



MANDURAH CATHOLIC COLLEGE

Mandurah Catholic College is a K-12 Catholic co-educational day school, with approximately 1650 students enrolled in 2017. Established in 1992, the College is located on a picturesque, 12-hectare bushland site situated two kilometres from the Mandurah town centre.

The Principal of Mandurah Catholic College invites applications from suitably qualified persons for the following teaching positions:

RELIGIOUS EDUCATION
ENGLISH
HISTORY & SOCIAL SCIENCE
PHYSICAL EDUCATION
ITALIAN
MIDDLE SCHOOL SPECIALIST

Full-time, commencing January 2018

The successful applicants will be enthusiastic, innovative and student-centred and work collaboratively as part of a team. They will also be a committed member of our College and will be prepared to contribute in all aspects of College life.

The College offers excellent support to teachers to enable them to develop on their professional journey through the Mandurah Catholic College Professional Growth Program. All staff are required to be involved in the pastoral care of our students and need to be able to demonstrate a commitment to the ideals and ethos of Catholic Education and be willing to participate in the extra-curricular program at the College.

All applications are required to have a Statement of Service, Working with Children check and TRBWA Registration. Successful applicants will be well qualified, dynamic and supportive of the Catholic ethos. Details of the College can be viewed at, www.mcc.wa.edu.au or by contacting the College Human resources Officer on 9531 9507.

Resume, College application form and covering letter addressed to the Principal with the names and telephone numbers of three referees (one of whom should be your Parish Priest), should be submitted to:

Human Resources Officer
Mandurah Catholic College
PO Box 615
MANDURAH WA 6210

Fax: 9535 8558

E-mail: MCCHumanResources.mcc@cathednet.wa.edu.au

Applications close on Monday, 11 September 2017



*“Our College is a learning community
seeking truth by living out the Gospel values through the Catholic faith and
by promoting the holistic and optimal development of each person”.*

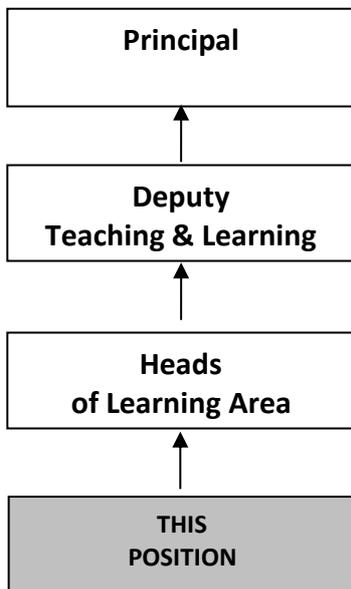
ROLE DESCRIPTION

1. POSITION IDENTIFICATION

SECTION :	Teaching
POSITION :	Secondary School Teacher

2. POSITION RELATIONSHIPS

Responsible to:



Key Working Relationships:

- Principal
- College executive
- Director of Learning Technologies
- Head of Learning Enhancement
- Subject Teachers
- Heads of House
- Heads of Year
- Special Needs Coordinator

3. PURPOSE OF THE POSITION:

The heart of any school is its teaching staff. The success or failure of our efforts at Mandurah Catholic College depends largely on the efforts of our teachers. Mandurah Catholic College teachers are expected to have a dedicated and professional approach to their vocation as educators. They should be committed to building their capacity as expert educators. At all times, whether in or out of the classroom, they are, by their example, influencing students.

The Secondary Teacher assists in implementing the College philosophy and modelling and supporting the goals of the College Mission and Strategic Plan. It is an expectation that the Secondary Teacher will support the vision and goals of the College as a learning community and to participate in ongoing professional development and learning.

4. CORE RESPONSIBILITIES:

- Subject teachers should be familiar with all College customs and traditions and be able to explain these to their students.
- Teachers should be alert and conscientious in enforcing College policy, particularly with regard to behaviour and general conduct of students, including the College Student Code of Conduct.

- Teachers should insist on the obedience and discipline required and, when necessary intervene and correct inappropriate behaviour.
- Teachers should work to develop rapport with all their students. At the same time, they should remember that they are in a position of authority and maintain appropriate boundaries.
- Teachers should be aware of, and attentive to, the effect that their own approach to discipline may have upon other teachers with different personalities. As far as possible, no word or action of teachers should make discipline difficult for any other member of staff.
- Teachers are to insist on proper titles when students are talking to or about them; ie, Mr, Mrs, Miss, Ms. They should not allow more familiar terms of address.
- Teachers should be in classrooms in good time for the start of each period. They should dismiss students promptly on the bell and see that they move quickly and quietly to the next period.
- Teachers should be ready to commence the periods following the recesses promptly. They should insist on the same punctuality from their students.
- Teachers should not leave their class, even for a short time, except on very urgent business and then only after adequate supervision has been arranged. This is particularly important in the Science and Manual Arts areas.
- Teachers should perform all yard/supervision duties faithfully and conscientiously. Teachers must arrange for a suitable substitute if they cannot be on duty when required. If unable to arrange a substitute, they should inform the Relief Co-ordinator or Deputy Principal of Staff and Formation in sufficient time to allow them to make appropriate arrangements.
- Teachers should note absent students at the start of each period and follow through set absentee procedures, where appropriate.
- Teachers must not leave any students in a classroom unsupervised, even those doing penalties outside of normal College hours.
- While it is realised that illness may legitimately keep a teacher away from the College, a teacher should try to minimise the detriment to students by sending a schedule of work for the substitute teachers to cover during the absence.
- Final approval for excursions must be given by the Deputy Principal of Staff and Formation. Such excursions must be documented in the normal manner of any extension of the academic program.
- The quality of the immediate environment is an important factor in determining student response to learning opportunities. A subject teacher should liaise with other users of GPLA's to ensure that appropriate displays, notices, posters, etc, present to the students an interesting and stimulating working environment. While this is easier to achieve in specialist classrooms, it is necessary for all teaching areas. Teachers should keep a vigilant eye on the condition of the desks and walls of classrooms in which they teach so that any carelessness or vandalism on the part of the students may be promptly checked. Any writing on walls, desks or other College property should be reported immediately to the Business Manager.
- At the end of each period, teachers are responsible for seeing that lights are turned off and the room is locked, unless they are sure that the room will be occupied immediately by another class. Laboratories, in particular, should be locked if no other teacher is coming immediately to conduct a lesson.
- At the end of the last period, teachers should see that all students are correctly dressed and groomed before dismissing them.
- Teachers should not leave the classroom at the end of the day without ensuring that all windows are closed, lights are turned off, desks are properly arranged, chairs are put on desks, blackboards and whiteboards are cleaned, chalk and pens are put away, and any litter on the floor is removed.
- Teachers should not make any purchases on behalf of the College without the proper authorisation from the appropriate Head of Learning Area, Head of House or Head of Year.
- Teachers should be moderate in their use of photocopied material and use the services provided by the Administration to have this copied.
- Teachers should attend the Parent/Teacher/Student nights and other meetings of parents and teachers. They should attend those College functions specified by the Principal.

- In regard to their professional duties and responsibilities, which cannot be dealt with at length here, teachers should regard themselves as members of a professional team, working collaboratively with all other members of staff.

5. PROFESSIONAL GROWTH

All Mandurah Catholic College staff take part in the Professional Growth Program. Subject and learning team teachers are personally responsible for keeping abreast of current developments in education and professional reading. They should consult with the Deputy of Staff Formation regarding appropriate in-service/courses to maintain their level of expertise. Through the Principal, teachers will be informed of curricula and organisational developments in the College and they will co-operate when assigned with tasks that are broader-band than their particular teaching areas, such as examination preparation, marking, cross-group testing, development of assessment structures and statements, attendance at consensus and moderation meetings, and similar other professional requirements.

6. STAFF MEETINGS

At regular, notified times throughout each term, the staff meet from 3.10pm until 4.15pm on Monday afternoons as a Whole College Professional Learning Community or Secondary Staff Meeting. As this represents the major opportunity for the staff to work together on common tasks, this meeting has priority over all other College activities. Absence from this meeting for any reason should be negotiated with the Deputy of Staff and Formation.

Subject Teachers are expected to attend all Learning Area and House Meetings scheduled in the College Planner.

7. POSITION EXPERIENCE AND SKILLS REQUIREMENT PROFILE:

- Have highly developed organisational and interpersonal skills.
- Possess ability to be a proactive and collaborative member of a team.
- Be prepared to participate in Co-curricular activities (Teaching).
- Model and maintain the Catholic ethos and traditions of the College.
- Have a warm, welcoming and friendly disposition.
- Maintain a high standard of confidentiality.