

	Position Title: Classroom Teacher	Team: Berry Street School		Region: Hume
	Supervisor: Leader of Campus	Delegations and Authorities: In Line with Delegations Policy	Band: A	Date Completed: June 2019

ORGANISATIONAL INFORMATION

OUR VISION AND FOCUS	ROLE CONTEXT
<p>We believe children, young people and families should be safe, thriving and hopeful.</p> <p>Our Vision for 2022: Together we will courageously change lives and reimagine service systems.</p> <p>For over 140 years, Berry Street has adapted to a changing world, and we will continue to adapt to achieve our purpose.</p> <p>Berry Street will continue to be a strong and independent voice for the children, young people and families with whom we work. In collaboration with others, we will advocate for investment in early intervention and prevention services that enable families to be safe and stay together. We will use approaches that are culturally safe and informed by the best evidence available. We will measure and learn from the impact of our work, and we will continually contemporise our models of practice.</p> <p>We look forward to working with children, young people, families, carers, staff and partners to achieve this vision. Together.</p>	<p>The Berry Street School, caters for young people aged 12 to 17 years who have become disengaged from mainstream school, may have experienced trauma and lack the support required to be successful in education. The school currently has 4 campuses- Noble Park, Morwell, Ballarat and Shepparton. The Shepparton Campus has an enrolment of 35 students and delivers a trauma-informed, restorative practice approach to education. The Shepparton Campus offer a VCAL Foundation and a modified Victorian Curriculum Year 7-9 program.</p>
OUR VALUES	PRIMARY OBJECTIVES OF THE ROLE
<p><i>Berry Street expects all staff to apply these Values in all aspects of their work.</i></p> <p>Courage: to never give up, maintain hope and advocate for a 'fair go'</p> <p>Integrity: to be true to our word</p> <p>Respect: to acknowledge each person's culture, traditions, identity, rights, needs and aspirations</p> <p>Accountability: to constantly look at how we can improve, using knowledge and experience of what works, and ensure that all our resources and assets are used in the best possible way</p> <p>Working Together: to work with our clients, each other and our colleagues to share knowledge, ideas, resources and skills</p>	<ul style="list-style-type: none"> • Planning, implementing and delivering an engaging curriculum based on the individual needs of the students. • Formulate individual education plans addressing the social, emotional and educational needs of the students. • Uphold all Australian Teaching Professional Standards. • Support the participation of students within an inclusive educational environment implementing a restorative practice approach to behaviour management. • Providing positive reinforcement and a safe learning atmosphere using trauma informed teaching practices.
REPORTING RELATIONSHIPS	
<p>This role is based at our Berry Street School in Shepparton.</p> <p>This role reports to the Leader of Campus (who provides supervision and review)</p>	

EXPECTATIONS

- Conduct oneself in accordance with the Berry Street Code of Conduct which is underpinned by the values of accountability, courage, integrity, respect and working together within the principles of continuous improvement and occupational health and safety.
- Demonstrated commitment to diversity and inclusion. We aim to ensure every individual is treated with dignity and respect regardless of their cultural background, ability, ethnicity, gender identity, sexual orientation, spirituality or religion.
- Berry Street supports White Ribbon, Australia's campaign to stop violence against women. There is an expectation that staff never commit, excuse or remain silent about violence against women.
- Berry Street is committed to being a child safe, child friendly and child empowering organisation. In everything we do we seek to protect children. We are committed to the cultural safety of Aboriginal and Torres Strait Islander children; children from culturally and/or linguistically diverse backgrounds; children with a disability; children who identify with a sexual and or gender minority identity.

KEY SELECTION CRITERIA: KNOWLEDGE, SKILLS AND ABILITIES REQUIRED TO FULFIL THE ROLE

- Excellent written and oral communication skills (including public speaking, presentations and facilitation skills).
- Demonstrated ability to flexibly manage competing priorities and stressful situations, monitoring own stress levels and practising and promoting self-care strategies.
- Demonstrated high level of class room teaching skills and behaviour management strategies providing for a safe learning environment.
- Experience in the development and delivery of differentiated curriculum designed to meet the individual needs of students.
- Expertise in the development and delivery of curriculum in a combination of subjects from the following: literacy or maths and any of the following: VCAL, science, ICT, outdoor education, music, physical education.
- Demonstrated ability to monitor and assess student learning data and to use this data to inform teaching practice for improved student learning.
- Plan, design, differentiate and deliver a range of curriculum in line with the trauma informed positive education model approach.
- Ability to work in a team environment.
- Experience in the development of individual education plans that address the social, emotional and educational needs of students.

QUALIFICATIONS AND OTHER REQUIREMENTS

- A tertiary qualification in education is required.
- Current VIT Registration.
- Staff must hold a valid VIT, current drivers licence at all times and undergo a Criminal Records Check prior to employment. Subsequently, staff must report any criminal charges or court appearances.

DESIRABLE

- A tertiary qualification in special education would be viewed as highly desirable.

KEY ACCOUNTABILITIES AND RESPONSIBILITIES

ACCOUNTABILITY	SPECIFIC RESPONSIBILITIES
Teaching and Learning	<ul style="list-style-type: none"> • Model good teaching and learning practices and teach within the curriculum program. • Support the development of a curriculum framework and work with other staff in the implementation of this framework. • Document curriculum in the required subject areas including unit outlines and lesson plans. • Contribute to the implementation of a range of teaching and learning and assessment strategies, including ICT, that result in improved student outcomes. • Develop and implement an Individual Education Plan for each student.
Student Well Being	<ul style="list-style-type: none"> • Contribute to the development, implementation and review of school-wide student wellbeing policies and programs. • Contribute to the development, implementation and review of a school-wide student behaviour management plan. • Contribute to the development, implementation and review of programs that support the development of student leadership skills within the school and the broader community. • Support the development, implementation and review of programs and strategies that address and support diversity.
Staff Development & Support	<ul style="list-style-type: none"> • Support the implementation of an effective professional development plan for staff to improve the skills and knowledge of staff leading to improved student outcomes. • Actively participate in practices for campus staff to reflect and improve on practices. • Participate in supervision processes.
Management & Administration	<ul style="list-style-type: none"> • Contribute to and support the development of Individual Education and Learning Plans for students. • Provide support and guidance to staff in delivering the teaching program and in the management of students. • Participate in school-based assessments. • Participate and contribute to the team and management of a productive team • Maintain records as required. • Complete ERIN (incident reports) as required • Complete documentation as required. • Conduct oneself in accordance with Berry Street Values and policies and procedures. • Participate in meetings as required.
Other	<ul style="list-style-type: none"> • Other duties as directed



Thrive, Achieve, Belong.

CONDITIONS OF EMPLOYMENT

1. This position may be required to work additional hours as necessary to perform the Teacher's duties according to the *Berry Street Victoria 2014-2017 Agreement*.
2. You will initially be employed at our Shepparton Campus. You may be required to work from other Berry Street sites (on a temporary or permanent basis) as directed from time to time.
3. Terms and conditions of employment are in accordance with the *Berry Street Victoria 2014-2017 Agreement*, which includes above Award payments and eligibility for remuneration packaging. Salary packaging up to \$15,900 is available to Berry Street employees who meet the eligibility criteria outlined in our Salary Packaging Policy.
4. The base salary for this position is dependent on experience: Range from Graduate Teacher LV 1 (\$61,450.00) to Accomplished Teacher LV 4 (\$75,700.00) dependant on experience under the *Berry Street Victoria 2014-2017 Agreement*. The value of the salary can be increased through salary packaging.
5. Agency vehicles are available for authorised use and these should be used at all times for work-related purposes, in accordance with the Berry Street Motor Vehicle Policy. However, if you are authorised to use your own vehicle for work-related purposes, you will be paid an allowance per kilometre, which includes provision for comprehensive insurance and other running costs. Berry Street is unable to insure private vehicles owned by staff and will not accept any liability for damage to any staff vehicles incurred while being used for work-related purposes.
6. Superannuation will be paid according to Superannuation Guarantee into a compliant fund of your choice or into HESTA Superannuation Fund.
7. The successful applicant will be required to undergo satisfactory pre-employment checks, including 2 professional referees, a pre-employment health declaration, a criminal records check and proof of identify and qualifications.
8. The successful applicant will initially be employed for a probationary period of 3 months. During this period, either party can terminate employment with one week's notice. A probationary review before 3 months will be undertaken.
9. Under Victorian WorkCover legislation, it is the applicant's duty to advise Berry Street of any pre-existing medical condition, which could be aggravated by the type of employment for which they are applying. The existence of a medical condition will not preclude you from employment, unless you are unable to perform the inherent requirements of the position. However, failure to disclose any relevant injury or disease will jeopardise any entitlement you may otherwise have for a work-related aggravation of that non-disclosed pre-existing condition.
10. Berry Street has a smoke-free workplace policy.

INHERENT REQUIREMENTS OF WORK ACTIVITIES / ENVIRONMENT

Following is a table that outlines the main physical and psychological requirements of the position.

Element	Key Activity	Frequency
Work Environment	Manage demanding and changing workloads and competing priorities.	Daily
	Work in a team environment.	Daily
	Work in different geographic locations.	Daily
	Be exposed to all outdoor weather conditions.	Occasional
	Work in unstructured environments (e.g. outreach).	Daily
	Work office hours with the possibility of extended hours.	Daily
	Work on-call after hours.	Occasional
	Work in an open plan office.	Daily
	Work in buildings which may be two-storey.	Daily
	Sit at a computer or in meetings for extended periods.	Daily
	Work in an environment with competing demands.	Daily
	Present at court and other jurisdictions.	Occasional
People Contact	Liaise with government, non-government and community organisations.	Daily
	Work with clients who may have a physical or sensory disability.	Daily
	Interact with members of the public who may display the full range of emotional expressions, including parents, partners, significant others, family members, advocates, doctors, police.	Daily
	Interact with clients and members of the public who could display verbal or physically challenging behaviour.	Regular
	Facilitate access to specialist, generic and community services.	Daily
	Undertake training and professional development activities.	Regular
Administrative Tasks	Undertake administrative tasks which may include the following: computer work, filing, writing reports, case notes/plans and client records, participating in meetings, concentrating for long periods of time, managing resources and budget and researching and analysing information and data.	Daily
	Use technology including photocopier, telephones including mobiles, fax, overhead projectors, televisions, videos, and electronic whiteboards.	Daily

Transport	Drive vehicles possibly over long distances and in all traffic and weather conditions.	Occasional
	Drive vehicles with possible distractions from client behaviour, verbal or physical.	Regular