



POSITION DESCRIPTION

POSITION TITLE	Classroom Teacher
DIVISION	Community Programs
DEPARTMENT	David Scott School
REPORTS TO	Head of Teaching & Learning

ORGANISATIONAL PURPOSE

Our vision at the Brotherhood of St Laurence (BSL) is for an Australia free of poverty. We pursue lasting change for a fairer and more compassionate Australia.

Our organisation employs over 1,500 staff and is supported by 1,000 volunteers. We partner with governments, business and other organisations to address poverty across the nation.

Our work is varied. We deliver services to build capability and confidence across the life course, from the early years, youth and employment, to services for people with disability and for older people in Australia. Our Op Shops and social enterprises are well known. So too are our programs that support digital literacy, energy efficiency and financial wellbeing. We research the causes and effects of poverty and connect policy, practice and research to advocate national, state and local policy solutions for people experiencing disadvantage.

The Brotherhood of St Laurence values diversity and inclusion with regards to its staff and the communities we serve. Our staff and volunteers come from diverse backgrounds, and we aim to create an inclusive working environment. BSL is committed to child, young people and vulnerable adult safety. We want all vulnerable people to be supported, respected, safe, happy and empowered. We are committed to the safety, participation, and empowerment of all our program participants.

DAVID SCOTT SCHOOL CHILD SAFETY

The School is a child safe employer and is committed to the welfare of young people and their protection. All potential employees and volunteers will be required to comply with the School's Child Safe Policy and Code of Conduct. All staff at David Scott School are expected to take an active role and are well informed of their obligations in relation to the school's Child Safety Program. The David Scott School's Child Safety Code of Conduct is incorporated in the staff employment cycle from recruitment and reference checking to induction, probation review processes and regular staff training.

Employment with David Scott School is subject to school policies including the Child Safety Policy, Child Safety Code of Conduct and Child Safety Statement as listed below.

Child Safety Statement: David Scott School

- actively works to listen to and empower children
- has systems to protect children from abuse, and will take all allegations and concerns very seriously and responds to them consistently in line with the organisation's policies and procedures
- is committed to promoting physical, emotional and cultural safety for all children
- is committed to providing a safe environment for all children.

DEPARTMENT PURPOSE

In 2017, the Brotherhood established the David Scott School as a Specialist Assistance school with the mission to ensure that all young people receive a high-quality education that empowers them to reach their potential and equips them for a good life.

The school delivers an integrated education program to meet the literacy, numeracy, and personal development needs of young people (aged 15-19) across the Frankston and Mornington Peninsula region who have been unable to experience success in mainstream school settings. The school has established and piloted an innovative applied learning model informed by evidence about what works for re-engaging and maintaining young people in education, and in preparing them for the world of work and/or further study. The School provides integrated career pathways, transition and comprehensive well-being support for students facing barriers and challenges to completing their education.

The School is an initiative of the Brotherhood and sits within the organisational structure of the Brotherhood.

POSITION PURPOSE

The David Scott School employs teachers who value collaboration, team teaching and who have experience working in flexible learning environments. They will be committed team members who provide an engaging, differentiated program using 21st Century Pedagogy.

As a critical member of the Teaching and Learning team, the Classroom Teacher will be a highly skilled education practitioner with demonstrated experience in the delivery of best practice teaching, learning assessment and classroom management. This full-time position has as a minimum a 0.6 (FTE) teaching allotment and requires full VIT registration.

David Scott School's student-centred curriculum is underpinned by strengths based, trauma informed, and social and emotional learning principles, and is aligned to the Victorian Pathways Certificate (VPC) and the Victorian Certificate of Education Vocational Major (VCE VM). The program provides a highly individualised learning pathway for every student to reengage and support them to education success. In addition to the teaching requirement, the incumbent will contribute to curriculum development, implementation, and evaluation, including preparation for the senior secondary reform program. The David Scott School maintains a commitment to ongoing professional development and the incumbent will be

expected to participate fully in professional learning that aligns with the school's strategic plan.

The David Scott School is a child safe employer and is committed to the welfare of young people and their protection. All potential employees and volunteers will be required to comply with the School's Child Safe Policy and Code of Conduct.

KEY RESPONSIBILITIES

1. Teamwork and Accountability

- Work collaboratively within teams to achieve common goals and contribute towards continual improvement initiatives;
- In collaboration with the Head of Teaching and Learning, set goals and objectives to ensure outcomes are met;
- Model the Brotherhood values and adhere to the Code of Ethical Behaviour in everyday work practices;
- Maintain a safe work environment and ensure steps are taken to prevent unsafe work practices in accordance with David Scott School and Brotherhood policies and procedures.

2. Teaching and Learning Delivery

- Demonstrate content knowledge and outstanding pedagogical practice to meet the diverse needs of all learners in a classroom cohort of up to 16 students;
- Demonstrate exemplary classroom practice and supportive student management utilising a restorative justice approach;
- Undertake timely and comprehensive learning assessments, whilst maintaining high quality learning assessment records;
- Prepare student reports and participate in parent/student learning conferences to provide constructive and timely feedback to ensure educational success;
- Apply principles of differentiated learning in classroom instruction to implement individual learning plan (ILP) recommendations, and contribute to student support group conferences to communicate the effectiveness of classroom measures;
- Participate in all aspects of the education program that occur within and beyond the classroom, including but not limited to, incursions, excursions, camps, school events and experiential activities;
- Collaborate with Education Support Officers to further enhance student centred learning opportunities and maximize student success;
- Liaise with wellbeing staff to identify and support students facing barriers to learning.
- Maintain student duty of care on yard duty supervision as scheduled;
- Participate in practices to improve teaching and learning, including modelling, collaborating and coaching and contribute to content, processes and strategies that will shape individual and school professional learning;

3. Planning

- Contribute to the development and evaluation of applied learning curriculum,

including daily lesson plans and scope and sequence documentation utilizing the Compass learning system;

- Under the direction of the Head of Teaching and Learning, and in collaboration with Heads of Wellbeing and Engagement & Vocational Programs) collaborate on the development of learning materials, activities and assessments that are compliant with VCAA guidelines;
- Participate collaboratively in team meetings, activities and events as required;
- Assist and participate in policy development, project teams and the organisation and implementation of co-curricular activities;
- Collect, analyse and respond to student data to inform teaching approaches that enable targets related to improving student learning outcomes to be achieved;

4. Professional Development, Compliance and Record Keeping

- Undertake ongoing professional development through a tailored performance and development plan that aligns with the school's strategic plan.
- Adhere always to the Victorian Teaching Profession Code of Conduct.
- Maintain strict record keeping procedures which are compliant with program governance requirements and ensure all records are maintained in line with school legislative requirements, whilst providing accurate and timely reports to the school Leadership team at the request of the Principal;

5. Accountability

- Report directly to the Principal on any matters relating to Child Protection, ensuring that responsibilities and the appropriate processes relating to Child Protection are consistently followed;
- Contribute to the evaluation and continuous improvement of education programs as they align to the school's educational model and vision for systemic change;
- In conjunction with the team, ensure compliance with all relevant policies and procedures as required whilst working collaboratively to achieve common goals and contribute towards continual improvement initiatives;
- Work within all privacy and confidentiality policies and legislation whilst adhering to mandatory reporting requirements in an educational setting;
- Participate in relevant Professional Learning;

6. Multi-Skilling

- The incumbent may be directed to carry out such duties as are within the level of the position and scope of the incumbent's competence and training as directed by the Principal. This role description is a guide only and is not intended to be an exhaustive or exclusive list of the duties attached to this position. It is subject to review and modification by the Principal, in response to the changing needs of the school, and the development of skills and knowledge. Any additional responsibilities, as requested by the Principal shall be determined through consultation and mutual agreement.
- Other duties as required.

ORGANISATIONAL RELATIONSHIPS

Internal Stakeholders School Staff, Students, School Council members and other Brotherhood of St Laurence staff

External Stakeholders Regional stakeholders including students, young people, parents, service agencies and employers.

SCOPE OF RESPONSIBILITY

Direct Reports None

Indirect Reports None

KEY SELECTION CRITERIA

Career Experience:

- Demonstrated experience in a secondary school education environment, including a sound background in teaching, applied learning, and administration.
- Demonstrated commitment and capacity to actively contribute to whole school improvement initiatives, major curriculum, or student activities.
- A demonstrated commitment to ongoing professional learning for self and others to enable further development of skills, expertise and teaching capacity;
- A high level of interpersonal, written and verbal communication skills including the capacity to develop strong relationships with external stakeholders, as well as the ability to negotiate effectively and work through issues constructively with staff, students and relevant stakeholders;
- Proven track record in implementing and supporting flexible and innovative approaches to teaching and learning, focusing on applied learning and the use of new technologies;
- Demonstrated high level ability to monitor and assess student learning data at the individual, cohort and whole school level and to use this data to inform teaching for improved student learning;
- Well-developed organisational and time management skills with the ability to plan workload, prioritise and meet deadlines, utilising appropriate ICT skills;
- Demonstrated knowledge of and commitment to ensure the School is a Child Safe environment;
- Understanding of and empathy with the values and ideals of the Brotherhood of St Laurence and the David Scott School.
- VCE content and teaching experience
- Experience delivering a contemporary and innovative mathematics curriculum
- Current Victorian Driver's License.

Personal Qualities:

- A commitment to maintaining and supporting child safety, equity, inclusion and cultural safety.
- Understanding of and empathy with the values and ideals of the Brotherhood of St Laurence

Qualifications/other:

- Relevant tertiary qualifications in teaching and current full VIT registration;
- Certificate IV Training & Assessment

MANDATORY EMPLOYMENT CRITERIA

- Current VIT registration;
- In line with COVID-19 Government Pandemic Orders, school staff must produce evidence of compliance with current Government Orders;
- Some work-related travel and out of hours work may be required;
- Proof of eligibility to work in Australia is required;
- A satisfactory Police Check is required. The Brotherhood will facilitate this process;
- A Working with Children Check is required for this position. The Brotherhood will facilitate this process.

The description of the position is a guide to the duties of the professional activities needed to undertake the position successfully. A review of the position description may occur and may be amended from time to time.