

	Position Title: Classroom Teacher	Team: Berry Street School, Noble Park Campus	Region: South Eastern
	Supervisor: Lead Teacher	Delegations and Authorities: In Line with Delegations Policy	Band: A

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 Noble Park Campus has an enrolment of 35 students and delivers a trauma-informed, restorative practice approach to education.</p> <p>The Noble Park Campus offers 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 with a focus on the ability to teach wellbeing skills, and literacy and numeracy. • 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. • Provide positive reinforcement and a safe learning atmosphere using trauma informed teaching practices.
	REPORTING RELATIONSHIPS
	<p>This role is based at our Berry Street School Campus located in Noble Park.</p> <p>This role reports to the Lead Teacher who will provide 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.
- Berry Street is committed to the principles of social justice. 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 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 classroom teaching skills.
- Demonstrated positive 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 literacy, maths, personal development.
- Demonstrated ability to monitor and assess student learning data and to use this data to inform teaching practice for improved student learning.
- Demonstrated understanding of 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.
- Knowledge of and willingness to engage in restorative justice practices.

QUALIFICATIONS AND OTHER REQUIREMENTS

- A tertiary qualification in education is required.
- 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.
- Ability to teach an elective.

KEY ACCOUNTABILITIES AND RESPONSIBILITIES

ACCOUNTABILITY	SPECIFIC RESPONSIBILITIES
Teaching & 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. • Contribute to the development of creative and engaging elective programs.
Student Wellbeing	<ul style="list-style-type: none"> • Contribute to the ongoing implementation and review of school-wide student wellbeing policies and programs. • Contribute to the development, implementation and review of student behaviour management plans. • 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 and participate in the 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. • Participate in school based assessments. • Participate and contribute to the staff 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 required.

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 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.	Regular
	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.	Daily
	Undertake manual handling (e.g.: lifting, moving, transferring, twisting, restraining, supporting) of clients.	Occasional
	Undertake manual handling (e.g.: lifting, pulling, pushing, moving, transferring, digging, twisting, restraining, supporting) of equipment, which would be of varying weight and size.	Occasional
	Facilitate access to specialist, generic and community services.	Daily
	Undertake training and professional development activities.	Daily
Administrative Tasks	Undertake administrative tasks which may include the following: computer work, filing, writing reports, case notes/plans and client records,	Daily

	participating in meetings, concentrating for long periods of time, managing resources and budget and researching and analysing information and data.	
	Use technology including photocopier, telephones including mobiles, fax, overhead projectors, televisions, videos, and electronic whiteboards.	Daily
Transport	Use public transport including trains, buses, trams and taxis.	Occasional
	Drive vehicles possibly over long distances and in all traffic and weather conditions.	Regular
	Drive vehicles with possible distractions from client behaviour, verbal or physical.	Occasional