

	Position Title: Senior Trainer		Team: Berry Street Education Model (BSEM)		Region: Central
	Supervisors: Team Leader, Berry Street Education Model	Delegations and Authorities: In Line with Delegations Policy		Band: D	Date Completed: August 2018

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-focussed advocacy and knowledge sharing.</p>	<p>The Berry Street Education Model provides schools and community service organisations with the training, curriculum and strategies to engage the most challenging students. It is unique because the BSEM equips schools to promote cognitive and behavioural change, thereby engaging the young person in learning and progressing their academic achievement. The Berry Street Education Model is now being shared with mainstream and specialist schools. We offer a suite of structured professional development, consultation and mentoring programs for school leaders and teachers.</p> <p>The Berry Street Childhood Institute (BSCI) has been established to respond on a national scale to the complex social issues that impact on children's experience of childhood. We aim to do this by collaboratively building & sharing knowledge, encouraging public dialogue and mobilising leadership. BSCI presents training and events aimed at enhancing the capacity of people working with children and families.</p> <p>Many schools want to increase school engagement for their most struggling students. These may be:</p> <ul style="list-style-type: none"> • Students who struggle with self-control, emotional regulation, poor attachment and relationship skills, chronic stress, or deficits in learning • Students with a prior history of school disengagement • Students who experience the effects of chronic stress • Students who are trauma-affected or exposed to traumatic stressors • Students who need to build personal stamina for independent learning • High achieving students who require strategies for personal resiliency <p>Through the creation of this new position, Senior Project Officer, the BSCI is increasing its capacity to support the national expansion of the Berry Street Education Model (BSEM) in schools across Victoria and Australia.</p>
OUR VALUES	
<p><i>Berry Street expects all staff to apply these Values in all aspects of their work.</i></p> <p><i>Courage:</i> To be the best we can be and to never give up</p> <p><i>Integrity:</i> Expect a personal and organisation commitment to honesty</p> <p><i>Respect:</i> Acknowledge the importance of each person's heritage, traditions, identity, needs and aspirations</p> <p><i>Accountability:</i> Be responsible for our own actions</p> <p><i>Working Together:</i> Work with our clients, each other and our colleagues to share knowledge, ideas, resources and skills.</p>	

PRIMARY OBJECTIVES OF THE ROLE

The Senior Trainer of the BSEM will work closely with the Team Leader to ensure high quality training and customer relationships for the strategic and robust growth of the BSEM.

The Senior Trainer will hold four key responsibilities:

1. Delivery of BSEM training and professional learning within schools and community service organisations
2. Consultation to school staff and school leadership
3. Public speaking as required
4. Other duties to support the BSEM training team (e.g. business development, management of research with university partners, resource management, client management)

REPORTING RELATIONSHIPS

This role is based at our Richmond Office. It is part of the broader BSCI Team.

This role reports to Team Leader Berry Street Education Model who will provide supervision and review. This role has zero direct reports and works in conjunction with other team members.

This position is fixed term for 12 months.

EXPECTATIONS

- Conduct themselves in accordance with the Berry Street Code of Conduct which is underpinned by the values of accountability, courage, integrity, respect and working together.
- Have a demonstrated understanding of and commitment to the principles of equity, diversity, continual improvement, risk management and occupational health and safety.
- 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 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.

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 practicing and promoting self-care strategies
- A minimum 5 years' experience in school leadership (primary or secondary; having held the position of Lead Teacher or above; or industry equivalent)
- Experience in managing multiple events and high-profile clients
- Strong project management skills
- Experience in building and maintaining community / school relationships/ strategic partners
- Good administration skills and strong attention to personal organisation and multiple details.
- Ability to prioritise work and meet tight deadlines
- In depth knowledge in one or more of the following content areas:
 - Trauma-informed teaching and learning strategies;
 - Wellbeing / Positive Education / Positive Psychology;
 - Instructional planning and delivery;
 - Academic practice toward significant academic outcomes;
 - Embedding whole-school approaches;
 - Experience in designing and delivering professional learning sessions for school staff;
 - Experience of classroom observation, including clinical teaching cycles and feedback towards improving teacher practice;
 - Experience on providing strategic direction to school leadership teams toward whole-school change;
 - Experience delivering public presentations (e.g. keynotes, university lectures, professional learning workshops, research papers, and/or conference presentations).

In addition, we seek a high level of proficiency in the following domains of educational leadership:

Technical Leadership

- Demonstrated capacity to effectively optimise a school's human resources through sound management practices and organisational systems and processes that contribute to the implementation of the school's vision and goals

People Leadership

- Demonstrated ability to foster a safe, purposeful and inclusive learning environment, and the capacity to develop constructive and respectful relationships with staff, students, parents, regional colleagues and other stakeholders.

Educational Leadership

- Demonstrated capacity to lead a school improvement process through a current and critical understanding of the learning process and its implications for enhancing high-quality teaching and learning in every classroom in the school.

Symbolic Leadership

- Demonstrated capacity to model Berry Street values and appropriate behaviours to schools and the community, including a commitment to creating and sustaining effective professional learning communities within a school.

Cultural Leadership

- An understanding of the characteristics of effective schools and a demonstrated capacity to lead the school community in promoting a vision of the future, underpinned by common purposes and values that will secure the commitment and alignment of stakeholders to realise the potential of all students.

Leadership of Berry Street School Model of Education

- Trauma informed Teaching and Learning approaches, with a strong focus on teacher strategies
- Wellbeing and Positive Psychology interventions in schools
- Academic rigour and differentiated high expectations for all students.

Demonstrated ability to lead a new model of educational delivery within a matrix model of management in a large, community based organisation.

QUALIFICATIONS AND OTHER REQUIREMENTS

- Qualified teacher, school leader, or industry equivalent
- Excellent IT skills including Word, Excel, and PowerPoint
- 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 and knowledge of Community Service Organisations
- Experience and knowledge of the three school categories (Government, Independent, and Catholic school systems)
- Ability to undertake travel
- Flexibility to work extra hours within peak training seasons
- VIT registration

KEY ACCOUNTABILITIES AND RESPONSIBILITIES

ACCOUNTABILITY	SPECIFIC RESPONSIBILITIES
Training and delivery of professional learning within schools or community service organisations	<ul style="list-style-type: none"> • Deliver well-prepared, high quality, professional training to BSEM clients consistent with BSEM practice framework and Berry Street values • Creation of materials for professional learning • Build and maintain robust relationships with clients and stakeholders to ensure that the stakeholder groups' training requests are appropriately met • Maintain clear records of training development, delivery and evaluation, and ensure communication with colleagues and supervisor • Be passionate about learning and be highly curious • Be confident in presenting your ideas within the BSEM team and to large audiences • Engage with creativity in the range of presentation strategies • Have highly developed communication skills (written, verbal, emotional) • Be able to regulate your own emotional responses in the service of the client's best interests • Be self-reflective and open to give and to receive regular and rigorous feedback on your own performance and the team's performance • Effectively manage participants' (potential) fear or uncertainty that may come with introducing new practice models
Consultation to clients (e.g. school professional learning teams and school leadership)	<ul style="list-style-type: none"> • Understand and employ collaborative coaching practices to promote whole-school approaches and professional learning • Exemplify flexibility and social intelligence to adapt quickly to a school or client's needs • Adopt our 'end goal' attitude – to help educators connect with, understand and teach all students, especially the most difficult students in their classrooms • Model the skills and strategies of the BSEM in one's own life (e.g. mindfulness, resilience, emotional intelligence, character strengths) • Enjoy the challenge of creating change • Love being a contributing member of a team
Public speaking	<ul style="list-style-type: none"> • Advocate for and promote the BSEM throughout the state and elsewhere as appropriate through public speaking, the provision of information and liaison with groups and organisations as required • Participate in relevant national, regional and state-wide forums and conferences • Be able to present and support others to present at conferences, lectures and workshops • Incorporate performance feedback in the service of increasing personal skills and abilities for public speaking
Other	<ul style="list-style-type: none"> • Within the team, take on roles of business development and client management • Management of research initiatives, including university and community partners

	<ul style="list-style-type: none"> • Promotional activities with client follow-up • Responsible for creation and maintenance of business development systems • Utilise strong writing skills to co-author publications arising from the BSEM • Participate in specific projects which may require literature reviews, conceptual framework development and stakeholder liaison • Participation in relevant organisational and team meetings • Ensure that practices and procedures specific to the program are consistent with Berry Street's policies and procedures • Follow invoicing procedures and liaise with Berry Street's Finance department for fee-for-service training delivered • Administrative duties including but not limited to: <ul style="list-style-type: none"> • Prepare training materials • Prepare for training sessions • Ordering, receiving and delivering of catering orders to training participants. • Tidying up during & after training sessions • Maintain professional development records • Maintain client databases • Provide administrative assistance to the BSEM team • Preparation of training materials, including photocopying, printing, collating, binding, laminating. • Others 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.
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CONDITIONS OF EMPLOYMENT

1. This position is full-time, working 76 hours flexible hours per fortnight. There is no paid overtime, but any extra hours worked will be accrued as Time-in-Lieu according to the *Berry Street Victoria 2014-2017 Agreement*.
2. This position is fixed term for 12 months.
3. You will initially be employed at our Richmond Office. Extensive travel required, and 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 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.
5. Competitive salary package to be negotiated under the *Berry Street Victoria 2014-2017 Agreement*. The value of the salary can be increased through salary packaging.
6. You will be eligible for an annual motor vehicle allowance of \$10,500. This allowance is all inclusive for motor vehicle costs incurred during employment with Berry Street.
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
Work Environment	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
People Contact	Liaise with government, non-government and community organisations.	Daily
	Work with clients who may have a physical or sensory disability.	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.	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.	Regular
	Drive vehicles with possible distractions from client behaviour, verbal or physical.	Occasional