

	Position Title: Teacher	Team: Berry Street School		Region: Western
	Supervisor: Lead Teacher	Delegations and Authorities: In Line with Delegations Policy	Band: A	Date Completed: October 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 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 and disrupted attachment as a result of neglect, abuse, violence, or being witness to family violence. Our students may have significant gaps in academic achievement and have found it difficult to learn in a group setting, presenting with behavioural and social problems in school.</p> <p>The Berry Street Education Model encompasses a structured vision of wellbeing in the school community including the support of education case-management for each of our students. Students flourish when the school community is held to high expectations and students receive support that best meets their individual goals. 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, nurture relationships and ultimately to improve learning outcomes.</p> <p>The Berry Street School provides students with an individual education plan encompassing holistic support offering intensive literacy, numeracy, and personal development programs. Programming includes counselling, advice, and post school pathways planning.</p>
OUR VALUES	PRIMARY OBJECTIVES OF THE ROLE
<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>	<p>The Teacher will:</p> <ul style="list-style-type: none"> • Support the implementation of the Berry Street Education Model. • Carry a teaching load, with a focus on Visual Arts and/or Visual Communication. • 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 in Ballarat.</p> <p>The 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.
- 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 is committed to the safety, participation and empowerment of all children, including those with a disability and culturally and/or linguistically diverse backgrounds. Berry Street is 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

- 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 with strengths in Visual Arts and/or Visual Communication. The ability to teach various subjects including Music is highly desirable.
- 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 colleagues, students, other staff, parents/carers and allied professional staff.

QUALIFICATIONS AND OTHER REQUIREMENTS

- A tertiary qualification in Education is required.
- Current VIT Registration is required.
- 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

- The ability to teach various subjects including Music is highly desirable.
- Qualifications and experience in delivering VCAL outcomes to students.

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
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 • 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 • Other duties as directed.



Thrive, Achieve, Belong.

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 Ballarat Campus. You may be required to work from other Berry Street sites (on a temporary or permanent basis) as directed from time to time (i.e. for professional development days).
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 ranges between Accomplished Teacher LV1 \$66,850 to Accomplished Teacher LV4 \$75,700.00 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 identity 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
	Wear personal protective equipment (e.g. rubber gloves) to provide protection from potential infectious and hazardous substances.	Occasional
	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.	Daily
	Work in an environment with competing demands.	Daily
	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	Liaise with government, non-government and community organisations.	Regular
	Work with clients who may have a physical or sensory disability.	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.	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 (e.g.: gardening, ball games, swimming, walking, camping, hiking, trampolining, tennis, cricket).	Regular
	Facilitate access to specialist, generic and community services.	Regular
	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
	Use public transport including trains, buses, trams and taxis.	Occasional