

 <p>BERRY STREET EDUCATION MODEL Curriculum and Classroom Strategies</p>	Position Title: Senior Trainer	Team: Berry Street Education Model (BSEM)	Region: Central Office: Interstate
	Supervisor: Head of Berry Street Education Model	Delegations and Authorities: In Line with Delegations Policy	Band: D Salary: Negotiable Other: MVA
OUR VISION AND PURPOSE		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 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.</p> <p>We offer a suite of structured professional development, consultation and mentoring programs for school leaders and teachers</p>	
OUR VALUES		PRIMARY OBJECTIVES OF THE ROLE	
<p>We expect all staff to apply these Values in all aspects of their work.</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 Senior Trainer will work closely with the Team Leader to ensure high quality training and strong customer relationships.</p> <p>The Senior Trainer will hold four key responsibilities:</p> <ol style="list-style-type: none"> 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	
		<p>This role is based at our Central Office.</p> <p>This role reports to the Head of Berry Street Education Model who will provide supervision and review.</p> <p>This role will require significant travel and be required to work additional hours during the peak training seasons.</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 diversity and inclusion. 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 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.
- 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 alternative school settings, including but not limited to Community Schools, Flexible Learning Option schools, Montessori or Steiner Schools
 - 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 in 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).
- Demonstrated Leadership capability in the following areas:

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

- A tertiary qualification in Education
- A minimum 5 years' experience in school leadership (primary or secondary; having held the position of Lead Teacher or above; or industry equivalent)
- Advanced user in Microsoft Word, Excel, and PowerPoint
- Staff must hold a valid WWCC, current passport, 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)
- Teaching 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 • 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
Consultation to clients (e.g. school professional learning teams and school leadership)	<ul style="list-style-type: none"> • Within the team, take on roles of business development and client management • 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
Other	<ul style="list-style-type: none"> • Management of research initiatives, including university and community partners • 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

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| | <ul style="list-style-type: none">• 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.• Other duties as directed |
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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
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