



RED BEND CATHOLIC COLLEGE



EMPLOYMENT OPPORTUNITY

Languages Coordinator and French Teacher

Inspiring Minds, Hearts and Spirits



Inspiring Minds, Hearts and Spirits.

Red Bend Catholic College Forbes, located in a peaceful rural setting with state of the art facilities, is seeking dynamic staff who will Inspire Minds, Hearts and Spirits.

If you are passionate about making a difference in the lives of students, then we encourage you to join our Catholic Marist community.

Red Bend Catholic College is currently seeking a Language Coordinator / French Teacher. Immediate commencement will be preferred but a 2026 commencement may be considered for the successful candidate.

How to apply

Applicants should download the application form and employment package at www.redbendcc.nsw.edu.au/employment.

The application form should be accompanied by a cover letter addressed to the Principal and your professional resume. Please apply by email to employment@redbendcc.nsw.edu.au

Applicants will be required to have a NSW Working with Children Check. Red Bend Catholic College is committed to child safety through the Marist Schools Australia Child Safeguarding Standards.

Privacy

Red Bend Catholic College, as part of the recruitment process, will be collecting information about you. This information will be included in the recruitment file, and will be read by Administration and Executive Staff, and members of the interviewing panel.

Equal Employment Opportunity

Marist Schools Australia and Red Bend Catholic College aim to ensure fair, equitable and non-discriminatory consideration for all applicants, regardless of sex, ethnic or racial origin, or physical disability.

The Benefits

- * Be part of a vibrant, inclusive and thriving rural community
- * Ongoing professional development and training
- * A safe, caring and supportive work environment
- * Competitive remuneration
- * Relocation Incentives may be available
- * Salary packaging and novated leases available through preferred suppliers
- * Employee Assistance Program (EAP) counselling service
- * Access to the school's aquatic and gym facilities



Red Bend Catholic College

OUR MISSION

Red Bend Catholic College inspires an inclusive and engaging Catholic education in the Marist tradition, nurturing enlivened Christians who are audacious, resilient and ethically informed global citizens.

OUR VISION

Red Bend Catholic College fosters educational excellence within a Christian environment. Through our Marist charism, we engage minds, hearts and spirits, inspiring our students to live well-rounded, ethical lives of respect, service and compassion. The College community invigorates critical thinking and interdependent learning in our students. Our students thrive in a safe environment which nurtures wellbeing and a sense of belonging. We promote Catholic values through our family atmosphere and community partnerships, where Jesus Christ is known and loved.

COLLEGE PRIORITIES

- * Enliven our Catholic Marist Identity through the Religious Education program, Outreach activities and Faith Formation opportunities
- * Lead and invigorate our newly developed Vision for Learning
- * Build on the strengths of our Wellbeing and Pastoral Care program
- * Continue to build partnerships and relationships in all sectors of our community.
- * Awareness of the needs surrounding a growing school population
- * Importance of highly developed Collective Efficacy as a staff team.
- * Innovative approach to attracting, retaining and forming staff.

COLLEGE GOVERNANCE

Marist Schools Australia Ltd oversees the Governance of the College. The Principal is directly responsible to the Regional Director who is in turn responsible to the National Director. The Regional Director is supported and advised by the Regional Council which advises him on matters of planning and policy in MSA-governed schools. The Principal is also assisted by the College Advisory Council, the College Finance Advisory Committee, which reports to Marist School Australia and its finance sub-committee, and the Province Finance Commission.

The Principal leads and manages the school, with the support and advice of the College Executive.

INSTRUCTIONS

1. Read the Role Description carefully.
2. If you need anything clarified, please contact us on employment@redbendcc.nsw.edu.au
3. Please note, as the needs of the College evolve, the Role Description may need to be revised. This will be done in collaboration with the Principal.

NAME

ROLE TITLE	Teacher	
ACCOUNTABLE TO	Principle through the Faculty Coordinator	
DEPARTMENT	Teaching	
MAIN PEOPLE INTERACTIONS	INTERNAL Students Teaching and Support Staff	EXTERNAL Parents and Carers
ROLE PURPOSE	<p>The primary focus of the Teacher is the education of the students. The Teacher is responsible for creating a positive, caring and effective learning environment:</p> <ul style="list-style-type: none">• In the classroom and outside the classroom environment• In Co-curricular activities, excursions and mission activities• In interacting informally with students	
EXPECTED BEHAVIOURS AND ATTITUDES	<ul style="list-style-type: none">• Actively works to promote the charism of Saint Marcellin Champagnat and the mission and life of the Catholic Church within the College;• Actively supports a child safety culture, with a zero tolerance for child abuse;• Complies with:<ul style="list-style-type: none">- Marist Schools Australia Policy Statements.- Red Bend Catholic College Policy Statements, Procedures and Code of <p>Conduct for Staff</p> <ul style="list-style-type: none">• Adheres to workplace health and safety procedures and actively• contributes to maintaining a safe, healthy and tidy environment;• Maintains a commitment to improve services and pursue excellence continuously• Seeks opportunities for professional development.	



KEY ROLE RESPONSIBILITIES

KNOWLEDGE AND SKILLS	<ul style="list-style-type: none"> • Demonstrate knowledge, competence and confidence in the relevant subject discipline. • Have well-prepared and varied lessons, which cater to the range of student abilities and interests. • Demonstrating commitment to teacher professional development. • Conducting oneself in a professional and appropriate manner in the classroom and school environment when representing the school and in a personal capacity. • Being conversant with any requirements for examinations and assessments.
ACTIVELY SUPPORT COLLEGE OPERATIONS	<ul style="list-style-type: none"> • Compliance with all relevant legislative and regulatory obligations. • Completion of administrative and operational activities in alignment with College requirements. • A willingness to undertake tasks as requested by the Principal or their delegate. • Flexibility in the workplace, open to new ideas and concepts, to working independently or as part of a team, and to carrying out multiple tasks or projects.
DUTIES	<ul style="list-style-type: none"> • Carefully follow the NESA syllabus documentation, and prepare scope and sequence statements, programs, and plan lessons accordingly. • Keeping a record of curriculum delivery (e.g. A teacher's chronicle / day book or similar) and having it available for perusal and discussion by the Faculty Coordinator, Director of Learning, Teaching or Director of Curriculum. Keeping registers for the classes taught up to date as well as evaluating units of work at their conclusion. Recording and maintaining students' assessment levels during the course of the year and preparing reports on student's progress as required. • Student supervision, when and where required • Support House Coordinators and the Leadership of the College in student management • Maintaining a classroom environment conducive to learning. • Attending briefing sessions, general staff meetings, Faculty and House meetings as required • Take an electronic attendance roll for each teaching lesson.
OTHER DUTIES	<p>A teacher must understand and comply with the statutory duties associated with their profession. In addition, a teacher employed by Red Bend Catholic College has various common law duties to their employer. To this end, the teacher should:</p> <ul style="list-style-type: none"> • Be familiar with the provisions of legislation relevant and applicable to their designated responsibilities. • Comply with their duty as a mandatory reporter of children at risk of harm under Section 27 of the Children and Young Persons (Care and Protection) act 1997 (NSW) • Comply with the Workplace Health and Safety Act 2011, which includes the obligation for employees to cooperate with employers in their efforts to comply with occupational health and safety requirements.

KEY ROLE RESPONSIBILITIES

OTHER DUTIES

continued

- Comply with reasonable directions given by a supervisor or Principal and adhere to guidelines concerning the performance of their duties.
- Perform their duties efficiently and effectively and with honesty, integrity and fairness at all times; and perform all their work with reasonable competence and skill.
- Render faithful service to their employer and not wilfully damage their employer's interests or reputation.
- Use information gained in the course of employment only for proper and appropriate purposes.
- Comply with all College workplace policies, including, but not limited to, any Code of Conduct, Privacy, and policies such as Bullying and Harassment policies and internet and email policies.
- Commit to the development of a climate and culture of the workplace aligned with the ethos of a Catholic school.
- Collaborate in the development of school plans, policies and programs as directed.
- Use resources wisely and sustainably.

SPECIALIST REQUIREMENTS

The nature of this position is such that the Teacher may be required outside the "normal" office / College hours to support the College Executive in various forums and to attend meetings and presentations whenever necessary.

PASTORAL CARE TEACHERS

Pastoral Care teachers have administrative and Pastoral Care responsibilities towards an assigned group of students. Students meet with their Pastoral care teachers regularly during the week. The duties of the Pastoral Care teacher include:

- Pastoral Care Teachers are expected to work collaboratively with the House Coordinators and attend House Meetings as required.
- The Pastoral Care teacher should take a special interest in the wellbeing and welfare of each student in the group. If any student has a concern, the teacher should counsel or refer as appropriate. Quite often, it may be necessary to consult the House Coordinator or the Director of Students. Where consultation with parents is required, this should be documented.
- Checking absences of students via electronic roll each lesson and follow up absences as required.
- Presenting and circulating information to the Pastoral Care classes required.
- Writing comments for Pastoral Care components of reports to parents.
- Writing the Year 12 references
- Communicate with parents as partners in education.
- Checking students for general tidiness/appearance and the cleanliness of the classroom.
- Weekly checking of students' handbooks. Ensuring that students are writing into their handbooks their homework on a daily basis.
- Pastoral Care teachers are required to monitor and sign Student Handbooks at least once per week.
- Pastoral Care teachers are required to record the students Merits and/or Demerits from Students Handbooks.

Role description | Secondary Teacher

CRITERIA	
QUALIFICATIONS	Relevant tertiary qualification
SKILLS AND ABILITIES	<ul style="list-style-type: none">• Highly developed interpersonal, written and verbal communications skills• Demonstrated capacity and skills and/or experience teaching in key learning areas.• Capacity to integrate technology into effective classroom practice.• Capacity to plan and deliver engaging lessons that integrate the Quality Teaching model and maximise learning outcomes for students with diverse learning needs.• Demonstrated ability to work autonomously and collaboratively as part of a team• Able to problem solve and use initiative• Able to maintain strict confidentiality
STATUTORY REQUIREMENTS	<ul style="list-style-type: none">• Working with Children Check.• NESA Teacher Accreditation

STATUS	
EBA	NSW Catholic Independent Schools (Teachers-Model C) Multi-Enterprise Agreement 2023
CLASSIFICATION	Based on experience and years of service.
FTE / WORK ARRANGEMENT	<ul style="list-style-type: none">• 1.0 Full-time equivalent• Days of work are Monday to Friday• Hours of work on site 8.30am to 3.45pm.• Teaching allocation of face to face classes is 40 hours per fortnight. When necessary, there is a requirement to undertake additional teaching loads of a relieving nature.• Some work outside these hours will be required from time to time and this will be managed under the Enterprise Agreement
RD VERSION No./Date	Version 2 29/08/2024

FACULTY COORDINATOR

The Faculty Coordinator is a member of the College Curriculum Team. Faculty Coordinators carry the primary responsibility for the ongoing development and supervision of the curriculum and the quality of teaching and learning that is provided for each student.

Each Faculty Coordinator exercises leadership and management of their Faculty Team which is responsible for the development and implementation of a particular aspect of the College curriculum and the associated teaching and learning function.

As the leader of a particular Faculty Team, the Faculty Coordinator has delegated responsibility from the Principal for the development and articulation of the Faculty Vision, in line with the College Vision, efficient Faculty operation and team leadership. The Faculty Coordinator is expected to ensure that the College Vision is effectively integrated within the courses and classroom management techniques within their faculty.

ROLE RESPONSIBILITY	As the delegated leader of a Faculty Team in the College, the Faculty Coordinator is responsible to the Principal through the Assistant to the Principal, Director of Curriculum & Staff and Director of Learning, Teaching & Compliance.
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ROLE ACCOUNTABILITY

TEAM LEADERSHIP	To exercise effective team leadership for the development and support of a cohesive and efficient Faculty Team in line with the organisational structure of the College.
CLIMATE OF HIGH ACHIEVEMENT	To encourage a culture of personal best achievement in student academic performance through the promotion of an effective climate of quality learning, teaching, academic achievement and collaborative relationships between teachers, students and parents.
VISION	<ul style="list-style-type: none">To collaborate with the members of the Faculty Team in the development and articulation of a Faculty Vision, Goals and Strategies for the operation of the (Faculty) Team and the place of the KLA in student learning and development.To ensure that the members of the Faculty Team have opportunities to develop an understanding of the Faculty Vision and develop appropriate implementation strategies.To share the Faculty Vision with colleagues in order to collectively strive for a consistency of expectation of students and teachers across all faculties.
CURRICULUM LEADERSHIP	<p>In regard to the teaching and learning that occurs within the department:</p> <ul style="list-style-type: none">To ensure that all subjects and courses have appropriate programs that are designed to meet the needs of the students and the requirements of the Board of Studies.To lead the faculty team in the implementation of the ongoing collaborative review of Faculty programs and practices.To ensure that students in every Faculty course have ample opportunities to achieve the desired outcomes of the courseTo ensure that the members of the Faculty Team are aware of, and compliant with, all Board of Studies requirements in regard to course specifications, mandatory hours, assessment tasks, assessment criteria and accurate record keeping.To provide leadership and support to teachers in the development and implementation of a variety of best practice teaching and learning strategies.To implement effective practices within the Faculty for the regular monitoring of student progress and academic standards

ROLE ACCOUNTABILITY

CURRICULUM LEADERSHIP

continued

- To work in collaboration with the Learning Support Team to ensure that teachers have appropriate support to provide students with special needs with effective access to the curriculum and to ensure those students with particular gifts and talents in relation to faculty courses are appropriately identified, supported and challenged.
- To oversee the follow-up by class teachers of students' results and that students who fail to meet the assessment criteria are encouraged to renew themselves academically.
- To ensure that all Faculty Team members have the opportunity to engage in processes that are designed to monitor and report on the academic progress of each student, and the academic standard being achieved by the Faculty as a whole
- To oversee courses offered within the Faculty in regard to the provision of appropriate academic challenge for each student
- To ensure that students profile reports reflect syllabus/program desired outcomes
- To work closely with the Coordinator of the Information Resources Centre (Library) and the IT Coordinator to ensure that the Faculty has access to appropriate information resources and ICT support.

MANAGEMENT AND ADMINISTRATION OF THE FACULTY

- In relation to the operation of the Faculty and the effective support and supervision of Team members:
- To ensure that all new Faculty staff (including casual and part-time staff) members are inducted into the Vision, policies and routines of the Faculty
 - To ensure that all Faculty is engaged in the ongoing development and review of Faculty practice
 - To ensure that all Faculty staff members are informed about subject specific developments and changes
 - To encourage the Faculty staff to engage in appropriate professional development activities to keep them abreast of current developments and best practice in the subject
 - To work with each Faculty staff member to ensure that they engage in professional review and development, and develop and implement their own professional development plan
 - To meet with each member of the Faculty team at least once each year and to visit Faculty members' classrooms where appropriate
 - To check the teachers' use of programs and central registers and the validity of the recorded information
 - To collaborate with all Faculty staff members to ensure that they are adequately supported in their development and application of appropriate and effective classroom teaching and management practices
 - To facilitate regular Faculty meetings
 - To participate in the College budget process
 - To ensure that current booklists and stationery lists are developed for each subject
 - To participate in the process of allocating students and teachers to classes where appropriate

ROLE ACCOUNTABILITY

MANAGEMENT AND ADMINISTRATION OF THE FACULTY

continued

- To participate in the selection process for the appointment of new Faculty staff
- To work in collaboration with classroom teachers the Deputy Principal and the relevant House Coordinator to address student management issues
- To supervise the work of ancillary staff working in the Faculty where appropriate
- To work with Faculty staff to ensure that occupational health and safety requirements and practices are met as they particularly apply to the work of the Faculty (including the safe storage of chemicals)
- To prepare submissions for Specific purpose funding and the subsequent accountability reporting in consultation with other relevant stakeholders in the College
- To manage faculty resources, storage and teaching spaces
- To oversee excursions, field trips, external bookings and the use of guest speakers in line with school policy
- To ensure that students are provided with accurate and relevant subject information and guidance so they can make informed subject choices
- Liaise with the Director of Curriculum & Staff and the Principal in relation to course viability and (alternate) delivery
- To oversee the accuracy and appropriateness of teachers reporting
- Oversee the cleanliness and maintenance of the College infrastructure and maintain regular contact with cleaner and the Bursar