Position Description

Humanities and English Teacher

RELATIONSHIPS AND NETWORKS

LEAD BY	· Head of Section · Head of Faculty · Deputy Head of Section · Head of Teaching and Learning
COLLABORATES WITH	· Year level team · Support staff · Individual Programs staff
LEADS	· Students
KEY WORKING GROUPS	· Year level planning · Transition planning · Section meetings
EXTERNAL GROUPS	· Parents · Networks · VIT
POSITION CONDITIONS	**There are two positions available.** **Position 1 -** This is a part time (0.75 FTE) position at our Berwick Campus commencing 25 January 2022 and concluding 13 December 2022. **Position 2 -** This is a full time position at our Berwick Campus commencing 25 January 2022 and concluding 13 December 2022. **Position 3 -** This is a full time position at our Pakenham Campus commencing 25 January 2022 and concluding 13 December 2022.

REFERENCE DOCUMENTATION	· *Education BluePrint* · *Beaconhills Teaching Standards and Instructional Model* · *Curriculum Framework (VCE, Victorian Curriculum, Understanding By Design)* · *Student Learning Mindset* · *Report Timelines* · *Teacher Handbook* · *Staff Code of Conduct* · *College Policies and Practices* · *Report Style Guide* · *Curriculum documentation (curriculum site).*

PRIMARY PURPOSE OF THE POSITION (LEADING STUDENT LEARNING)

The purpose of the teacher is to promote high quality learning in a challenging yet supportive environment which allows all students to flourish. The role of the teacher is to foster a love of learning, sense of inquiry, promote student wellbeing, and to deliver and evaluate a learning program consistent with the Beaconhills six pillars of *Learning That Matters* and the Victorian curriculum. The teacher will collaboratively develop curriculum within the *Understanding By Design* framework and inspire students to fulfil their potential. The successful applicant must demonstrate expert contemporary pedagogical knowledge and experience, demonstrating how to cater for the learning needs of all students. Providing opportunities for high-quality learning is at the heart of the role.

The primary role of any teacher is to support our students in their learning through:

- Continually engaging in informed reflective practice and professional learning activities that support personal and professional growth as well as support of ongoing innovations of the College
- Acting as a role model for young people
- Supporting the learning outcomes of students through well-designed curriculum, effective teaching pedagogy and practice and the provision of a safe learning environment that provides meaningful feedback
- Continually supporting the wellbeing of members of the Beaconhills learning community.

KEY RESPONSIBILITIES FOR THE POSITION

- Primarily Teaching Humanities and Geography with a small English Teacher load.
- Establishing trusting and respectful relationships with students and parents that ultimately supports the student wellbeing
- Using assessment feedback to support reflection and inform future planning and practice
- Communicating with members of the school community in a timely and professional manner:
    - providing an environment that is conducive to learning
    - encouraging students to become better learners and take responsibility for their *Learning Mindset*
- Supporting the learning outcomes of students through well-designed curriculum, effective teaching pedagogy and practice and the provision of a safe learning environment that provides meaningful feedback
- Continually support the wellbeing of our students and colleagues
- Communicating with members of the school community in a timely and professional manner
- Supporting all aspects of the *Learning That Matters* curriculum which includes participation in the Experiential Program
- Supporting the learning of all students to meet individual student learning needs.

TEACHER AS LEARNER

In this position, the teacher is required to learn how to:

- Design curriculum in alignment with the Beaconhills Curriculum Framework which includes the use of *Understanding By Design*
- Effectively develop and implement assessment and feedback practices including the use of real-time reporting
- Use effective teaching pedagogy and practices (personalised learning, explicit teaching, inquiry-based learning)
- Use technology to support teaching and learning in the classroom
- Support the wellbeing of students within our programs
- Support the individual learning needs of our students
- Develop and implement teaching strategies that support the development of our students' *Learning Mindset*

TEACHER IN TRAINING

The training needs for this position are:

- College protocols and procedures (eg Operoo for excursions and risk management, Synergetic, duty of care)
- College policies
- Compliance requirements
- eLearning systems (eg ClassNet, GAFEs, SmartBoards, Showbie and App4).

KEY TASKS FOR THE POSITION

CURRICULUM

- Update curriculum documentation
- Design curriculum using *Understanding By Design* and *Learning That Matters*
- Use relevant data to reflect on the effectiveness of curriculum
- Contribute to new curriculum initiatives
- Support the co-curricular and sporting programs of the College
- Contribute to the development and identification of effective learning resources
- Attend Beacon Explorer programs (camps)

TEACHING PRACTICE

- Develop lesson plans
- Ensure effective planning of assessment tasks
- Provide meaningful feedback
- Integrate aspects of student wellbeing into teaching practice and classroom management
- Use the gradual release of responsibility model
- Use a range of technology to deliver practical learning and assist assessment practices
- Maintain a controlled learning environment conducive to learning in the classroom
- Facilitate age-appropriate behavioural strategies in the classroom.

PROFESSIONAL LEARNING AND GROWTH

- Attend College professional learning workshops
- Attend relevant external workshops
- Participate in section-based professional learning and reading
- Conduct student surveys/feedback
- Develop professional growth goals
- Routinely engage in reflective practice as part of the CEAD Program
- Seek feedback from colleagues

STUDENT MANAGEMENT

- Communicate with parents around student learning when necessary
- Attend student progress meetings (parent-teacher interviews)
- Update communication records in Synergetic
- Maintain up-to-date attendance records
- Provide feedback on students of concern
- Develop student IEPs as required

GENERAL DUTIES

- Attend information nights as required
- Attend yard duty
- Attend supervision as required
- Take extras
- Attend assemblies
- Carry out duties as directed

QUALIFICATIONS

The successful application must hold (or be in the process of obtaining):

- A current registration with the Victorian Institute of Teaching (VIT)
- A current *National Police Check* (NPC)
- A current first aid certificate (or a willingness to obtain)
- Tertiary qualifications in education

PHYSICAL CAPABILITIES

- Sitting (occasional 1-33%)
- Standing (frequent 34-66%)
- Walking (frequent 34-66%)
- Talking (frequent 34-66%)
- Listening (occasional 1-33%)
- Steps/stairs (frequent 34-66%)
- Carrying (occasional 1-33%)

WORKPLACE HEALTH AND SAFETY RESPONSIBILITIES

- Ensure that any hazards, incidents (including near misses) and injuries are reported immediately to relevant management
- Co-operate in relation to activities taken by the College to comply with Work Health and Safety (WHS) legislation
- Participate in consultation, meetings, training and other health and safety activities where required
- Ensure only authorised, adequately trained staff undertake assigned tasks
- Take reasonable care for personal health and safety and the health and safety of others in the workplace

CHILD SAFETY STATEMENT

Beaconhills College has zero tolerance for child abuse. Beaconhills is a child safe employer and is committed to the welfare of children and their protection.

Beaconhills has systems to protect children from abuse, and will take all allegations and concerns very seriously and respond to them consistently, in line with our policies and procedures.

All potential employees and volunteers will be required to comply with the College's *Child Safe Policy* and *Code of Conduct*, which are available on our website here. Beaconhills performs thorough assessments of potential and existing employees in accordance with the legislated Child Safe Standards. The assessments will be used to ascertain whether the potential or existing employee is a fit and proper person and is suitable for work in a school environment and in the position applied for or held. The screening process includes, but is not limited to, criminal record checks, *Working with Children Check* (WWC Check) and checks of social media accounts.

Beaconhills College is committed to Equal Employment Opportunity principles and is committed to the principles of merit-based selection, equity, diversity and procedural fairness in our recruitment process.

Aboriginal and Torres Strait Islander peoples are encouraged to apply for all positions at Beaconhills College.

VACCINATION STATEMENT

It is a requirement of all staff members of Beaconhills College to be fully vaccinated with a COVID-19 vaccine that has been registered or provisionally registered by the Therapeutic Goods Administration or has been approved by a comparable overseas regulator, as determined by the Therapeutic Goods Administration under regulation 16DA93) of the Therapeutic Goods Regulation 1990 of the Commonwealth by the 29 November 2021.

Alternatively staff members must have received one dose of a COVID-19 vaccine by 18 October 2021 or have proof of a booking to receive the first dose by 25 October 2021 and their second dose by 29 November 2021 (where applicable) unless they have a valid medical exemption.

Proof of vaccination status or an original certified copy of a valid medical exemption will be required as part of the employment offer process.