer Agreement (VCEMEA).

Casual Relief Teachers are expected to:

- take attendance in every lesson they are scheduled to teach
- deliver the curriculum according to the instructions provided by the absent teacher
- actively engage students in the work left
- actively supervise students and provide the appropriate duty of care
- provide feedback on the lesson to the absent teacher
- liaise with Pastoral Teachers or House Leaders regarding any issues of student wellbeing or discipline
- complete supervision duties as rostered (and in accordance with the VCEMEA)
- be flexible
- provide a learning environment, as close to normal as possible, while the regular teacher is absent
- support and implement Emmaus College policies and procedures both inside and outside of the classroom

In addition, when employed as a Relieving Teacher, a Casual Relief Teacher may be required to:

- prepare engaging lessons in line with College curriculum documentation
- assess student work
- provide appropriate and relevant feedback to students
- participate in the College's reporting procedures
- participate in Parent/Teacher Interviews