



SACRED HEART
PARISH PRIMARY SCHOOL

Application Package

Classroom Teacher Position of Leadership (Level 3)

Closing Date

5.00pm, Friday 21st November, 2025

GUNDITJMARA COUNTRY | 39 Robertson Street | CASTERTON | VIC 3311
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Dear Applicant,

Sacred Heart School, Casterton, is seeking applications from suitably qualified and passionate educators for the position of **Classroom Teacher (Grade 4/5/6)**. This is a **full-time position (1.0 FTE)** for the **2026 school year** and includes a **Position of Leadership (POL Level 3)**. The leadership focus may include Learning Diversity, Curriculum and Teaching Leadership, or supporting the Principal as 2IC in planning and staff development.

Thank you for your interest in joining the Sacred Heart School community. This application package will assist you in preparing your application and must be read carefully and followed accordingly. It includes the following documents:

1. Position Description
2. Key Selection Criteria
3. Application Requirements
4. Statement of Principles Regarding Catholic Education
5. Child Safety and Protection Statement
6. Application for Employment
7. Pre-Employment Disclosure Questions
8. Applicant Declaration

Please note:

Applications close at **5.00pm on Friday, 21st November 2025**.

Applications, supporting documents, and letters of application should be emailed to:

principal@shcasterton.catholic.edu.au

Applications that do not address the Selection Criteria may not be accepted and/or may require additional information before being considered.

In fulfilling Sacred Heart School's obligations under **Ministerial Order No. 1359 – Child Safe Standards**, it is a legal requirement to obtain information about a person proposed to be employed to perform child-related duties, including:

- Current **Victorian Institute of Teaching (VIT)** registration
- Proof of personal identity and relevant qualifications
- Employment history involving children
- References addressing the applicant's suitability to work with children

Any false or incomplete statement in your application may lead to the rejection of your application or, if employed, disciplinary action. Information provided may be checked with relevant authorities, former employers, referees, or other sources. By submitting your application, you consent to these pre-employment checks.

For further information about this position, please contact the Principal via principal@shcasterton.catholic.edu.au or phone **(03) 5581 1131**.

Yours sincerely,
Ms Suzie McManus
Principal

Position Description – Classroom Teacher (Year 4/5/6)

Sacred Heart School, Casterton

Fixed term, Full-time (1.0 FTE)

Commencement: Term 1, 2026 (or by negotiation)

Reports to: Principal

About Sacred Heart School

Sacred Heart School, Casterton, is a small, vibrant Catholic primary school committed to nurturing the spiritual, academic, social and emotional growth of every child. As part of the Western Trinity Schools Network, we value collaboration, evidence-based practice, and a shared belief that every student can succeed.

Role Summary

The Classroom Teacher will contribute to the mission of Sacred Heart School by delivering high-quality, inclusive teaching and learning programs that engage and challenge students.

The successful applicant will demonstrate strong knowledge of the Victorian Curriculum, effective pedagogical practices, and the capacity to work collaboratively in a small-school environment.

POL 3 Leadership Component

This position includes a **Position of Leadership (POL 3)** for 2026. The focus of this leadership role will be tailored to the successful applicant's experience, strengths and interests, and could involve one or more of the following areas:

- **Learning Diversity and Student Support:** Coordinating and supporting staff to implement inclusive practices, adjustments and interventions, and ensuring compliance with NCCD and Child Safety Standards.
- **Curriculum / Learning and Teaching Leadership:** Supporting the Principal and teaching staff to plan, implement and evaluate high-impact teaching strategies aligned with the Victorian Curriculum, and leading professional learning in areas such as Structured Literacy and data-informed practice.
- **Second-in-Charge (2IC) Support:** Assisting the Principal in planning, leading, and supporting school improvement initiatives, including curriculum development, meeting facilitation, mentoring, and staff professional growth.

This role provides an excellent opportunity for an emerging or experienced leader to make a strategic impact on student outcomes and contribute to the continued growth of a collaborative, high-performing school community.

Key Responsibilities

- Plan, deliver, and evaluate engaging learning programs aligned with the Victorian Curriculum 2.0.
- Implement evidence-based teaching, including Structured Literacy and explicit instruction.
- Use assessment data to inform planning and monitor student progress.
- Create a positive and inclusive classroom environment that supports student wellbeing and engagement.
- Foster positive relationships with students, staff, and families.
- Collaborate within Professional Learning Communities (PLCs) and contribute to school-wide initiatives.
- Lead and support school improvement initiatives aligned with the Annual Action Plan and DOBCEL priorities.
- Undertake specific leadership responsibilities associated with the POL 3 portfolio.
- Engage in ongoing professional learning and reflective practice.
- Uphold and model the Catholic ethos and values of the school through actions and examples.

Child Safety Responsibilities

All staff share responsibility for promoting and maintaining the safety and wellbeing of all children. The successful applicant will:

- Understand and comply with **Ministerial Order No. 1359** (Child Safe Standards).
- Uphold a **zero-tolerance** approach to child abuse.
- Ensure the cultural safety of Aboriginal children, children from culturally and linguistically diverse backgrounds, and children with disabilities.
- Create environments that empower children and promote participation and safety.
- Adhere to the school's **Child Safety and Wellbeing Policy** and **Code of Conduct**.

Essential Requirements

- Current **Victorian Institute of Teaching (VIT)** registration.
- Demonstrated commitment to the ethos of Catholic education.
- Sound knowledge of the Victorian Curriculum.
- Understanding of child safety and professional obligations when working with students.
- Ability to integrate technology effectively into teaching and learning.
- Excellent communication, organisation, and teamwork skills.
- Capacity to lead or support whole-school improvement initiatives.

Desirable Requirements

- Accreditation or training in **Sounds-Write** or another evidence-based phonics program.
- Understanding of **NCCD processes** and experience supporting students with diverse learning needs.
- Strong interest in or experience with **curriculum leadership, learning diversity**, or mentoring colleagues.
- Willingness to take on a **leadership role (POL 3)** or develop leadership capacity within a collaborative team.

Selection Criteria

Applicants should address the following criteria in their written application (maximum 3–4 pages):

1. **Commitment to Catholic Education and Mission**
Demonstrate an understanding of and commitment to the Catholic ethos, and how faith can be integrated into teaching and learning.
2. **Teaching and Learning Practice**
Demonstrate the ability to plan, deliver, and assess high-quality learning programs aligned with the Victorian Curriculum, incorporating evidence-based strategies such as explicit teaching and Structured Literacy.
3. **Meeting Diverse Learning Needs**
Demonstrate knowledge of how to support diverse learners, including students with additional needs and English as an Additional Language (EAL) students, through differentiation and targeted support.
4. **Student Wellbeing and Relationships**
Demonstrate capacity to establish positive, respectful relationships with students and create a safe, inclusive classroom culture that fosters wellbeing and engagement.
5. **Collaboration and Professional Growth**
Demonstrate the ability to work collaboratively as part of a small team and contribute to shared professional learning, reflection, and continuous improvement.
6. **Leadership and School Improvement (POL 3)**
Demonstrate leadership experience or potential in one or more of the following areas: learning diversity, curriculum development, or supporting school improvement.
7. **Child Safety and Professional Conduct**
Demonstrate understanding of, and commitment to, the Child Safe Standards, maintaining professional boundaries and ethical practice.

Application Requirements

Your application should include:

Your application should include:

1. A **cover letter** outlining your interest in the position and suitability (max 1 page).
2. A **response to the Key Selection Criteria** (max 3-4 pages).
3. A **current CV**, including contact details for at least **two professional referees**.
4. Copies of relevant **qualifications and certifications**, including current VIT Registration.
5. Application Form included in this package.

Applications should be addressed to Ms Suzie McManus and submitted by email to:
principal@shcasterton.catholic.edu.au

Applications close: Friday, 21st November 2025 (5.00pm)

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.

Child Safety and Protection Statement

Child abuse includes sexual offences, grooming, physical violence, serious emotional or psychological harm, serious neglect and a child's exposure to family violence. Sacred Heart School, Casterton has zero tolerance for child abuse and is committed to the protection of all children from all forms of child abuse. Child Protection involves work systems, practices, policies and procedures designed to maintain a child safe environment and to embed an organisational culture of child safety within the School community.

Our Child Safe Policy 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 Policy.

With the implementation of Ministerial Order 870 relating to Child Protection and Safety in January, 2016, Sacred Heart School, Casterton, in conjunction with the Diocese of Ballarat Catholic Education Limited (DOBCEL), commenced the process of introducing and embedding child protection and safety policies and procedures throughout the school and associated community.



Sacred Heart School, Casterton, 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:

- 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.

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

(Date)

[illegible]

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 ☐	YES ☐
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