



# **Ss Michael and John's Catholic Primary School**

Application for  
**Classroom Teacher**  
**2024**



Ss Michael and John's Primary School in Horsham is centrally located in the Wimmera region on the banks of the Wimmera River. Opportunities abound with excellent sporting facilities, bushwalking and rock climbing in the Grampians National Park and Mt Arapiles, shopping, dining, and entertainment.

Ss Michael and John's Primary School provides quality education to the Catholic families of Horsham and the surrounding rural areas.

We believe that education is a journey, not a destination. In line with our mission statement, we ultimately promote and encourage students to be lifelong learners.

We provide students with opportunities to engage in a diverse range of curricular and co-curricular activities, and we help them identify their strengths and create opportunities to pursue them.

We are motivated by a desire to help the children be the best learner they can be and, more importantly, to become the best person they can be.

The school provides facilities that are modern and flexible with open learning spaces. Staff work collaboratively, teaching and planning together in teams.

Ss Michael and John's Primary School welcomes families from all backgrounds and provides education from Prep through to Year Six. We are currently experiencing a growth in enrolments from 260 in 2023 to 290 in 2024.

As a flexible learning school, it is important that applicants have highly developed interpersonal skills with the willingness to develop and deliver the vision to both the school community and to the students. Ss Michael and John's Primary School is a child-safe school and is committed to the safety, wellbeing and protection of all children in our care.

Ss Michael and John's - Caring Learning Growing Every Child Every Day

We look forward to applications from graduates and experienced teachers looking to work in an innovative school committed to success for ALL students.

The following package provides a guide to our school and the nature of the role and accountabilities for the position of Teacher at Ss Michael and John's Primary School, Horsham. Teachers will be responsible for developing respectful and collaborative relationships to contribute to our school climate and catholic school culture

## Learning and Teaching Philosophy and Approach

At Ss Michael and John's we recognise that education is one of the most precious and significant gifts that we can pass on to all within our community. We are passionate about learning and strive to develop a culture where all students, teachers and support staff are committed to becoming the best that we can be.

In a world that is constantly changing, Ss Michael and John's recognises that education is constantly evolving, and it is therefore essential that we cater for the diverse needs and skills of all learners so that they can thrive in the future.

Our aim at Ss Michael and John's is for constant and continuous student growth in learning by providing a curriculum that challenges and engages all students to grow as passionate learners. We provide a high-quality learning environment that supports, enables and engages the learner in the contemporary world. We are committed to building the necessary knowledge and skills to support students to flourish and learn spiritually, academically, emotionally and physically.

The Vision and learning philosophy at Ss Michael and John's emerges from a wide range of theory, research and best practice. Essential elements of our learning and teaching approach are developing students' competencies to think creatively and critically to problem solve and to reflect on themselves and their learning.

Learning at Ss Michael and John's is student-centred, rigorous, collaborative and above all, engaging. The curriculum is carefully constructed and embeds the following principles:

1. We value the wellbeing of all learners and understand that healthy relationships and a focus on the person helps to build learner confidence and success.
2. We are committed to an evidence-based approach to learning which aims to develop self-regulated learners who set and work towards clear goals and reflect upon and evaluate their learning in an engaging environment.
3. We value a whole school approach where a consistent approach supports diverse learner needs and encourages learner passions.

4. We support students with diverse learning needs by making appropriate adjustments and tailoring an individualised program.
5. We are committed to optimising learning for all through a wide range of emerging technologies.

Our learning principles are realised and enacted through,

### **High Quality Standards-Based Curriculum:**

This includes:

- Planning using collaboratively agreed upon essential learnings and standards as a basis for unit and lesson foundations.
- Identifying and connecting learner prior knowledge to current content and understandings.
- Incorporating a variety of print and digital resources into lessons.
- Demonstrating extensive content knowledge- building staff expertise prior to instruction.
- Providing progressively meaningful and challenging learning experiences- building upon current knowledge.
- Planning lessons and using materials that are challenging, engaging, and supportive of these objectives.

### **Highly Effective Instruction:**

This includes:

#### Process

- Fostering the belief that success and achievement is for every learner and is a result of effort and persistence.
- Giving verbal and nonverbal indication that all students are valued – wellbeing.
- Ensuring positive relationships – ReLATE
- Promoting mistakes as part of the learning process.
- Establishing consistent procedures and clear rules for learning and behaviour.

#### Pedagogy

- Selecting appropriate high-impact teaching strategies
- Providing enabling and extending prompts for learners
- Demonstrating expectations through modelling and self-talk
- Providing timely and appropriate feedback

- Using effective questioning techniques
- Promoting the development of thinking and metacognitive skills
- Encouraging problem-solving skills
- Using data-informed instructional groupings to cater for student needs and levels of learning.

### **Student – Focused Response to Learning**

This includes:

- Setting high academic expectations for every student
- Providing scaffolding for support so all students can achieve their set learning goals
- Referring to Curriculum standards to drive learning goal setting
- Consistently extending and deepening understanding for every student
- Knowing students well academically and personally through readiness, interest and acquisition assessments
- Using knowledge about students (obtained through data) to differentiate content, process and product.

### **Balanced and Reliable Measurement & Informed Instruction:**

This includes:

- Using pre-assessments, formative assessments, and summative assessments
- Checking for students' understanding of identified standards and objectives in each lesson (Learning Intentions and Success Criteria)
- Circulating during lessons to conference with students, stimulate student thinking, provide feedback, and assess progress
- Providing both oral and written academic feedback that is focused on high quality and achievement of set standards.
- Consistently applying agreed upon criteria to judge the progress and achievement of student work
- Reporting student progress and achievement to families.

# Ss Michael and John's Primary School **Position Description**

## **Classroom Teacher**

<b>STATEMENT OF DUTIES (TEACHER)</b>	
<b>Contemporary Teaching</b>	<ul style="list-style-type: none"> <li>• Develop a stimulating learning environment by using a variety of styles and approaches to cater for individual learning needs</li> <li>• Understand and adhere to state and national course requirements, including the standards of professional practice – Australian Standards of Teaching – and the CECV</li> <li>• Employ a variety of effective teaching strategies to effectively implement the curriculum</li> <li>• Give appropriate time to lesson planning and organisation</li> <li>• Understand state and national course requirements</li> <li>• Keep accurate records of student attendance</li> <li>• Embrace the use of information and communications technologies to enhance learning</li> <li>• Engage in learning progress discussions</li> <li>• Write formal academic reports that conform to report writing guidelines</li> <li>• Monitor the progress of each student and provide meaningful and regular feedback to each student on their progress</li> <li>• Liaise with appropriate support staff in the implementation of the curriculum</li> </ul>
<b>Pastoral Care and Child Safety</b>	<ul style="list-style-type: none"> <li>• Provide students with a child-safe environment</li> <li>• Be familiar with and comply with the school's child-safe policy and code of conduct, and any other policies or procedures relating to child safety</li> <li>• Proactively monitor and support student wellbeing</li> <li>• Exercise pastoral care in a manner that reflects school values</li> <li>• Implement strategies that promote a healthy and positive learning environment</li> <li>• Attend year-level meetings as scheduled</li> <li>• Attend all school assemblies</li> <li>• Attend school liturgical celebrations</li> <li>• Attend school-organised activities as required</li> </ul>
<b>Curriculum Development</b>	<ul style="list-style-type: none"> <li>• Plan, develop, review and evaluate curriculum in subject areas and at year levels which you teach</li> <li>• Develop assessment instruments in a collegial manner where whole group testing takes place</li> <li>• Evaluate digital learning materials and make recommendations to subject coordinators about their implementation</li> <li>• Create and evaluate online resources for the purposes of enriching the curriculum</li> <li>• Attend subject meetings as scheduled</li> </ul>
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>• Have current knowledge of curriculum initiatives in your teaching areas</li> <li>• Commit to ongoing professional development in your teaching areas</li> <li>• Be open to researching areas of interest relevant to directions provided in the school's strategic plan and annual action plan</li> <li>• Continue development of ICT skills as technologies evolve</li> <li>• Participate in the staff appraisal process</li> <li>• Be an active member of a relevant professional association as duties permit</li> <li>• Support collegial learning by acting as a mentor or supervising and supporting a student teacher after consultation with their appointed teacher mentor</li> </ul>
<b>Co-Curricular Involvement</b>	<ul style="list-style-type: none"> <li>• Support and be involved in the co-curricular program</li> <li>• Proactively encourage students to participate in co-curricular activities</li> <li>• Act as a role model for participating students</li> <li>• Keep accurate records of student attendance and participation within the co-curricular activity</li> <li>• Create and maintain a safe environment in which students may enjoy their participation</li> <li>• Oversee the provision and care of relevant equipment materials and first</li> </ul>

## STATEMENT OF DUTIES (TEACHER)

	aid requirements
<b>General and Administrative Duties</b>	<ul style="list-style-type: none"> <li>• Contribute to a healthy and safe work environment for yourself and others and comply with all safe work policies and procedures</li> <li>• Maintain currency of first aid, mandatory reporting and anaphylaxis training</li> <li>• Demonstrate duty of care to students in relation to their physical and mental wellbeing</li> <li>• Attend all relevant school meetings and required after-school services/assemblies, sporting events, mass, community and faith days, as well as professional learning opportunities</li> <li>• Participate in duty supervision as rostered and other supervision duties when required</li> <li>• Demonstrate professional and collegiate relationships with colleagues</li> <li>• Uphold the professional standards expected of a teacher</li> <li>• Other duties as directed by the Principal</li> </ul>

## SELECTION CRITERIA (TEACHER)

<b>Commitment to Catholic Education</b>	<ul style="list-style-type: none"> <li>• A demonstrated understanding of the ethos of a Catholic school and its mission</li> <li>• A demonstrated understanding of the Church's teachings and the Catholic teacher's role in the mission of the Church</li> <li>• A demonstrated capacity to instil in students a respect for each other in accordance with the teachings of Jesus Christ</li> <li>• A capacity to integrate the Church's teachings into all aspects of curriculum</li> </ul>
<b>Commitment to Child Safety</b>	<ul style="list-style-type: none"> <li>• Experience working with children</li> <li>• A demonstrated understanding of child safety</li> <li>• A demonstrated understanding of appropriate behaviours when engaging with children</li> <li>• Familiarity with legal obligations relating to child safety (e.g. mandatory reporting)</li> <li>• Be a suitable person to engage in child-connected work</li> </ul>
<b>Education and Experience</b>	<p><b>Essential:</b></p> <ul style="list-style-type: none"> <li>• Teaching qualifications</li> <li>• Current Victorian Institute of Teaching (VIT) registration</li> </ul>
	<p><b>Desirable Other:</b></p> <ul style="list-style-type: none"> <li>• Accreditation to Teach Religious Education (or be working towards such accreditation)</li> <li>• Relevant post-graduate studies (or working towards such qualifications)</li> <li>• Demonstrated understanding and experience of the learning and teaching pedagogy associated with the Victorian Curriculum</li> <li>• Demonstrated experience in using ICT to teach subject area</li> <li>• Preference for experience in inquiry-based learning and use of student data to maximise learning outcomes</li> </ul>
<b>Skills/Attributes</b>	<ul style="list-style-type: none"> <li>• Ability to work collaboratively as part of a team</li> <li>• Good oral and written communication skills, including the ability to communicate with children, parents and the school community</li> <li>• Experience and proven record in effective learning and teaching skills, including management of composite classes/mixed ability classes or some experience for a Graduate Teacher</li> <li>• Ability to demonstrate an understanding of appropriate behaviours when engaging with children</li> <li>• Demonstrated capacity to participate in a range of school activities, e.g. school sports, sacramental programs, liturgies, school camps/excursions</li> <li>• Leadership qualities</li> <li>• Self-motivation</li> <li>• Ability and willingness to accept policy directives</li> </ul>

# Michael and John's Horsham Application for Employment



## Classroom Teacher

Ss Michael and John's Primary School is committed to child safety and is legally required to obtain the following information about a person whom it proposes to engage to perform child-connected work:

- Working with Children Check status or similar check
- proof of personal identity and any professional or other qualifications
- the person's history of work involving children
- references that address the person's suitability for the job and working with children.

It is a requirement that all applicants complete this form. You must complete all parts of the form. Any false or incomplete statement or information in this form or in connection with your employment application may lead to a rejection of your application. The prospective employer may check any information provided by you in this form with relevant authorities, previous employers, referees or sources. By signing or submitting this form, you consent to these pre-employment checks. Information provided will be treated in accordance with the Privacy Act 1988 (Cth).

I wish to apply for employment to the Classroom Teacher position currently advertised in the

\_\_\_\_\_ on \_\_\_\_\_  
(Newspaper, Website, etc) (Date)

Personal Information			
TITLE	GIVEN NAME(S)	SURNAME	
MR MRS MISS MS OTHER			
ADDRESS		PHONE NUMBERS	Vit Registration Number
		Home	
		Mobile	Current Police Check
		Work	
ACCREDITATION TO <u>TEACH IN A CATHOLIC SCHOOL</u>		ACCREDITATION TO <u>TEACH RELIGIOUS EDUCATION</u>	
YES <input type="checkbox"/> NO <input type="checkbox"/>	COPY ATTACHED <input type="checkbox"/>	YES <input type="checkbox"/> NO <input type="checkbox"/>	COPY ATTACHED <input type="checkbox"/>
			Religious Education Accreditation Number





Volunteer Work			
ORGANISATION'S NAME AND ADDRESS	POSITIONS/DUTIES	DATES	
		FROM	TO

*(Note: You must list all previous places of volunteer work where such work involved children. If more space is required, attach a separate sheet)*

Referees			
NAME	POSITION	SCHOOL/COMPANY	PHONE NUMBER

**Pre-Employment Disclosure Questions**

It is an inherent requirement of the position that you be a person suitable to work in child-connected work. Each of the following questions is relevant to the prospective employer’s understanding and determining your likely ability to carry out the inherent requirements of the advertised position. You must answer each question.

<b>1. Have you ever had any disciplinary action taken against you by an employer (e.g. received a warning or had your employment terminated) in relation to any inappropriate or unprofessional conduct?</b>	
NO <input type="checkbox"/>	YES <input type="checkbox"/>
If yes, please provide details:	
<b>2. Have you ever been the subject of an allegation of inappropriate or unprofessional conduct which has been substantiated by an employer or other body?</b>	
NO <input type="checkbox"/>	YES <input type="checkbox"/>
If yes, please provide details:	
<b>3. Have you ever been found guilty of a criminal offence or are you currently facing criminal charges?</b>	
NO <input type="checkbox"/>	YES <input type="checkbox"/>
If yes, please provide details:	

**4. Do you consent to the prospective employer contacting the appropriate person at any or all of your current or former employers (including any retired person who at the relevant time may have been employed by a former employer) to confirm the accuracy of your answers in questions 1–3 above and to ask about your suitability to work with children?**

NO

YES

If no, this will be discussed further if you are offered an interview.

### **Applicant declaration**

I declare that the contents of this form are true and correct and complete to the best of my knowledge and no information concerning my employment history has been withheld.

I understand that any wilfully incorrect or misleading answer or material omission which relates to any of the questions in this form may make me ineligible for employment, or if employed, liable to disciplinary action which may include dismissal.

I understand that all applicants are required to undergo background screening which may include a National Police Record Check. I consent to such screening and checks in connection with my application for employment. I consent to the prospective employer making inquiries of any current and/or previous employers in connection to the information and answers I have provided in this form to verify the accuracy of the information in this form and to confirm my ability to carry out the inherent requirements of the position including my suitability to perform child-connected work. I understand and accept that my appointment to this position requires compliance with the school's child-safe policy and code of conduct. I have read and understand the school's child-safe policy and code of conduct.

I understand and accept that my appointment to this position requires a commitment to Catholic Education. I have read and understand the Statement of Principles regarding Catholic Education.

**Signature**

**Date**

## Application Instructions

Applications are to be addressed and emailed to the Principal, Andrea Cox  
[principal@smjhorsham.catholic.edu.au](mailto:principal@smjhorsham.catholic.edu.au)

Written applications should contain the following:

1. A completed cover Application for Employment Form
2. A cover Letter introducing yourself and indicating why you are inspired by the possibility of working at Ss Michael and John's
3. A Curriculum Vitae that includes 3 nominated referees, including current employer

Applications close **Monday 4 September** at 5.00 pm