

	<b>Position Title:</b> Leader of Campus		<b>Team:</b> Berry Street School		<b>Region:</b> Hume
	<b>Supervisors:</b> Assistant Principal, Shepparton Campus	<b>Delegations and Authorities:</b> In Line with Delegations Policy		<b>Band:</b> D	<b>Date Completed:</b> 20 March 2018

## ORGANISATIONAL INFORMATION

OUR VISION AND FOCUS	ROLE CONTEXT
<p><b>All children should have a good childhood, growing up feeling safe, nurtured and with hope for the future.</b></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-focussed advocacy and knowledge sharing.</p>	<p>The Berry Street School, caters for young people primarily aged 12 to 18 years who have become disengaged from mainstream education. The school currently has 4 campuses- at Noble Park, Morwell, Ballarat and Shepparton. Each campus has an enrolment of approximately 30-50 students aged 12-17 years and delivers a trauma-informed education model. In Shepparton, the Berry Street School offers VCAL and Vic Curriculum delivery within a holistic.</p>
OUR VALUES	PRIMARY OBJECTIVES OF THE ROLE
<p><b>Berry Street expects all staff to apply these Values in all aspects of their work.</b></p> <p><b>Courage:</b> To be the best we can be and to never give up</p> <p><b>Integrity:</b> Expect a personal and organisation commitment to honesty</p> <p><b>Respect:</b> Acknowledge the importance of each person's heritage, traditions, identity, needs and aspirations</p> <p><b>Accountability:</b> Be responsible for our own actions</p> <p><b>Working Together:</b> Work with our clients, each other and our colleagues to share knowledge, ideas, resources and skills.</p> <p><b>At the Berry Street School our values are:</b> <b>Thrive, Achieve, Belong.</b></p> <p>We believe it is a privilege to attend the Berry Street schools.</p>	<p>The Leader of Campus Operations and Student Services</p> <ul style="list-style-type: none"> <li>• Will play the lead role in the daily operations and coordination of the school and its actives including the continuing the work towards a trauma-informed model within our school.</li> <li>• Will work with the leadership team to ensure effective delivery of curriculum and learning.</li> <li>• Provide essential support, direction and guidance to teaching staff.</li> <li>• Provides direction, supervision and coaching to the teaching staff and non-teaching staff to achieve student learning outcomes using foundation frameworks such as individual education plans', student reporting processes and establishment of intervention plans</li> <li>• The Leader Campus will work collaboratively within the leadership team to ensure holistic program delivery is integrated for our students.</li> <li>• Uphold and effectively model Australian Professional Teaching Standards.</li> <li>• Review and continue the development of the school's curriculum (VCAL and Australian Curriculum)</li> <li>• Manage in conjunction with the leadership the school's CIRC program.</li> <li>• Play a key role in the development and review of Student Pathways.</li> </ul>
	REPORTING RELATIONSHIPS
	<p>This role is based at our Berry Street School in Shepparton.</p> <p>The role reports to the Assistant Principal, who will provide supervision and review. This role will supervise teaching and non-teaching staff and support the Leader of Wellbeing. The Leader of Campus will meet all accountabilities to VRQA and VCAA in respect to Curriculum and operations and other associated positions.</p> <p>The Leader of Campus Services will also receive coaching and direction from Assistant Principals and Principal of Berry Street.</p>

#### KEY SELECTION CRITERIA

- High level knowledge, experience and success in teaching practices and in the development and delivery of curriculum, including literacy and/or numeracy, designed to meet the individual needs of students leading to improved student outcomes.
- Experience in planning and delivering quality professional development to staff combined with high level capacity to model good teaching and learning practices for students with trauma backgrounds and complex educational needs.
- High level skills in problem solving, organization and administration and demonstrated experience or capacity to manage daily operations and logistics.
- Strong social emotional wellbeing combined with team building and conflict resolution skills
- demonstrated by experience working effectively with students, staff, parents/carers and allied professional staff,
- Demonstrated understanding of, and respect for, the needs of children with a disability; Aboriginal culture, including cultural safety and awareness; and cultural and linguistic diversity (CALD), including cultural safety for children from CALD backgrounds
- 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).
- Demonstrated ability to flexibly manage competing priorities and stressful situations, monitoring own stress levels and practicing and promoting self-care strategies.

#### QUALIFICATIONS AND OTHER REQUIREMENTS

- A tertiary qualification in education and current VIT registration is required
- Staff must hold a valid WWCC, 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

- Experience in working within flexible learning environments would be desirable.
- Experience in managing teams.

## KEY ACCOUNTABILITIES AND RESPONSIBILITIES

ACCOUNTABILITY	SPECIFIC RESPONSIBILITIES
<b>Curriculum – Teaching &amp; Learning</b>	<ul style="list-style-type: none"> <li>• Take responsibility for the daily operations of the campus including, OH&amp;S requirements, workflow management, daily rostering and work with the Leadership Team to manage the curriculum delivery</li> <li>• Contribute and support the development of an appropriate school-wide curriculum framework, and ensure the successful implementation of this framework within the campus.</li> <li>• Contribute to the implementation of a range of teaching and learning and assessment strategies that result in improved student outcomes.</li> <li>• Develop strategies to support the use of ICT and other technologies to foster engagement and student learning</li> <li>• Lead the development of processes for the implementation of Individual Education Programs that set clear goals for all students.</li> <li>• A teaching load may be involved to support the campus.</li> <li>• Role model effective planning and classroom management strategies.</li> </ul>
<b>Student Welfare</b>	<ul style="list-style-type: none"> <li>• Contribute to the development of appropriate school-wide student related policies and programs, and ensure the successful implementation of these approaches within the campus working within Leadership Team.</li> <li>• In conjunction with the Leadership team, support the ongoing development of an appropriate school-wide student behaviour management plan, and ensure the ongoing successful implementation of this plan within the campus.</li> <li>• Contribute to the development of programs that support the development of student leadership and capacity building skills within the school and the broader community.</li> <li>• Support the development and implementation of programs and strategies that address and support diversity.</li> </ul>
<b>Staff Development &amp; Support</b>	<ul style="list-style-type: none"> <li>• As part of the leadership team, lead the implementation of effective practices for campus for student social and emotional wellbeing staff to reflect and improve on practices.</li> <li>• Support the implementation of an effective professional development plan for staff that improves the skill and knowledge of staff and that leads to improved student outcomes.</li> <li>• In conjunction with the Assistant Principal assist with program recruitment and selection of staff.</li> <li>• Provide orientation, support, supervision, annual staff reviews and professional development plans and performance management to staff in line with Berry Street policy.</li> <li>• Chair regular staff meetings that ensure inclusive and collaborative work practices.</li> <li>• As part of the Leadership Team, initiate and respond to schools needs by providing activities and PD plans.</li> <li>• Support staff to enhance school practices working with Berry Street’s School trauma informed education model.</li> </ul>
<b>Management &amp; Administration</b>	<ul style="list-style-type: none"> <li>• Collaborate with the Leadership team on the enrolment of students and assessments of students.</li> <li>• Assisting teaching staff to make any adaptations to IEP/curriculum deliver to support student outcomes.</li> <li>• Oversee the development and formalisation of Pathways all students.</li> </ul>

	<ul style="list-style-type: none"> <li>• Provide support and guidance to staff in delivering the school's program and in the management of students to engage in learning.</li> <li>• Lead the daily management of the school including camps, trips and excursions.</li> <li>• In the absence of the Assistant Principal, assume Acting role.</li> <li>• Maintain records in line with school legislative requirements.</li> <li>• Complete required reports (ERIN etc) Berry Street's risk management reporting process, as required and ensure staff do so as required.</li> <li>• Ensure that all practices within the program are in accordance with relevant Berry Street policies and guidelines and Berry Street values.</li> <li>• Represent Berry Street in meetings and forums for individual clients, the program and the organisation as required.</li> <li>• Represent the campus at required leadership in Richmond.</li> </ul>
<b>Other</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Berry Street are committed to the safety, participation and empowerment of all children, including those with a disability and culturally and/or linguistically diverse backgrounds. Berry Street are also committed to cultural safety, inclusion and empowerment of Aboriginal children, their families and communities.</li> </ul>

## 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 according to the Berry Street Enterprise Agreement.
2. This is a full time, fixed term contract until 9 November 2018.
3. You will initially be employed at our Shepparton Office. You may be required to work from other Berry Street sites (on a temporary or permanent basis) as directed from time to time.
4. 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.
5. The base salary for this position is Lead Teacher (\$84,872.36) under the Berry Street Victoria Enterprise Agreement. The value of the salary can be increased through salary packaging.
6. This position comes with full private use of a vehicle.
7. 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.
8. Superannuation will be paid according to Superannuation Guarantee into a compliant fund of your choice or into HESTA Superannuation Fund.
9. 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 identity and qualifications.
10. 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.
11. 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.
12. 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
<b>Work Environment</b>	Manage demanding and changing workloads and competing priorities.	Daily
	Work in a team environment.	Daily
	Work in different geographic locations.	Regular
	Be exposed to all outdoor weather conditions.	Regular
	Work in unstructured environments (e.g. outreach).	Regular
	Work office hours with the possibility of extended hours.	Regular
	Work on-call after hours.	Regular
	Work in an open plan office.	Daily
	Work in buildings which may be two-storey	Regular
	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
<b>People Contact</b>	Work with clients who may have a physical or sensory disability	Regular
	Liaise with government, non-government and community organisations	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.	Regular
	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
<b>Administrative Tasks</b>	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
	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, and electronic whiteboards.	Daily
<b>Transport</b>	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