



VET SALON ASSISTANT POSITION DESCRIPTION

Our Mission at Marymede Catholic College is to educate in partnership with parents, young people of courage, ingenuity, humility, commitment, strength, compassion, service and fidelity. This endeavour is possible only within a Christ centered community.

Teachers at Marymede Catholic College are appointed by and responsible to the Principal for the delivery of quality learning and teaching experiences, which enhance student outcomes.

The College recognises teachers as its most valuable resource and expects teachers to work in a collaborative way that enhances the spirit and culture of the College community and supports the College Mission, Vision and Annual Action Plan.

Role Responsibilities

The role responsibilities draw upon the *Victorian Catholic Education Multi-Employer Agreement (2018)* and the Victorian Institute of Teaching Dimensions of Professional Practice. The role revolves around a demonstrated commitment to professional knowledge, professional practice and professional engagement. The teacher must also hold a current VIT Registration.

The VET Salon Assistant teacher reports to the Deputy Principal Learning & Teaching P-12 on a day-to-day basis.

Position Criteria:

The Person

- Excellent interpersonal and communication skills with students and teachers.
- Demonstrate a commitment to Professional Development and life-long learning.

Key Selection Criteria

- Possess VIT registration.
- Hairdressing qualifications.
- Certificate IV in Training and Assessment (TAE40116 or equivalent).
- Suitable industry experience.
- Relevant occupational registration or licensing.
- Ability to work with young people between the ages of 15 – 18.
- Working with Children Check.
- Relevant ongoing industry currency in the Hairdressing field.
- An ability and willingness to complete training documents and audit requirements to comply with RTO requirements.

General Criteria

Professional Knowledge:

Teachers know how students learn and how to teach them effectively

- Teachers draw on the body of knowledge about learning and contemporary research into teaching and learning to support their practice.
- Teachers know the importance of prior knowledge and language for learning, and the impact of discussion, group interaction and reflection in the learning process.
- Teachers know how to engage students in active learning.
- Teachers know how classroom and program design, use of materials and resources and the structure of activities impact on learning.
- Teachers know the central place of religious education and faith experiences within the Catholic school curriculum.

Teachers know the content they teach

- Teachers have a sound, critical understanding of the content, processes and skills they teach.
- Teachers can articulate the key features and relevance of their content to their students and others, and can demonstrate how it is applied.
- Teachers know the methodologies, resources and technologies which support learning of the content, processes and skills they teach.
- Teachers are familiar with curriculum statements, policies, materials and programs associated with the content they teach.

Teachers know their students

- Teachers know the learning strengths and weaknesses of their students and are aware of the factors that influence their learning.
- Teachers are aware of the social, cultural, and religious backgrounds of the students they teach; and treat students equitably.
- Teachers develop an understanding and respect for their students as individuals, and are sensitive to their social needs and the way they interact with others.
- Teachers know the importance of working with and communicating regularly with students' families to support their learning.

Professional Practice

Teachers plan and assess for effective learning:

- Teachers use their knowledge of students, content and pedagogy to establish clear and achievable learning goals for their students.
- Teachers plan for the use of a range of activities, resources and materials to provide meaningful learning opportunities for all their students.
- Teachers monitor student engagement in learning and maintain records of their learning progress.
- Teachers select assessment strategies to evaluate student learning, to provide feedback to students and their parents/guardians and to inform further planning of teaching and learning.

Teachers create and maintain safe and challenging learning environments

- Teachers develop a positive learning environment where respect for individuals is fostered and where learning is the focus.
- Teachers provide a learning environment that engages and challenges their students and encourages them to take responsibility for their own learning.

- Teachers use and manage the materials, resources and physical space of their classroom to create a stimulating and safe environment for learning.
- Teachers establish and maintain clear and consistent expectations for students as learners and for their behaviour in the classroom.

Teachers use a range of teaching practices and resources to engage students in effective learning

- Teachers communicate effectively with students to make their learning programs explicit, to build rapport, and to support their learning.
- Teachers provide and manage opportunities for students to explore ideas and develop knowledge and skills, through discussion and group activities.
- Teachers use and manage a range of teaching and learning strategies, technologies, activities and resource.
- Teachers provide meaningful feedback to students and their parents/guardians about their developing knowledge and skills.

Professional Engagement

Teachers reflect on, evaluate and improve their professional knowledge and practice:

- Teachers work within the framework of school, CECV and diocesan policies.
- Teachers regularly reflect on and critically evaluate their professional knowledge and the effectiveness of their teaching.
- Teachers work collaboratively with other members of the profession and engage in discussion of contemporary issues and research to improve professional practice.
- Teachers identify their own professional learning needs and plan for and engage in professional development activities.
- Teachers develop organisational and administrative skills to manage their non-teaching duties effectively.

Teachers are active members of their profession

- Teachers support and contribute to the development of the ethos of the Catholic school.
- Teachers contribute to the development of school communities that support the learning and wellbeing of both students and fellow teachers.
- Teachers work effectively with other professionals, parents/guardians and members of the parish / broader community to provide effective learning for students.
- Teachers promote learning, the value of education and the profession of teaching in the wider community.
- Teachers understand and fulfill their legal responsibilities and share responsibility for the integrity of their profession.

Health & Safety

All staff are expected to:

- Adhere to and implement safe work practices and procedures in accordance with Marymede Catholic College policies.
- Work safely and report any hazards in accordance with College procedures.
- Monitor and take full care of the health and safety of others.
- Participate when required in the resolution of safety issues.

Other Specific Duties

As required by the Principal and as outlined in the *Certified Agreement VCMEA 2018*.