

	<b>Position Title:</b> Classroom Teacher	<b>Team:</b> Berry Street School		<b>Region:</b> Western
	<b>Supervisor:</b> Lead Teacher	<b>Delegations and Authorities:</b> In Line with Delegations Policy	<b>Band:</b> A <b>Rem:</b> Dependant on Experience	<b>Date:</b> December 2019

OUR VISION AND FOCUS		ROLE CONTEXT	
<p><b>We believe children, young people and families should be safe, thriving and hopeful.</b></p> <p><b>Our Vision for 2022: Together we will courageously change lives and reimagine service systems.</b></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><b>We look forward to working with children, young people, families, carers, staff and partners to achieve this vision. Together.</b></p>		<p>The Berry Street School is a specialist independent school consisting of three 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 in their lives as a result of neglect, abuse, violence or being witness to violence or disrupted attachment. Our students may have significant gaps in academic achievement and find it difficult to learn in a group setting, while presenting with behavioural and social problems in school.</p> <p>The Berry Street School works from our model of Trauma Informed Positive Education, which encompasses a structured vision of wellbeing in the school community including the support of education case management for each student. 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, improve learning outcomes and nurture relationships.</p> <p>The Berry Street School provides students with an individual education plan encompassing holistic support offering intensive literacy, numeracy and personal development programs, with a focus on pathways planning at the senior end.</p>	
OUR VALUES		PRIMARY OBJECTIVES OF THE ROLE	
<p><b>We expect all staff to apply these Values in all aspects of their work.</b></p> <p><b>Courage:</b> to never give up, maintain hope and advocate for a 'fair go'</p> <p><b>Integrity:</b> to be true to our word</p> <p><b>Respect:</b> to acknowledge each person's culture, traditions, identity, rights, needs and aspirations</p> <p><b>Accountability:</b> 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><b>Working Together:</b> to work with our clients, each other and our colleagues to share knowledge, ideas, resources and skills</p>		<p>The Classroom Teacher will:</p> <ul style="list-style-type: none"> <li>• Support the implementation of the Berry Street Education Model.</li> <li>• Carry a teaching load of predominately mathematics/numeracy with other elective based classes.</li> <li>• With support from the leadership team, implement the effective delivery of the education model within the campus</li> <li>• Team teach and work as part of a team and contribute to ongoing curriculum development</li> <li>• Attend professional development and whole school meetings as required.</li> </ul>	
		REPORTING RELATIONSHIPS	
		<p>This role is based at our Berry Street School Campus located in Ballarat.</p> <p>This role reports to the Lead Teacher who will provide supervision and review.</p>	

EXPECTATIONS	
<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> </ul>	
KEY SELECTION CRITERIA: KNOWLEDGE, SKILLS AND ABILITIES REQUIRED TO FULFIL THE ROLE	
<ul style="list-style-type: none"> <li>Excellent written and oral communication skills (including public speaking, presentations and facilitation skills).</li> <li>Demonstrated ability to flexibly manage competing priorities and stressful situations, monitoring own stress levels and practising and promoting self-care strategies.</li> <li>Demonstrated classroom teaching experience with a specialisation in Mathematics/Numeracy. Expertise in the development of curriculum in line with the Victorian Curriculum guidelines.</li> <li>Experience in the delivery of differentiated and flexible curriculum designed to meet the individual needs of students with complex needs and a history of disengagement from education.</li> <li>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.</li> <li>Demonstrated understanding of and commitment to the principles of equity, diversity, continual improvement, risk management and occupational health and safety.</li> </ul>	
QUALIFICATIONS AND OTHER REQUIREMENTS	DESIRABLE
<ul style="list-style-type: none"> <li>A tertiary qualification in Education.</li> <li>Staff must hold a valid VIT registration, a 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.</li> </ul>	<ul style="list-style-type: none"> <li>Experience or training in Prep to Year 12 would be viewed as highly desirable.</li> <li>Additional qualifications in Educational Support or Welfare would be advantageous.</li> </ul>

## KEY ACCOUNTABILITIES AND RESPONSIBILITIES

ACCOUNTABILITY	SPECIFIC RESPONSIBILITIES
<b>Teaching and Learning</b>	<ul style="list-style-type: none"> <li>• Teach within the curriculum program, and implement good teaching and learning practices.</li> <li>• Work with other staff in the development and implementation of a curriculum program that will engage students and lead to improved student outcomes.</li> <li>• Document curriculum in the required subject area(s).</li> <li>• Implement a range of teaching and learning and assessment strategies, including ICT, that result in improved student outcomes.</li> <li>• Contribute to the development and implementation of an Individual Education Plan for each student.</li> <li>• Contribute to the ongoing development of curriculum.</li> </ul>
<b>Student Wellbeing</b>	<ul style="list-style-type: none"> <li>• Contribute to the development, implementation and review of school-wide student wellbeing policies and programs.</li> <li>• Contribute to the development, implementation and review of a school-wide student behaviour management plan.</li> <li>• Contribute to the development, implementation and review of programs that support the development of student leadership skills within the school and the broader community.</li> <li>• Support the development, implementation and review of programs and strategies that address and support diversity.</li> </ul>
<b>Staff Development &amp; Support</b>	<ul style="list-style-type: none"> <li>• Support and participate in the school professional development plan to improve the skills and knowledge of staff leading to improved student outcomes.</li> <li>• Actively participate in practices for campus staff to reflect and improve on practices.</li> <li>• Participate in supervision processes.</li> </ul>
<b>Management &amp; Administration</b>	<ul style="list-style-type: none"> <li>• Contribute to and support the development of Individual Education Plans for all students.</li> <li>• Participate in school based assessments.</li> <li>• Maintain records as required.</li> <li>• Complete documentation as required.</li> <li>• Complete ERINs as required.</li> <li>• Conduct oneself in accordance with Berry Street Values and policies and procedures.</li> <li>• Participate in meetings as required.</li> <li>• Provide reports as required.</li> <li>• Other duties as directed.</li> <li>• The Berry Street School is a child safe environment. Our school has a Child Safety Code of Conduct and actively promotes the safety and wellbeing of all students. All school staff are required to protect students from abuse or harm in the school environment, in accordance with their legal obligations including child safe standards as detailed in Ministerial Order No 870.</li> </ul>

## 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).	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
<b>People Contact</b>	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
<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
	Drive vehicles with possible distractions from client behaviour, verbal or physical.	Occasional