

	Position Title: Teacher (VCAL)	Team: Berry Street School		Region: Gippsland
	Supervisor: Leader of Teaching & Learning	Delegations and Authorities: In Line with Delegations Policy	Band: (A-F) A	Date Completed: 21 st March 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 is a specialist independent school consisting of four campuses based in Morwell, Noble Park, Shepparton and Ballarat. The Berry Street School adheres to standards set by the Victorian and Federal Governments. We offer an adaptation of the National Curriculum for years 7-10 and the Victorian Certificate of Applied Learning (VCAL). 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>
	PRIMARY OBJECTIVES OF THE ROLE
OUR VALUES	<p>The Teacher will:</p> <ul style="list-style-type: none"> • Work as part of a team and provide support in VCAL programming and student management. • Contribute as a teacher to the continuing work of the Berry Street School towards a trauma-informed model of education. • Meet all accountabilities to VRQA and VCAA in respect to curriculum and learning practices and attend Quality Assurances Processes. • Contribute to the development of the VCAL program. • Support student engagement in the program. • Attend professional development and whole school meetings as required.
<p>Berry Street expects all staff to apply these Values in all aspects of their work.</p> <p>Courage: To be the best we can be and to never give up.</p> <p>Integrity: Expect a personal and organisation commitment to honesty.</p> <p>Respect: Acknowledge the importance of each person's heritage, traditions, identity, needs and aspirations.</p> <p>Accountability: Be responsible for our own actions.</p> <p>Working Together: Work with our clients, each other and our colleagues to share knowledge, ideas, resources and skills.</p>	REPORTING RELATIONSHIPS
	<p>This role is based at our Berry Street School in Morwell.</p> <p>The role reports to the Leader of Teaching & Learning, who will provide supervision and review.</p> <p>This is an ongoing position.</p>

KEY SELECTION CRITERIA

- Demonstrated skills and experience to work as part of a team to effectively plan and deliver VCAL curriculum to young people with complex educational needs in a trauma informed setting.
- Demonstrated experience in maintaining VRQA and VCAA compliance processes regarding the ongoing implementation of VCAL.
- Demonstrated ability to assess, feedback and report against student progress, including the development and implementation of Individual Learning Plans.
- 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
- Demonstrated understanding of and commitment to the principles of equity, diversity, continual improvement, risk management and occupational health and safety.
- Demonstrated excellent written and oral communication skills as required for communication with colleagues and allied professionals, feedback and reporting to students and carers, public speaking presentations and facilitation skills including potential professional representation of Berry Street in education forums.
- 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 is required.
- Current VIT Registration.
- drivers licence and satisfactory Criminal Records Check

DESIRABLE

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

KEY ACCOUNTABILITIES AND RESPONSIBILITIES

ACCOUNTABILITY	SPECIFIC RESPONSIBILITY
Teaching & Learning	<ul style="list-style-type: none"> • Design, teach and assess VCAL curriculum to our students across the VCAL streams with a particular focus on literacy. • Develop relevant educational activities as part of the implementation of Individual Education Plans for young people. • Work with young people who have high needs and challenging behaviours and have experienced trauma. • Ensure all curriculum and practices are in accordance with VCAA and VRQA requirements. • Ensure that all practices are in accordance with the relevant policies of Berry Street.
Student Wellbeing	<ul style="list-style-type: none"> • Contribute to the development, implementation and review of school-wide student well being 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 & 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.
Management & 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 directed • 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.

CONDITIONS OF EMPLOYMENT

1. This position is for 76 hours per fortnight. There is no paid overtime, however a Teacher is required to work such reasonable additional hours as are necessary to perform the Teacher's duties according to the Berry Street Enterprise Agreement.
2. This is an ongoing position.
3. You will initially be employed at Morwell but may be required to work from other Berry Street sites (on a temporary or permanent basis) as directed from time to time
4. Terms and conditions of employment are in accordance with the Berry Street Victoria Enterprise Agreement, which includes above Award payments and eligibility for remuneration packaging. Salary packaging is available to full-time and 0.8 staff to a maximum value of \$15,900 and a maximum value of \$12,000 to all other permanent part-time staff, in line with our Salary Packaging policy.
5. The base salary for this position is \$59,092.69 - \$81,778.41 under the Berry Street Victoria Enterprise Agreement. The value of the salary can be increased through salary packaging.
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-existing injury/disease declaration, a criminal records check and proof of identify and qualifications (where relevant).
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. The successful applicant have current VIT registration, or must be registered prior to commencing employment.
10. The successful applicant must possess a current Driver's Licence, which must be sighted.
11. 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.
12. 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.
13. 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
	Wear personal protective equipment (eg: rubber gloves) to provide protection from potential infectious and hazardous substances	Occasional
	Work in unstructured environments (eg 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	Rare
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
	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 long periods of time	Daily

	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	Regular
Transport	Use public transport including trains, buses, trams and taxis	Occasional
	Drive vehicles with possible distractions from client behaviour, verbal or physical	Regular
	Undertake general household duties (e.g.: food preparation, sweeping, dusting, shopping, mopping, vacuuming, laundering, gardening, cooking, cleaning baths, showers and toilets)	Occasional