

	Position Title: Classroom Teacher		Team: Berry Street School		Region: South Eastern
	Supervisor: Lead Teacher	Delegations and Authorities: In Line with Delegations Policy	Band: A	Date Completed: November 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 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. 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><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>	<ul style="list-style-type: none"> • Planning, implementing and delivering an engaging curriculum based on the individual needs of the students. • 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 in Noble Park.</p> <p>This role reports to the Lead Teacher (who provides supervision and review) who in turn reports to the Assistant Principal, Noble Park.</p>

EXPECTATIONS	
<ul style="list-style-type: none"> • 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	
<ul style="list-style-type: none"> • Demonstrated high level of classroom teaching skills • Demonstrated 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. • 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. • 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. • Knowledge of and willingness to engage in restorative justice practices. 	
QUALIFICATIONS AND OTHER REQUIREMENTS	DESIRABLE
<ul style="list-style-type: none"> • A tertiary qualification in education is required. • Current VIT Registration. • 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. 	<ul style="list-style-type: none"> • A tertiary qualification in special education would be viewed as highly desirable.

KEY ACCOUNTABILITIES AND RESPONSIBILITIES

ACCOUNTABILITY	SPECIFIC RESPONSIBILITIES
Teaching and 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 Well Being	<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 directed.

CONDITIONS OF EMPLOYMENT

1. This position 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 Berry Street School in Noble Park. 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 dependent on experience: Range from Graduate Teacher LV 1 (\$61,450.00) to Accomplished Teacher LV 4 (\$75,700.00) dependant on experience under the *Berry Street Victoria 2014-2017 Agreement*. The value of the salary can be increased through salary packaging.
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 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.



Thrive, Achieve, Belong.

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	Daily
	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
	Present at court and other jurisdictions	Occasional
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
	Undertake general household duties (e.g.: food preparation, sweeping, dusting, shopping, mopping, vacuuming, laundering, gardening, cooking, cleaning baths, showers and toilets)	Occasional
People Contact	Work with clients who may have a physical or sensory disability	Daily
	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	Daily
	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	Daily
	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	Daily

	long periods of time	
	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	Occasional
Transport	Use public transport including trains, buses, trams and taxis	Occasional
	Drive vehicles with possible distractions from client behaviour, verbal or physical	Regular