



Marian College

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principal@mcararat.catholic.edu.au

Marian College Ararat

Application Package

Position: Head of Learning &
Teaching - Junior School (Years 7-9)

Commencing Term 1, 2024

Closing Date

4.00pm, 17th November 2023

Dear Applicant

Thank you for applying for a position at Marian College Ararat. This application package will assist you with your application and must be read carefully and following accordingly. This package includes:

1. Position description for Head of Learning & Teaching
2. Teaching at Marian College
3. Key Selection Criteria
4. Duties of a Teacher
5. Statement of Principles regarding Catholic education
6. Child Protection and Safety
7. Application for position
8. Pre-Employment Disclosure Questions
9. Applicant declaration

Please note

- Application closes at 4.00pm on 17th November 2023. Applications, supporting documents and letters of application should be emailed to principal@mcararat.catholic.edu.au
- Applications which do not answer to the Selection Guidelines may not be accepted and/or may require you to provide further information before your application can be considered.
- Your application will be acknowledged and a copy of the Marian College Employment Privacy Policy will be forwarded to you.
- After applications close, you will be advised if you have been successful in securing an interview for this position.

In fulfilling Marian College Ararat's obligation to Ministerial Order 1359, Child Protection and Safety, it is a legal requirement to obtain information about a person who it proposes to employ to perform child related duties:

- VIT registration
- Proof of personal identity and any professional or other qualifications
- The person's history or work involving children
- References that address the person's suitability for the job and working with children.

Any false or incomplete statement or information in your application for employment may lead to a rejection of your application for employment. Any information provided by you in connection with your application for employment may be checked by Marian College with relevant authorities, previous employers, referees or sources. By making an application for this position you consent to these pre-employment checks.

For any further information in relation to the position, please contact Veronica Scott, Human Resources Manager via vscott@mcararat.catholic.edu.au or (03) 5352 3861.

Yours sincerely,



Mrs. Carmel Barker
Principal



Marian College Ararat

Position Description



Job Title: Head of Learning and Teaching

Subjects: Junior School (Years 7-9)

Remuneration: Annual Position of Leadership Allowance (POL) \$17,709

Head of Learning and Teaching - Junior School (Years 7-9)

The Head of Learning and Teaching - Junior School (7-9) is a key position on the Marian College Senior Leadership Team.

At Marian College, the wellbeing of staff and students and the Learning and Teaching are strongly interconnected. Collegiality, a team approach, and the sharing of wisdom are vital to effective learning in the classroom.

Working closely with the Principal, Leadership team, and wellbeing and Hub leaders this role is directly responsible for overseeing the following duties. In practice, this means to:

- Working collaboratively with Head of Learning and Teaching - Senior School, Leadership Team, and Hub Leaders to implement monitor and support procedures, policies and processes for effective learning and teaching across Years 7-9.
- In consultation with the Head of L&T - Senior School and HUB and Wellbeing leaders, this role is responsible for the overall maintenance, scheduling, monitoring and evaluation of the College's assessment and reporting procedures.
- Working collaboratively with the College Leadership team, Timetabler and Hub leaders to assist and support Parent Information Evening and subject advise and selection for students Years 7-9.
- Organise and oversee data testing for NAPLAN, ACER and internal assessment to inform teaching Years 7-9.
- Working with the College Leadership team, and Hub leaders to embed data-informed practice to inform teaching Years 7-9.
- Working collaboratively with the Head of Learning Diversity, Leadership team and Hub Leaders to devise further learning support through the creation of Tier 2 learning interventions for Years 7-9.
- Working in partnership with the Head of L&T - Senior School, take responsibility for Student Leadership and Voice (Years 7-9) - including the development of a Student Representative Council (SRC).
- Working with Hub leaders and the College Leadership team, develop and monitor programs, processes, and procedures to provide ongoing extension opportunities for high performing and advanced students Years 7-9.
- Working with Hub leaders and College Leadership team, overseeing the revision and preparation of the Subject Information Booklets, booklist and online programs to support learning.

Teaching at Marian College

At Marian College we are seeking committed and suitably qualified Leader who:

- are committed to Gospel values and Catholic education,
- are positive people who enjoy working with young people,
- have a love of learning and a wish to share this.
- are interested in working as part of a dedicated teaching team.

The Culture of Learning at Marian College Ararat is a foundation document which provides the expectations of teachers and of students. A copy of the document is on the College's website.





In support of your application, please include evidence of your capacity and potential to meet the following criteria:

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



Contemporary Teaching	<ul style="list-style-type: none"> ● Employ a variety of Formative Engagement teaching strategies to effectively build student understanding and confidence as independent learners. ● Develop a stimulating learning environment to cater for individual learning needs. ● Understand and adhere to state and national course requirements including the standards of professionals practice – Australian Standards of Teaching – and the CECV ● Use the Marian College Classroom Expectations document (for staff) as a basis for your teaching. ● Use the Student Learning Action Statement as the basis of your classroom expectations of students. ● 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 with students, TAs, Heads of House, parents. ● Write formal academic reports that conform to the Marian College report writing guidelines and timelines. ● Monitor the progress of each student and provide meaningful and regular feedback to each student on their progress
Pastoral Care and Child Safety	<ul style="list-style-type: none"> ● Provide students with a child-safe environment. ● Be familiar with and comply with the Marian College Child Safe Policy and code of conduct, and any other policies or procedures relating to child safety. ● Proactively monitor and support student wellbeing ● Exercise pastoral care through your teaching, the TA/House system, and other interactions with students in a manner which reflects Marian College values. ● Implement strategies which promote a healthy and positive learning environment. ● Attend House meetings as scheduled. ● Attend all school assemblies. ● Attend school liturgical celebrations. ● Attend school organised activities relevant to house, TA or year level, as required
Curriculum Development	<ul style="list-style-type: none"> ● Plan, develop, review, and evaluate curriculum in subject areas and at year levels which you teach. ● Develop assessment instruments in a collegial manner 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 faculty meetings as scheduled



Professional Development	<ul style="list-style-type: none"> ● Take an active role in the Marian College Professional Learning teams (formative engagement) ● Take an active role in the classroom observation process. ● Construct an annual professional learning plan and regularly annotate progress. ● Have current knowledge of curriculum initiatives in your teaching areas. ● Commit to ongoing professional development in your teaching areas. ● Be open to researching areas of interest relevant to directions provided in the school's strategic plan. ● Continue development of ICT skills as technologies evolve. ● Participate in the Annual Review Meeting (ARM) process. ● Be an active member of a relevant professional association/network as time/distance permits. ● Support collegial learning by acting as a mentor or supervising and supporting a student teacher after consultation with Head of Faculty
Co-Curricular Involvement	<ul style="list-style-type: none"> ● Support and be involved in the co-curricular program. ● Proactively encourage students to participate in co-curricular activities. ● Oversee the provision and care of relevant equipment materials and first aid requirements
General and Administrative Duties	<ul style="list-style-type: none"> ● Contribute to a healthy and safe work environment for yourself and others and comply with all Marian College safe work policies and procedures. ● Maintain currency of first aid, mandatory reporting, and anaphylaxis training ● Demonstrate a 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. ● Other duties as directed by the principal





The task of the Catholic school

Its task is fundamentally a synthesis of culture and faith, and a synthesis of faith and life: the first is reached by integrating all different aspects of human knowledge through the subject taught, in the light of the Gospel; the second in the growth of the virtues characteristic of the Christian.

(Congregation for Catholic Education, The Catholic School, 1977)

This same goal is expressed by the Victorian Catholic community which desires its schools to be communities of faith.

This broad philosophical stance reveals a concern for an education that combines sound knowledge and skills with an overall personal development rooted in Christian values. Such an education involves a high level of interpersonal transaction between staff and pupils.

Pope John Paul II spelt out key implications of this for staff who work in Catholic schools:

The Church looks upon you as co-workers with an important measure of shared responsibility ... To you it is given to create the future and give it direction by offering to your students a set of values with which to assess their newly discovered knowledge ... [The changing times] demand that educators be open to new cultural influences and interpret them for young pupils in the light of Christian faith. You are called to bring professional competence and a high standard of excellence to your teaching ... But your responsibilities make demands on you that go far beyond the need for professional skills and competence ... Through you, as through a clear window on a sunny day, students must come to see and know the richness and joy of a life lived in accordance with Christ's teaching, in response to his challenging demands. To teach means not only to impart what we know, but also to reveal who we are by living what we believe. It is this latter lesson which tends to last the longest.

(Pope John Paul II, Address to Catholic Educators, September 12, 1984)

Pope John Paul II clarified this further when he spoke on Catholic Education in Melbourne:

I welcome you into that chosen group called by the Church to educating young Catholics in the faith. In a very special way, you share in the Church's mission of proclaiming the good news of salvation. Not all of you may be teaching catechetics, but if you are on the staff of a Catholic school, it is expected, and it is of the utmost importance, that you should support the whole of the Church's teaching and bear witness to it in your daily lives ... Certainly your work demands professionalism, but it also demands something more. Your professionalism as teachers involves tasks that are linked to your Baptism and to your own commitment in faith ... No matter what subject you teach, it is part of your responsibility to lead your pupils more fully into the mystery of Christ and the living tradition of the Church ... The parish primary school, where younger children receive their early lessons in the faith, remains a cornerstone of the pastoral care of Australian Catholic people. Here the community of faith hands on the timely message of Jesus Christ to its youngest members ... More difficult challenges face the Catholic secondary school. Here students must be helped to achieve that integration of faith and authentic culture which is necessary for believers in today's world. But they must also be helped to recognise and reject false cultural values which are contrary to the Gospel.

(Pope John Paul II, Address to Catholic Education, November 28, 1986)

Pope Benedict stated when addressing Catholic educators in the United States of America in 2008:

Education is integral to the mission of the Church to proclaim the Good News. First and foremost every Catholic educational institution is a place to encounter the living God who in Jesus Christ reveals his transforming love and truth (cf. Spe Salvi, 4). This relationship elicits a desire to grow in the knowledge and understanding of Christ and his teaching. In this way those who meet him are drawn by the very power of the Gospel to lead a new life characterised by all that is beautiful, good, and true; a life of Christian witness nurtured and strengthened within the community of our Lord's disciples, the Church.





And in an address to Catholic teachers during his visit to England in 2010, His Holiness stated:

As you know, the task of a teacher is not simply to impart information or to provide training in skills intended to deliver some economic benefit to society; education is not and must never be considered as purely utilitarian. It is about forming the human person, equipping him or her to live life to the full – in short it is about imparting wisdom.

...

It means that the life of faith needs to be the driving force behind every activity in the school, so that the Church's mission may be served effectively, and the young people may discover the joy of entering into Christ's "being for others".

(Pope Benedict XVI, Address to Catholic Teachers, September 17, 2010)

This philosophy of Catholic education, expressed in a growing number of documents and policy statements, guides the Catholic school in its functioning. Whilst it is accountable to the general community for the provision of quality education to young people, it is also accountable to the Church community for providing this within the context of the Gospel and its values as expressed in Catholic doctrine. The Catholic school is more than an educative institution: it is a key part of the Church, and an essential element in the Church's mission. So too staff in the Catholic school are more than employees – they minister in the name of the Church and of the Gospel.

All staff in the Catholic school have an indispensable role to play. It is expected of all staff employed in a Catholic school that they:

- (a) accept the Catholic educational philosophy of the school;
- (b) develop and maintain an adequate understanding of those aspects of Catholic teaching that touch upon their subject areas and other aspects of their work;
- (c) by their teaching and other work, and by personal example, strive to help students to understand, accept and appreciate Catholic teaching and values;
- (d) avoid, whether by word, action or public lifestyle, influence upon students that is contrary to the teaching and values of the Church community in whose name they act;
- (e) in relation to teachers, comply with the Accreditation Policy of the Catholic Education Commission of Victoria (CECV) to teach in a Catholic school, and other CECV policies, and uphold the professional standards expected of a teacher;
- (f) be committed to regular ongoing professional development;
- (g) be qualified as required by state authorities;
- (h) be a person suitable to work with children.



Marian College Ararat

Child Protection and Safety



Child abuse includes sexual offences, grooming, physical violence, serious emotional or psychological harm, serious neglect and a child's exposure to family violence.

Marian College has zero tolerance for child abuse and is committed to the protection of all children from all forms of child abuse.

This Child Protection Program is made up of work systems, practices, policies and procedures designed to maintain a child safe environment and to embed an organisational culture of child safety within the College community. The Program deals specifically with child protection issues and is designed to ensure compliance with the Victorian Child Safe Standards and related child protection laws. Broader child safety issues arising from our common law duty of care are dealt with through our Student Duty of Care Program.

With the implementation of Ministerial Order 1359 relating to Child Protection and Safety in July 2022, Marian College Ararat, in conjunction with Kildare Ministries and the Catholic Education Office, Ballarat, commenced the process of introducing and imbedding child protection and safety policies and procedures throughout the College and associated community.

Application for Employment – Head of Learning and Teaching

Marian College 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:

- a) Working with Children Check status, or similar check
- b) proof of personal identity and any professional or other qualifications
- c) the person's history of work involving children
- d) 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 application for employment may lead to a rejection of your application for employment. Any information provided by you in this form may be checked by the prospective employer 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 Data protection Act 2014 (Cth).

I wish to apply for employment for the teaching position advertised in

(Newspaper, Website, etc)

(Date)





PERSONAL	TITLE		GIVEN NAME(S)		SURNAME	
	MR <input type="checkbox"/> MRS <input type="checkbox"/> MISS <input type="checkbox"/> MS <input type="checkbox"/> OTHER					
	ADDRESS			PHONE NUMBERS		VIT REGISTRATION NUMBER
				Home		
				Mobile		VIT REGISTRATION TYPE
				Work		
ACCREDITATION TO TEACH IN A CATHOLIC SCHOOL			ACCREDITATION TO TEACH RELIGIOUS EDUCATION			
YES <input type="checkbox"/> NO <input type="checkbox"/> ATTACHED <input type="checkbox"/>			COPY YES <input type="checkbox"/> NO <input type="checkbox"/> ATTACHED <input type="checkbox"/>			

EDUCATION	QUALIFICATIONS ATTAINED	YEAR COMPLETED	NAME OF INSTITUTION
CURRENT EMPLOYMENT	CURRENT PLACE OF EMPLOYMENT		POSITION
	ADDRESS OF CURRENT PLACE OF EMPLOYMENT		PHONE NUMBER
			DATE BEGAN
	DUTIES (FOR EXAMPLE: SUBJECTS/GRADES TAUGHT IF CURRENTLY TEACHING)		



PREVIOUS EMPLOYMENT	EMPLOYER'S NAME AND ADDRESS	POSITIONS/DUTIES	DATES	
			FROM	TO
<i>(Note: You must list all previous employers. If more space is required, attach a separate sheet)</i>				

VOLUNTEER WORK	ORGANISATION'S NAME AND ADDRESS	POSITIONS/DUTIES	DATES	
			FROM	TO
<i>(Note: You must list all previous places of volunteer work where such work involved children. If more space is required, attach a separate sheet)</i>				

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 are relevant to the prospective employer understanding and determining your likely ability to carry out the inherent requirements of the advertised position. You must answer each question.

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?
NO <input type="checkbox"/> YES <input type="checkbox"/>
If yes, please provide details:



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?

NO ☐

YES ☐

If yes, please provide details:

3. Have you ever been found guilty of a criminal offence or are you currently facing criminal charges?

NO ☐

YES ☐

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 willfully 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 Process

Please scan and save all documentation in PDF format and email to principal@mcarrarat.catholic.edu.au

Please attach documents to one email with subject name: Application Head of Learning and Teaching 2024

You application should include:

1. A brief letter of application to the Principal of Marian College outlining:

- The reasons for your application;
- Your suitability for the role;
- Your response to the specific school needs
(This should be no more than one page long).

2. Additional information.

Please include in your application the following details:

- Your personal details
- Education – Tertiary level qualifications and any current tertiary study
- Relevant training and courses/qualifications
- Employment record
- School Leadership positions if applicable
- VIT Registration
- Three nominated referees

