

	Position Title: Specialist Teacher	Team: Berry Street School		Region: Gippsland
	Supervisor: Lead Teacher	Delegations and Authorities: In Line with Delegations Policy	Band: A	Date Completed: March 2019

ORGANISATIONAL INFORMATION

OUR VISION AND FOCUS	ROLE CONTEXT
<p>We believe children, young people and families should be safe, thriving and hopeful.</p> <p>Our Vision for 2022: Together we will courageously change lives and reimagine service systems.</p> <p>For over 140 years, Berry Street has adapted to a changing world, and we will continue to adapt to achieve our purpose.</p> <p>Berry Street will continue to be a strong and independent voice for the children, young people and families with whom we work. In collaboration with others, we will advocate for investment in early intervention and prevention services that enable families to be safe and stay together. We will use approaches that are culturally safe and informed by the best evidence available. We will measure and learn from the impact of our work, and we will continually contemporise our models of practice.</p> <p>We look forward to working with children, young people, families, carers, staff and partners to achieve this vision. Together.</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 Morwell Campus has an enrolment of 50 students and delivers a trauma-informed, restorative practice approach to education.</p> <p>The Morwell Campus offers a VCAL Foundation a modified Victorian Curriculum Year 7-10 program and is preparing to offer Intermediate and Senior VCAL.</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>Courage: to never give up, maintain hope and advocate for a 'fair go'</p> <p>Integrity: to be true to our word</p> <p>Respect: to acknowledge each person's culture, traditions, identity, rights, needs and aspirations</p> <p>Accountability: to constantly look at how we can improve, using knowledge and experience of what works, and ensure that all our resources and assets are used in the best possible way</p> <p>Working Together: to work with our clients, each other and our colleagues to share knowledge, ideas, resources and skills</p>	<p>The Specialist Teacher will:</p> <ul style="list-style-type: none"> • Support the implementation of the Berry Street trauma-informed model of education. • 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.
	REPORTING RELATIONSHIPS
	<p>This role is based at our Berry Street School Campus located in Morwell.</p> <p>This role reports to the Lead Teacher who will provide supervision and review.</p>

EXPECTATIONS

- Conduct oneself in accordance with the Berry Street Code of Conduct which is underpinned by the values of accountability, courage, integrity, respect and working together within the principles of continuous improvement and occupational health and safety.
- Berry Street is committed to the principles of social justice. We aim to ensure every individual is treated with dignity and respect regardless of their cultural background, ability, ethnicity, gender identity, sexual orientation, spirituality or religion.
- 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 is committed to being a child safe, child friendly and child empowering organisation. In everything we do we seek to protect children. We are committed to the cultural safety of Aboriginal and Torres Strait Islander children; children from culturally and/or linguistically diverse backgrounds; children with a disability; children who identify with a sexual and or gender minority identity.

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 practising and promoting self-care strategies.
- Demonstrated classroom teaching experience.
- 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 the Victorian Curriculum.
- 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 effectively with students, staff, parents/carers and allied professional staff.

QUALIFICATIONS AND OTHER REQUIREMENTS

- A tertiary qualification in Education.
- Staff must hold a valid VIT, 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

- Additional qualifications in Education, Education Support or Welfare are highly desirable.
- Experience in Primary Education is highly sought after.

KEY ACCOUNTABILITIES AND RESPONSIBILITIES

ACCOUNTABILITY	SPECIFIC RESPONSIBILITIES
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 Wellbeing	<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 and 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. • Work as part of a team.
Management and 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 required.

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 Morwell 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 Accomplished Teacher LV1 \$66,850.00 to Expert Teacher \$85,100.00 (dependant on experience) 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. 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.
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 identify 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
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
	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
	Work in an environment with competing demands.	Daily
	Present at court and other jurisdictions.	Occasional
Manual Handling	Undertake manual handling (eg: lifting, moving, transferring, twisting, restraining, supporting) of clients.	Occasional
	Undertake manual handling (eg: 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 (eg: 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

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
	Use public transport including trains, buses, trams and taxis.	Occasional