

	Position Title: Teacher		Team: Berry Street School		Region: Western
	Supervisor: Lead Teacher	Delegations and Authorities: In Line with Delegations Policy		Band: A	Date Completed: 19 October 2017

ORGANISATIONAL INFORMATION

OUR VISION AND FOCUS	ROLE CONTEXT
<p>All children should have a good childhood, growing up feeling safe, nurtured and with hope for the future.</p> <p>Berry Street chooses to work with children, young people and families with the most challenging and complex needs. We work across metropolitan, regional and rural Victoria.</p> <p>To achieve our Vision, Berry Street delivers a wide variety of programs, from those aimed at strengthening families and communities through to those that focus on helping people recover from the trauma of violence, abuse and neglect.</p> <p>We also engage government, other community organisations and the general public in child-focused advocacy and knowledge sharing.</p>	<p>The Berry Street School is a specialist independent school consisting of four campuses based in Morwell, Noble Park, Shepparton and Ballarat. The Berry Street School adheres to standards set by the Victorian and Federal Governments. We offer an adaptation of the National Curriculum for years 7-10 and the Victorian Certificate of Applied Learning (VCAL). Many students referred to the Berry Street School have experienced trauma in their lives as a result of neglect, abuse, violence or being witness to violence or disrupted attachment. Our students may have significant gaps in academic achievement and find it difficult to learn in a group setting, while presenting with behavioural and social problems in school.</p> <p>The Berry Street School works from our model of Trauma Informed Positive Education, which encompasses a structured vision of wellbeing in the school community including the support of education case management for each student. Our relationship based practice is grounded in unconditional positive regard for our students. The use of restorative practices assists students and staff to build the capacity to self-regulate behaviour, improve learning outcomes and nurture relationships.</p> <p>The Berry Street School provides students with an individual education plan encompassing holistic support offering intensive literacy, numeracy and personal development programs, with a focus on pathways planning at the senior end.</p>
<p>OUR VALUES</p> <p>Berry Street expects all staff to apply these Values in all aspects of their work.</p> <p>Courage: To be the best we can be and to never give up</p> <p>Integrity: Expect a personal and organisation commitment to honesty</p> <p>Respect: Acknowledge the importance of each person's heritage, traditions, identity, needs and aspirations</p> <p>Accountability: Be responsible for our own actions</p> <p>Working Together: Work with our clients, each other and our colleagues to share knowledge, ideas, resources and skills</p>	<p>PRIMARY OBJECTIVES OF THE ROLE</p> <p>The Specialist Teacher will:</p> <ul style="list-style-type: none"> • Support the implementation of the Berry Street Education Model. • Carry a teaching load • With support from the leadership team, implement the effective delivery of the education model within the campus • Work as part of a team and contribute to ongoing curriculum development • Attend professional development and whole school meetings as required <p>REPORTING RELATIONSHIPS</p> <p>This role is based at our Berry Street School in Ballarat. The role reports to the Leader of Teaching & Learning, who will provide supervision and review.</p>

KEY SELECTION CRITERIA	
<ul style="list-style-type: none"> • Demonstrated classroom teaching experience with strengths in Literacy and/or Numeracy being highly desirable • Demonstrated experience in the delivery of VCAL outcomes in an educational setting is highly desirable • Sound knowledge of a range of teaching and learning practices that lead to improved student outcomes • Expertise in the development of curriculum in the required subject(s), and success in improving outcomes for students • Experience in the delivery of differentiated curriculum designed to meet the individual needs of students • Assess and report against student progress with demonstrated experience with AusVELS • Experience and success in working with students with complex educational needs, and a sound knowledge of and experience in the implementation of effective student well-being and management practices • The ability to work as part of a team • The ability to work effectively with students, staff, parents/carers and allied professional staff • Demonstrated understanding of and commitment to the principles of equity, diversity, continual improvement, risk management and occupational health and safety • Excellent written and oral communication skills (including public speaking, presentations and facilitation skills) <p>Demonstrated ability to flexibly manage competing priorities and stressful situations, monitoring own stress levels and practicing and promoting self-care strategies</p>	
QUALIFICATIONS AND OTHER REQUIREMENTS	DESIRABLE
<ul style="list-style-type: none"> • A tertiary qualification in education is required • Current VIT Registration • Drivers licence and satisfactory Criminal Records Check 	<ul style="list-style-type: none"> • Experience or training in Prep to year 12 would be viewed as highly desirable • Additional qualifications in Educational Support or Welfare are highly desirable

KEY ACCOUNTABILITIES AND RESPONSIBILITIES

ACCOUNTABILITY	SPECIFIC RESPONSIBILITY
Teaching and Learning	<ul style="list-style-type: none"> • Teach within the curriculum program, and implement good teaching and learning practices • Work with other staff in the development and implementation of a curriculum program that will engage students and lead to improved student outcomes • Document curriculum in the required subject area(s) • Implement a range of teaching and learning and assessment strategies, including ICT, that result in improved student outcomes • Contribute to the development and implementation of an Individual Education Plan for each student • Contribute to the ongoing development of curriculum
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 and participate in the school professional development plan 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 Plans for all students • Participate in school based assessments • Maintain records as required • Complete documentation as required • Complete ERINs as required • Conduct oneself in accordance with Berry Street Values and policies and procedures • Participate in meetings as required • Provide reports as required • Other duties as directed • 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 • The Berry Street School is a child safe environment. Our school has a Child Safety Code of Conduct and actively promotes the safety and wellbeing of all students. All school staff are required to protect students from abuse or harm in the school environment, in accordance with their legal obligations including child safe standards as detailed in Ministerial Order No 870.

CONDITIONS OF EMPLOYMENT

1. This position is for 76 hours per fortnight. There is no paid overtime, however a Teacher is required to work such reasonable additional hours as are necessary to perform the Teacher's duties.
2. You will initially be employed at Ballarat but 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 Enterprise Agreement, which includes above Award payments and eligibility for remuneration packaging. Salary packaging is available to full-time and 0.8 staff to a maximum value of \$15,899 and a maximum value of \$12,000 to all other permanent part-time staff, in line with our Salary Packaging policy.
4. The base salary for this position is based from \$59,092.69 - \$71,126.50 pro rata (dependent on experience). Salary Packaging will significantly increase the take home pay.
5. Superannuation will be paid according to Superannuation Guarantee into a compliant fund of your choice or into HESTA Superannuation Fund.
6. The successful applicant will be required to undergo satisfactory pre-employment checks, including 2 professional referees, a pre-existing injury/disease declaration, a criminal records check and proof of identify and qualifications.
7. 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.
8. 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.
9. Under Victorian Work Cover 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
	Wear personal protective equipment (e.g. rubber gloves) to provide protection from potential infectious and hazardous substances	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-story	Daily
	Sit at a computer or in meetings for extended periods	Regular
	Present at court and other jurisdictions	Rare
Manual Handling	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
People Contact	Work with clients who may have a physical or sensory disability	Daily
	Liaise with government, non-government and community organisations	Regular
	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	Regular
	Interact with clients and members of the public who could display verbal or physically challenging behaviour	Daily
	Support and participate with clients in recreational activities (e.g.: gardening, ball games, swimming, walking, camping, hiking, trampolining, tennis, cricket)	Regular
	Facilitate access to specialist, generic and community services	Regular
	Undertake supervisory, recruitment, training and professional development activities	Daily

	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
Administrative Tasks	Undertake intensive administrative tasks, which include computer work, report writing (e.g. financial reports), participating in meetings and concentrating for long periods of time	Daily
	Use technology including photocopier, telephones including mobiles, fax, overhead projectors, televisions, videos, electronic whiteboards	Daily
	Drive vehicles possibly over long distances and in all traffic and weather conditions	Regular
Transport	Use public transport including trains, buses, trams and taxis	Occasional
	Drive vehicles with possible distractions from client behaviour, verbal or physical	Regular
	Undertake general household duties (e.g.: food preparation, sweeping, dusting, shopping, mopping, vacuuming, laundering, gardening, cooking, cleaning baths, showers and toilets)	Occasional