

	<b>Position Title:</b> Lead Teacher		<b>Team:</b> Berry Street School		<b>Region:</b> South East
	<b>Supervisor:</b> Assistant Principal – Noble Park	<b>Delegations and Authorities:</b> In Line with Delegations Policy	<b>Band:</b> C	<b>Date Completed:</b> 03 October 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 is a specialist independent school consisting of four campuses based in Ballarat, Morwell, Noble Park, and Shepparton. The Berry Street School adheres to standards set by the Victorian and Federal Governments. We offer an adaptation of the Victorian Curriculum for years 7–10 and the Victorian Certificate of Applied Learning (VCAL).</p> <p>Many students referred to the Berry Street School have experienced trauma and disrupted attachment as a result of neglect, abuse, violence, or being witness to family violence. Our students may have significant gaps in academic achievement and have found it difficult to learn in a group setting, presenting with behavioural and social problems in school.</p> <p>The Berry Street Education Model encompasses a structured vision of wellbeing in the school community including the support of education case-management for each of our students. Students flourish when the school community is held to high expectations and students receive support that best meets their individual goals. 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, nurture relationships and ultimately to improve learning outcomes.</p> <p>The Berry Street School provides students with an individual education plan encompassing holistic support offering intensive literacy, numeracy, and personal development programs. Programming includes counselling, advice, and post school pathways planning.</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>The Lead Teacher works closely with the Assistant Principal to:</p> <ul style="list-style-type: none"> <li>• Coordinate the implementation of the daily campus program.</li> <li>• Provide direction, supervision and support to the staff at the campus.</li> <li>• Play a key role in implementing The Berry Street Education Model, working across the school, with the leadership team, to implement the model and to ensure the effective delivery of the model within the campus.</li> <li>• Provide leadership in the development and delivery of curriculum.</li> <li>• Support teaching staff to improve their skills and improve the curriculum program at the Noble Park campus.</li> <li>• Contribute to broader Berry Street School policy development with a direct impact on the achievement of the school goals.</li> </ul>
	REPORTING RELATIONSHIPS
	<p>This role is based at our Berry Street School Noble Park Campus and reports to the Assistant Principal who will provide supervision and review.</p> <p>This role will supervise and support a team of teachers within the Noble Park Campus of the Berry Street School.</p>

## 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

- Demonstrated high level organisational skills in relation to school activities and daily organisation.
- High level ability to monitor and assess student learning data at the individual, cohort and whole school level and to use this data.
- Demonstrated outstanding classroom teaching skills, including high level knowledge, experience and success in teaching and in the development and delivery of differentiated curriculum designed to meet the individual needs of students.
- Demonstrated knowledge of the impact of trauma on young people and a capacity to work effectively with complex students, their parents/carers and staff in a manner that is trauma informed.
- Sound knowledge of, and experience in the implementation of effective student well-being and management practices.
- Well-developed leadership skills including strong team building and conflict resolution skills.
- Experience in planning and delivering professional development to staff, and the capacity to support colleagues to continually improve teaching and learning.
- 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

- A tertiary qualification in special education, or a dual qualification in both education and welfare, would be viewed as highly desirable.

## KEY ACCOUNTABILITIES AND RESPONSIBILITIES

ACCOUNTABILITY	SPECIFIC RESPONSIBILITIES
<b>Teaching and Learning</b>	<ul style="list-style-type: none"> <li>• Undertake a limited teaching allocation within the program of the school</li> <li>• Contribute to the development and implementation of the school-wide curriculum framework within the campus.</li> <li>• Promote strategies to incorporate trauma informed practices into teaching and learning</li> <li>• Promote practices to improve teaching and learning at the campus, including modelling, collaborating and coaching.</li> <li>• Support the development and implementation of the ICT strategic plan to foster engagement and student learning</li> <li>• Oversee the development and implementation of Individual Education Programs setting clear goals for all students.</li> <li>• Oversee the collection and analysis of student data resulting in improved student outcomes.</li> </ul>
<b>Student Wellbeing</b>	<ul style="list-style-type: none"> <li>• In collaboration with the Student Wellbeing staff, oversee the implementation of student wellbeing policies, programs and strategies within the campus.</li> <li>• Contribute to the development of school-wide student behaviour management strategies, and ensure the successful implementation of these within the campus.</li> <li>• Contribute to the development of programs at the campus that support the development of student leadership 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 strategies for campus staff to reflect and improve on practices.</li> <li>• Contribute to and support the implementation of an effective professional development plan for staff that improves the skill and knowledge of staff and 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 teaching staff in line with Berry Street policy.</li> <li>• Lead and support staff to develop their understanding of the trauma informed positive education model.</li> <li>• Facilitate regular staff meetings that ensure inclusive and collaborative work practices.</li> <li>• Initiate and respond to team building activities and opportunities.</li> </ul>
<b>Management &amp; Administration</b>	<ul style="list-style-type: none"> <li>• Oversee the daily program at the school, monitor student attendance and coordinate follow up</li> <li>• Oversee unit development and lesson planning by teachers</li> <li>• Oversee the development and formalization of individual education plans by teachers</li> <li>• Manage the collection and analysis of student assessment data</li> <li>• Manage communication with parents/carers through parent/teacher/student interviews and semester reports</li> <li>• Assume responsibility for the management of the school in the absence of the Assistant Principal</li> <li>• Maintain records in line with school legislative requirements and provide reports as required</li> <li>• Complete ERIN reports 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 at meetings and forums for individual clients, the school and the organisation as required.</li> <li>• Other duties as required.</li> </ul>



## CONDITIONS OF EMPLOYMENT

1. The Lead Teacher 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 Noble Park 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 remuneration for this position is Lead Teacher \$91,000 gross per annum (full time equivalent) under the *Berry Street Victoria 2014-2017 Agreement*. The value of the salary can be increased through salary packaging.
5. This position comes with full private use of a vehicle.
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 identity 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
<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).	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.	Daily
	Work in an environment with competing demands.	Daily
	Present at court and other jurisdictions.	Occasional
<b>Manual Handling</b>	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
	Wear personal protective equipment (e.g. rubber gloves) to provide protection from potential infectious and hazardous substances	Occasional
<b>People Contact</b>	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 supervisory, recruitment, training and professional	Daily

	development activities	
	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
	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
	Use public transport including trains, buses, trams and taxis	Occasional
	Drive vehicles with possible distractions from client behaviour, verbal or physical.	Regular