



## ST PATRICK'S COLLEGE BALLARAT APPLICATION PACKAGE

### 2021 TEACHING POSITIONS

The College is seeking to recruit suitably qualified and experienced classroom teachers for roles in the 2021 school year in any combination of the following subject areas, with the capacity to teach full time:

- **English**, teaching Years 7-12
- **English Language**, teaching Years 10-12
- **Religious Education**, teaching Years 7-12
- **Philosophy**, teaching Years 9-12
- **Psychology**, teaching Years 10-12
- **Commerce**, teaching Years 10-12
- **Applied Learning (VCAL)**, teaching VCAL Intermediate and/or Senior strands, a background in building or manufacturing industries would be an advantage

The College is seeking to recruit for the following Positions of Leadership for the 2021 school year:

- **Head of Languages - Japanese**, teaching Years 7-12 **Japanese**, with the ability to teach VCE Japanese and VET Applied Languages – Japanese
- **Head of Religious Education Faculty**, teaching Years 7-12 **Religious Education**, with the ability to teach VCE Religion and Society and/or VCE Texts and Traditions
- **Literacy Coordinator**

The College is seeking to recruit for the following contract role in 2021:

- **Computing**, FTE 0.83, this is a **contract** role for Semester 1 2021 teaching Year 7-11

Any questions on these roles can be directed to Lisa Oldham, Director of Human Resources via [oldham@stpats.vic.edu.au](mailto:oldham@stpats.vic.edu.au) or 03 5322 4489.

**CLOSING DATE:  
4.00PM ON FRIDAY 9 OCTOBER 2020**

Dear Applicant

Thank you for your interest regarding the above position at St Patrick's College (**the College**). This Application Package will assist you with your application and must be read carefully and followed accordingly. This Package includes:

Part 1	Position Description – Subject Teacher
Part 2	Position Description – Head of Faculty
Part 3	Position Description – Literacy Coordinator
Part 4	General Information regarding the College
Part 6	Statement of Principles Regarding Catholic Education
Part 7	Child Safe Information
Part 8	Employment Collection Notice
Part 9	Selection Guidelines for Applicants
Part 10	Pre-Employment Questions
Part 11	Application Declaration

Please note:

- Applications close **4.00pm on Friday 9 October 2020**. Applications, and supporting documents, must be emailed to [jobs@stpat.vic.edu.au](mailto:jobs@stpat.vic.edu.au).
- Applications which do not respond 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 on receipt.
- After applications close, you will be advised if you have been successful in securing an interview for this position.

In fulfilling its child protection obligations, the College is legally required to obtain the following information about a person whom it proposes to engage to perform child related 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.

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 the College with relevant authorities, previous employers, referees or sources. By making an application for this position you consent to these pre-employment checks.

If you require any further information in relation to this position, please contact Lisa Oldham, Director of Human Resources via [loldham@stpat.vic.edu.au](mailto:loldham@stpat.vic.edu.au) or 03 5322 4489.

Wishing you every success in your application.

Stephen Hill  
ACTING PRINCIPAL

## PART 1: POSITION DESCRIPTION

**Job Title:** Subject Teacher (**Subject Teacher**)

**Reports To:** Head of Faculty

**Support Staff:** The Subject Teacher will be supported by a range of personnel, including:

- Deputy Principal Teaching and Learning
- Directors of School
- Year Level Coordinators
- Subject Teachers

**Tenure:** as relevant to the role advertised

**Load:** as relevant to the role advertised

**Remuneration:** per the *Victorian Catholic Education Multi Enterprise Agreement 2018*.

### DUTIES AND RESPONSIBILITIES

Subject Teachers are expected to discharge the following duties and responsibilities:

- provide opportunities to engage students in a variety of learning experiences where students are encouraged and supported in achieving personal excellence
- provide students with a positive role model through their actions as a committed Catholic educator
- teach classes in line with courses of study developed by Faculty and/or School teams or as part of VCE, VCAL, VETiS, Victorian Curriculum, Australian Curriculum or Awakenings
- assist colleagues and Head of Faculty in reviewing, designing and developing curriculum
- be able to assist students with individual and group work in accordance with the classroom program plans
- development of engaging curriculum and teaching strategies for boys
- work as part of a team of Faculty and/or School based staff
- other tasks as directed by the Head of Faculty and Director of School.

### EXPERIENCE AND QUALIFICATIONS

Subject Teachers must have a current Victorian Institute of Teaching registration.

It is anticipated that the Subject Teacher would have the following:

- teaching qualifications and experience related to boys in a secondary setting
- for teachers teaching VET in schools, must hold or be will willing to complete Certificate IV - Training & Assessment TAE 401166
- understanding of the requirements as outlined in the course of study and other documentation for teachers teaching VCE, VCAL, VETiS, Victorian Curriculum, Australian Curriculum or Awakenings.

## **KEY SELECTION CRITERIA**

The Key Selection Criteria that will be used to select the Subject Teacher is:

1. Understanding and demonstrated commitment to the Catholic philosophy and ethos of education, including the Touchstones of Edmund Rice Education Australia.
2. Demonstrated experience in teaching VCE, VCAL, VETiS, Victorian Curriculum, Australian Curriculum or Awakenings programs in the subject area(s) and a commitment to professional development in the subject area(s).
3. Demonstrated experience and/or understanding of teaching boys at a secondary school.
4. Demonstrated experience and/or understanding of teaching boys with a diverse range of learning needs.
5. Demonstrated ability to work both independently and to work successfully as part of a team.
6. Demonstrated ability to respond to the Duties and Responsibilities.

## PART 2: POSITION DESCRIPTION

<b>Job Title:</b>	Head of Faculty
<b>Reports To:</b>	Deputy Principal Teaching and Learning
<b>Support Staff:</b>	The Head of Faculty will be supported by a range of personnel, including: <ul style="list-style-type: none"><li>• Principal</li><li>• Directors of School</li><li>• Director of Studies</li><li>• Director of Library and Information Services</li><li>• Teaching Staff</li></ul>
<b>Tenure:</b>	2021, in line with the College's POL cycle.
<b>POL:</b>	Position of Leadership (POL) 2
<b>Time Release:</b>	Head of Languages Faculty, 12 sessions per fortnight Head of Religious Education Faculty, 20 sessions per fortnight

### JOB SUMMARY

The Head of Faculty leads the development, implementation and review of all programs from Years 7 – 12 within designated teaching disciplines and learning domains/areas. Whilst the Head of Faculty will have a strong focus in the Junior and Middle School and may be required to teach at least part of their load within these Schools, the incumbent may also have a teaching load within the Senior School.

### DUTIES AND RESPONSIBILITIES

As the holder of a POL 2 position, the Head of Faculty is expected to:

- Assume responsibility for a defined discipline(s) and learning domain(s)/area(s) within the Faculty
- Lead and manage the Faculty staff (teaching, classroom support and administration)
- Commit and respond to the high level of accountability expected of this level POL – to students, parents, staff
- Act as a point of contact with/for the broader community in regards to the work undertaken by and within the Faculty
- Represent and speak for the College on aspects related to the Faculty
- Lead by example, with a strong emphasis on developing and sustaining collaborative and collegial relationships
- Support the development and articulation of a vision and direction for the Faculty, with a clear understanding and reference to the 2019-2021 Strategic Plan
- Engage in professional development and learning opportunities provided by the College to further the holder's capacity to collaboratively lead and manage staff
- Have a level of expertise and experience(s) relevant to both the POL level and the Faculty

In particular, and as for any other Head of Faculty, the Head of Faculty would be expected to fulfil the following duties:

- Convene and Chair regular meetings of the Faculty to lead the process of curriculum review and development, the furthering of successful learning and teaching strategies and the successful delivery and assessment of classroom programs.
- Participate in, and advise on, the preparation of courses of study (content and processes) with Faculty members and endorse the final products and their distribution, after consultation and approval from the Deputy Principal Teaching and Learning.
- Collaborate and advise on all aspects of assessment procedures and work requirements with Faculty members in keeping with College assessment and reporting guidelines (ensuring Victorian Curriculum, Australian Curriculum and VCAA compliance) and endorse the final products after consultation with the Deputy Principal Teaching and Learning and Director of Studies.
- Interpret and respond to student learning needs arising from key assessment data (in particular, VCE, NAPLAN and the College's internal diagnostic testing data).
- With the support of the Director of Studies, maintain and develop required aspects of the College's reporting system and Learning Areas on SIMON.
- Oversee all aspects of the development of end of semester examinations.
- Prescribe the texts and other resources to be used at each year level.
- Prepare and submit a Faculty budget, following guidelines established by the College's Business Manager.
- Ongoing management of the allocated budget, including approval for spending and reporting of budget variances to the Deputy Principal Teaching and Learning and the Business Manager.
- Ensure that course descriptions conform to the curriculum policies and practices of the College, and that Subject Teachers teach within the guidelines of the course description.
- Meet with the Deputy Principal Teaching and Learning to plan, manage and review programs relating to curriculum development, delivery and assessment.
- Lead and support members of the faculty in completing the Annual Review Meeting (ARM) process.
- Advise and support teachers on appropriate content and methodology within the subject and Faculty.
- Identify appropriate professional learning activities for Faculty staff and foster a professional learning culture with the Faculty.
- Oversee the use, care and maintenance of Faculty facilities.
- Develop Faculty protocols and forums to ensure effective training transfer following Faculty members attending professional learning activities.
- Utilise a variety of forums (such as meetings, presentations, written reports, on-line collaboration and Knowledge Bases and OneNote) to develop a culture of collegiality and professional learning within the Faculty.
- Write a Faculty report for the College Annual.
- Lead staff in working as part of an integrated team of teachers who work collaboratively to maximise learning outcomes for boys.
- Develop a sense of team and collaboration within the Faculty.
- Support, mentor and manage all Faculty members.
- Attend Curriculum Committee meetings.
- Participate in all aspects of the POL holders review process.
- Produce a set of Faculty Annual Goals which acknowledge and reference the College's vision and direction for learning and teaching as outlined in the 2019-2021 Strategic Plan.

Given the particular importance of this position, the **Head of Religious Education Faculty** will also be expected to:

- work with the Principal and Deputy Principal Teaching and Learning in executing the College's responsibility to educate its students in religion through a careful and thorough study of the Catholic tradition in all its aspects.
- facilitate the development of programs that are based on the Catholic Education Office Ballarat *Awakenings* Curriculum Guidelines other relevant and/or appropriate Religious Education curriculum resources and church documents.
- facilitate the implementation of such programs, particularly through the appropriate establishment and maintenance of Religious Education resources in the Kelty Resource Centre, the Religious Education Faculty Handbook, professional development opportunities for staff, faculty and year level meeting opportunities, faculty policies, communication with and involvement of parents, communication with the CEO Ballarat and other Diocesan agencies, links with parishes where possible, and retreat, liturgy and voluntary faith group arrangements as appropriate through the Director of Mission.
- participate as an active member of the College's Mission Team.
- support the Director of Mission in development and promotion of initiatives and experiences that are central to the College's social justice and action programs.
- liaise with the Director of Catholic Education, Director of Religious Education and Secondary Religious Education Consultant as required/relevant.
- contribute to school processes that are likely to have an impact on the Catholic nature of the College.

The Head of Faculty will be required to fulfil any other reasonable duties as directed by the Principal and/or the Deputy Principals.

## **EXPERIENCE AND QUALIFICATIONS**

It is anticipated that the Head of Faculty would have the following:

- Understanding of the requirements as outlined in the course of study and other documentation for teachers teaching VCE, VCAL, VETiS, Victorian Curriculum, Australian Curriculum or *Awakenings*.
- Demonstrated experience in educational leadership and an understanding of the issues specific to teaching boys.
- Qualifications and/or demonstrated experience in managing, mentoring and developing staff.
- Attendance at appropriate professional development activities.

## **KEY SELECTION CRITERIA**

The Key Selection Criteria that will be used to select the Head of Faculty are:

1. Understanding and demonstrated commitment to the Catholic philosophy and ethos of education, specifically in the Touchstones of EREA.
2. Experience and interest in the education of boys.
3. Demonstrated ability to successfully develop innovative curriculum initiatives that enhance educational outcomes for boys within the faculty area.
4. Experience in working as part of an integrated team of teachers.
5. Demonstrated capacity to respond and lead in the areas noted in the Duties and Responsibilities set out above.

## PART 3: POSITION DESCRIPTION

<b>Job Title:</b>	Literacy Coordinator
<b>Reports To:</b>	Deputy Principal Teaching and Learning
<b>Support Staff:</b>	The Literacy Coordinator will be supported by a range of personnel, including: <ul style="list-style-type: none"><li>• Directors of School</li><li>• Director of Studies</li><li>• VCE Coordinator</li><li>• Heads of Faculty</li><li>• Enhanced Learning Team</li><li>• Teaching Staff</li></ul>
<b>Tenure:</b>	2021, in line with the College's POL cycle.
<b>POL:</b>	Position of Leadership (POL) 2
<b>Time Release:</b>	10 sessions per fortnight

### JOB SUMMARY

The Literacy Coordinator will be responsible for:

- implementing and/or overseeing innovative teaching and learning programs that build literacy capacity and knowledge among teachers to improve student learning outcomes.
- implementing appropriate student learning strategies that promote literacy acquisition.
- effectively leading and developing whole of College improvements in literacy
- facilitating processes that ensure collaborative consultation and effective communication in responding to student learning needs.
- liaising with Subject Teachers, Heads of Faculty, Pastoral Tutors and the Enhanced Learning team to build literacy skills.

### DUTIES AND RESPONSIBILITIES

As the holder of a POL 2 position, the Literacy Coordinator is expected to:

- Assume responsibility for a defined area
- With the support of the relevant Line Manager, lead and manage a number of staff
- Commit and respond to a level of accountability expected of this level POL – to students, parents, staff
- Act as a point of contact with/for the broader community
- Represent and speak for the College on aspects related to the POL area
- Lead by example, with a strong emphasis on developing and sustaining collaborative and collegial relationships
- Support the development and articulation of a vision and direction for the POL, with a clear understanding and reference to the 2019-2021 Strategic Plan
- Engage in professional development opportunities provided by the College and/or as relevant to the POL area(s)

- Have a level of expertise and experience(s) relevant to the area of POL

In particular, the Literacy Coordinator would be expected to fulfil the following duties:

- support the College Leadership Team in implementing the Strategic Plan and the School Improvement Plan.
- collaborate with staff teams to develop literacy pedagogy.
- regularly present and lead appropriate and relevant professional development at Staff Meetings and Schools Meetings.
- liaise with the Enhanced Learning team to develop appropriate in-class literacy resources and support.
- regularly report to the Deputy Principal Teaching and Learning on matters relating to literacy.
- contribute to College newsletters, staff and student bulletins.
- work with Heads of Faculty to ensure provision of adequate materials and resources for literacy.
- assist Directors of Schools to review NAPLAN and VCE data and to work with teachers in using NAPLAN and VCE data diagnostically to inform teaching and learning practices.
- access and promote appropriate literacy professional development opportunities.

## **Membership**

The Literacy Coordinator will be a member of the following:

- Curriculum Committee
- English Faculty

The Literacy Coordinator will be required to fulfil any other reasonable duties as directed by the Principal and/or the Deputy Principals.

## **EXPERIENCE AND QUALIFICATIONS**

It is anticipated that Literacy Coordinator would have the following:

- Demonstrated experience in educational leadership and an understanding of the issues specific to teaching boys.
- Qualifications and/or demonstrated experience in managing, mentoring and developing staff.
- Understanding of the requirements as outlined in the course of study and other documentation for teachers teaching VCE, VCAL, VETiS, Victorian Curriculum, Australian Curriculum or Awakenings.
- Attendance at appropriate professional development activities.

## **KEY SELECTION CRITERIA**

The Key Selection Criteria that will be used to select the Literacy Coordinator are:

1. Understanding and demonstrated commitment to the Catholic philosophy and ethos of education, specifically in the Touchstones of EREA.
2. Experience and interest in the education of boys, particularly the issues specific to improving literacy outcomes for boys.

3. Demonstrated ability to successfully develop innovative curriculum initiatives that enhance educational outcomes for boys and achieve best practice in related matters including teaching and learning, assessment and reporting.
4. Experience in working as part of an integrated team of teachers.
5. Demonstrated capacity to respond and lead in the areas noted in the Duties and Responsibilities set out above.

## PART 4: GENERAL INFORMATION REGARDING THE COLLEGE

The College is a Years 7 to 12 Boarding School for boys, founded in 1893 and conducted by Edmund Rice Education Australia (**EREA**). The College's vision is "*raising fine boys to the status of great men*".

Edmund Rice Education Australia is a network of schools, entities and offices, offering a Catholic education in the tradition and spirit of Blessed Edmund Rice. Established by the Christian Brothers in 2007, Edmund Rice Education Australia governs the schools owned by the Christian Brothers at that time, as well as schools established since then. As a Public Juridic Person (**PJP**), Edmund Rice Education Australia has its own canonical and civil identity but remains closely connected to the Christian Brothers and their ongoing ministry.

As a Catholic school in the Edmund Rice tradition, the College proclaims the *Charter for Catholic Schools in the Edmund Rice Tradition*, which uses four Touchstones to describe the culture of an authentic Catholic school in the Edmund Rice Tradition. The Touchstones are:

- **Liberating Education:** We open hearts and minds, through quality teaching and learning experiences, so that through critical reflection and engagement each person is hope-filled and free to build a better world for all.
- **Inclusive Community:** Our community is accepting and welcoming, fostering right relationships and committed to the common good.
- **Gospel Spirituality:** We invite all people into the story of Jesus and strive to make his message of compassion, justice and peace a living reality within our community.
- **Justice and Solidarity:** We are committed to justice and peace for all, grounded in a spirituality of action and reflection that calls us to stand in solidarity with those who are marginalised and the Earth itself.

Further information on Edmund Rice Education Australia is available at <http://www.era.edu.au/>

Further information on the College is available at <http://www.stpats.vic.edu.au/en/>

## PART 5: STATEMENT OF PRINCIPLES REGARDING CATHOLIC EDUCATION

### 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.*

(Pope Benedict XVI, Address to Catholic Educators, April 17, 2008)

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.

## PART 6: CHILD SAFE INFORMATION

The College holds the care, safety and wellbeing of children and young people as a central and fundamental responsibility. Central to the mission of the College is an unequivocal commitment to fostering the dignity, self-esteem and integrity of children and young people and providing them with a safe, supportive and enriching environment to develop spiritually, physically, intellectually, emotionally and socially.

The College's expectations in relation to child safety are contained in:

- the EREA Commitment Statement to Child Safety, endorsed by the College and available [here](#)
- the College's Child Safe Policy, incorporating the Child Safe Code of Conduct, available [here](#)
- the PROTECT resources, endorsed by the College and available [here](#)

The College's child safety material complements the EREA Code of Conduct which details, clarifies and affirms the standards of behaviour expected for members of the Edmund Rice Education Australia community, including members of the College community. The Edmund Rice Education Australia Code of Conduct is available [here](#).

## PART 7: EMPLOYEE COLLECTION NOTICE

1. In applying for this position you will be providing the College with personal information.
2. If you provide us with personal information, for example, your name and address or information contained on your resume, we will collect the information in order to assess your application for employment. We may keep this information on file if your application is unsuccessful in case another position becomes available.
3. The College's Privacy Policy is accessible via the College website, or by request from the College office. The policy contains details of how you may complain about a breach of the Australian Privacy Principles (**APPs**) or how you may seek access to personal information collected about you. However, there may be occasions when access is denied. Such occasions would include where access would have an unreasonable impact on the privacy of others.
4. We may use and disclose personal and sensitive information that we collect for administrative, educational and support purposes. This may include use and disclosure of your personal information to the Catholic Education Commission of Victoria (**CECV**), Catholic Education Offices, and support vendors (including specifically, TechOne, Synergetic Management Systems and SIMON) that provide services around staff administration systems, but will not disclose this information to other third parties without your consent.
5. We are required to collect information under Victorian Child Protection laws. Employees who are not registered teachers are required to have a current and valid Working with Children Check (WWCC), and a National Criminal History Record Check. We may also collect other personal information about you in accordance with these laws.
6. Where personal and sensitive information is retained by the CECV by a cloud service provider to facilitate human resources and staff administrative support, this information will be stored on servers within Australia. This includes the Integrated Catholic Online System (**ICON**). Current best practice cyber security measures will be employed to protect this personal and sensitive information from unauthorised access, modification, use and disclosure.
7. We may store and disclose personal information to overseas recipients, through the usage of Cloud Computing Storage or similar services. The College discloses such information in accordance with APP 8.
8. If you provide us with the personal information of others, we encourage you to inform them that you are disclosing that information to the College and why, that they can access that information if they wish and that the College does not usually disclose the information to third parties.
9. If you are employed by the College, the personal information that we collect about you will become part of your employee record and will be handled in accordance with the law and clause 6 of this notice.
10. Staff information is exempt from the *Privacy Act 1988*. Other requirements (ie. staff contracts, other school policies) may contain confidentiality clauses or other restrictions on the entities that staff information can be disclosed to.

Name

Signature

Date

**PLEASE COMPLETE, SIGN AND RETURN THIS PAGE IN YOUR APPLICATION.**

## PART 8: SELECTION GUIDELINES FOR APPLICANTS

### 1. ELIGIBILITY

Please ensure that you are able to demonstrate capacity in the Duties and Responsibilities included in the Position Description.

If you are not an Australian citizen or resident, you may be asked to provide proof of your ability to legally work in Australia.

### 2. PREPARATION OF YOUR APPLICATION

#### A. GENERAL

Applications must be emailed to [jobs@stpats.vic.edu.au](mailto:jobs@stpats.vic.edu.au).

#### B. COVERING LETTER

It is recommended that you submit a covering letter with your application addressing your suitability for the position, including a response to the Key Selection Criteria.

#### C. CURRICULM VITAE

You are required to submit a current Curriculum Vitae with your application, which must address the following:

##### **Personal**

- your full name, address, email address and telephone number
- your VIT number and type, if relevant
- your Working With Children Check number and type, if relevant
- your National Police Check current to within two (2) years (please attach document), if relevant

##### **Education**

- full details of qualifications obtained, including the qualification, year completed and name of the institution

##### **Current Employment:**

- the name and contact details of your current employer
- your position and a description of your duties
- your commencement date of employment

##### **Previous Employment, for all previous employment:**

- the name and contact details of your employer(s)
- your position and a description of your duties
- the dates of your employment

##### **Volunteer Work:**

- the name and contact details of the relevant organisation(s)
- your position and a description of your duties
- the dates of your engagement

#### **D. REFEREES**

You are asked to supply names and contact details of your referees (including email addresses), who can speak to your professional and/or personal attributes and comment on your suitability for child related work.

You are encouraged to advise your referees of your intention to apply for this position and seek their willingness and ability to support your application. Please note, that the College may seek references from your identified referees on receipt of your application but prior to you being offered an interview.

Please note that the College reserves its right to seek references from referees other than those nominated by you.

#### **E. SUPPORTING DOCUMENTS**

In compiling your application, please ensure that you complete, sign and return the relevant documents within this Application Package including:

- the Employee Collection Notice;
- the Pre-Employment Questions; and
- the Applicant Declaration.

If you require any further information in relation to this position, please contact Lisa Oldham, Director of Human Resources via [loldham@stpat.vic.edu.au](mailto:loldham@stpat.vic.edu.au) or 03 5322 4489.

**APPLICATIONS CLOSE AT 4.00PM ON FRIDAY 9 OCTOBER 2020**

## PART 9: PRE-EMPLOYMENT 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 College's 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  YES

If yes, please provide details:

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- 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:

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- 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:

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- 4. Do you consent to the College 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.

Name

Signature

Date

**PLEASE COMPLETE, SIGN AND RETURN THIS PAGE IN YOUR APPLICATION.**

## **PART 10: APPLICANT DECLARATION**

I declare that the contents of my application (including any supporting documentation) 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 Application Package 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 College making inquiries of any current and/or previous employers in connection to the information and answers I have provided in my application 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 College's child safe information. I have read and understand the College's child safety information as contained within Part 4 of this Application Package, including the Child Safe Policy, the Child Safe Code of Conduct and the Edmund Rice Education Australia Code of Conduct.

**Name**

**Signature**

**Date**

**PLEASE COMPLETE, SIGN AND RETURN THIS PAGE IN YOUR APPLICATION.**