

POSITION DESCRIPTION



Teacher

This document is your roadmap to success. It is an important tool that supports your career and development at Cire and beyond. Our aim is to be clear about what you need to do to achieve success personally and professionally. We will describe the types of activities, tasks and responsibilities that shape your role, as well as showing you what it looks like when you have been successful. It is also important to understand that your behaviours, attitude and demonstration of Cire's Values form part of your success.

Organisation Profile

Cire Services Inc. is an advanced, community based, not for profit organisation. Cire operates a range of services to meet community needs through education and provision of services.

- We are a **Registered Training Organisation (RTO)** offering accredited, pre-accredited, work skills and leisure courses.
- Our **Community School**, a registered independent school, provides secondary curriculum to students in an alternative school environment.
- Cire **Early Learning** supports children's services for long day care, pre-school programs, occasional care, vacation care and before and after school care.
- **Community Hubs**, bringing people together to connect, learn and contribute in their local community through social, education, recreational and support activities.

Our Values



Charter of Commitment to Child Safety

Cire Services is committed to creating a child safe organisation where all children and young people are safe and feel safe.

Cire Services has greater focus on safety for those children and young people who are considered more at risk to abuse and neglect.

Cire Services actively supports and facilitates participation and inclusion of Aboriginal children, children from culturally and/or linguistically diverse backgrounds (CALD), those who are unable to live at home, children with a disability and/or child from sexuality and gender diverse groups (LGBTQIA+).

OVERVIEW	
Title	Teacher
Business Unit	Community School
Department	Community School
Reports To	Campus Principal
Primary Locations	Berwick, Yarra Junction, Lilydale or Mt Evelyn
Award and Classification	Educational Services (Schools) General Staff Award 2020
Date Prepared	January 2023

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POSITION PURPOSE

Teachers support students to re-engage with education and to identify their own interests, needs, goals and learning plans. They develop and deliver dynamic and engaging learning materials and activities. Teachers support students in the achievement of learning outcomes and pathway progression with the ultimate goal being that students become active agents in their own learning.

PARAMETERS

Direct Reports	N/A
Key Internal Stakeholders	Executive Principal, Campus Principal, Campus Wellbeing Leader, Student Wellbeing Specialists, Learning Assistants, Campus Administration Assistants, Cire Services staff
Key External Stakeholders	Students, families/guardians
Key Challenges	Catering for the individual needs of a diverse range of disengaged students

QUALIFICATIONS AND CERTIFICATIONS

- Tertiary qualifications in education
- Cert IV in Workplace Training and Assessment (TAE) preferred but not essential
- VIT Registration
- Current level 2 First Aid
- Clear Police Check
- Clear Australian Right to Work Check
- Full Australian drivers licence

KNOWLEDGE AND EXPERIENCE

- Qualifications and/or experience in youth or welfare work highly desirable
- Knowledge of the Child Safe Standards and ability to adhere to and proactively support them

CAPABILITIES

- Clear understanding of and a demonstrated ability to deliver quality educational programs including planning for the individual needs of students using Individual Learning Plans (ILPs)
- Understanding of the barriers faced by young people and their needs in terms of education and training, including the needs of those from different economic, social, and cultural backgrounds
- Understanding of and the ability to deliver flexible innovative teaching and assessment strategies, including the development and use of learning resources
- Ability to implement positive behaviour strategies within the learning environment with a demonstrated ability to adhere to professional boundaries
- Demonstrated professional levels of accountability and reporting
- Commitment to positive teamwork and building the capacity of the organisation through professional development and organisational knowledge
- Ability to participate in general physical education for example hiking, orienteering, drama, athletics, or other activities involving physical movement and flexibility

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YOUR AREAS	WHAT YOU DO	SUCCESS MEASURES
Teaching and learning	<ul style="list-style-type: none"> Promote an inclusive and stimulating classroom environment to encourage independent learning, delivering activities that are innovative and relevant to the students' interests and needs Develop and implement individual learning and intervention plans that account for student interests, abilities and learning needs to support students to achieve to their potential (ILPs, focus plans and IAPs) Provide adjustments appropriate to students' type and level of disability as defined by the National Disability Standards and maintain an accurate and up to date record of those adjustments Monitor, evaluate and report progress in key learning areas and in relation to their ILPs and implement strategies to support students to achieve their learning outcomes Develop a positive learning environment within the class and broader school context in a way that promotes responsibility and positive behaviours in students and respond appropriately to unhelpful behaviours Support students to identify goals including further education/training needs and interests and work towards them with a view to further education, training and employment pathways Support the school's leadership in meeting the relevant VCAA and VRQA compliance requirements Undertake professional learning as required or directed 	<ul style="list-style-type: none"> Your classes demonstrate an effective and engaging learning environment You can demonstrate planning at the group and individual level that accounts for students', needs, interests and educational goals All students have appropriate, up to date and regularly reviewed ILPs and other intervention plans You are able to report on each student's interests, achievements and progress towards goals on an ongoing basis' this includes through ILP reflections and semester reports You can provide evidence of adjustments made in line with students' type and level of disability Student feedback indicates they experience a positive learning environment and positive relationships with staff You are able to demonstrate how you have improved your skills as a teacher
Teamwork	<ul style="list-style-type: none"> Create and maintain positive relationships with students and colleagues and maintain a high level of professionalism in line with Cire policies and procedures Participate fully in Professional Learning Team(s) (PLT), briefings and debriefs and other collaborative teams as organised by the school leadership Develop collaborative working relationships with the Learning 	<ul style="list-style-type: none"> Teachers and Learning Assistants work effectively together to support student engagement and achievement You attend PLTs and other meetings and make an active contribution All relevant matters are referred and assistance sought whenever needed School policies and procedures are followed

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YOUR AREAS	WHAT YOU DO	SUCCESS MEASURES
	<p>Assistant(s)/ other teacher(s) in your classes and assist them to support students and fulfil their professional responsibilities</p> <ul style="list-style-type: none"> • Work with all members of the school team to support student engagement, adopting a team approach involving teachers, learning assistants, wellbeing specialists and leadership • Seek guidance and refer matters for assistance as required and especially where students are disengaging, not attending, not making progress or causing disruption to others • Support the implementation of and adherence to school policy and procedures at all times 	
Administrative tasks	<ul style="list-style-type: none"> • Maintain accurate records of class attendance, students individual learning plans and goals, student progress and specific interventions to support individual students • Follow up any absent students and record and share information and strategies to improve attendance • Report on student progress and engagement as part of the schools reporting cycle and on an as needed basis • Keep an up to date record of any adjustments made as part of providing for students under the Disability Discrimination Act and in line with the National Consistent Collection of Data on Students with Disabilities (NCCD) • Document all incidents, occurrences and parent interactions using Compass and other systems as directed • Provide documentation in support of school events, excursions camps etc. in line with school policy and procedure 	<ul style="list-style-type: none"> • Attendance records are accurately completed early in each session • Absent students are contacted, communications are recorded and plans to improve attendance enacted • ILPs, reflections and semester reports are completed on time and in line with the school's guidelines • All adjustments in line with NCCD are recorded in a timely fashion • All noteworthy matters are documented on Compass • Documentation required to meet school policies and procedures is completed in a timely manner and to a high standard
Communication	<ul style="list-style-type: none"> • Maintain regular communication with parents, carers and support agencies • Consult the school leadership as required to support this • Ensure all significant communications are documented on Compass • Collaborate with the Student Wellbeing 	<ul style="list-style-type: none"> • Compass records show regular communication regarding all students in your care • Students requiring wellbeing support or other supports beyond the classroom have been referred for support in a timely manner

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YOUR AREAS	WHAT YOU DO	SUCCESS MEASURES
	<p>team to identify and support student wellbeing needs. Communicate any wellbeing concerns regarding students or staff to the wellbeing team and / or school leadership</p> <ul style="list-style-type: none"> Stay up to date with school and organisational communications via email and other systems 	
Values	<ul style="list-style-type: none"> Demonstrate and work with: <ul style="list-style-type: none"> Integrity; Respect; and Quality. 	<ul style="list-style-type: none"> We do what we say, and we stay true to our values and commitments We respect those in our communities and we actively seek to engage all stakeholders so that we can deliver on what we promise We focus on providing high quality services across all aspects of our organisation
OH&S	<ul style="list-style-type: none"> Understand Worksafe requirements and act responsibly Comply with OH&S standards and responsibilities Report hazards and incidents immediately or within 24 hours at the latest Regularly check the workplace for safety. Ensure other employees are operating safely, and address unsafe practices 	<ul style="list-style-type: none"> Workplace incidents and hazards are addressed within the required timeframes You operate safely at all times
Ad hoc	<ul style="list-style-type: none"> Other duties and projects as reasonably directed from time to time 	<ul style="list-style-type: none"> Demonstrated flexibility and adaptability to ad hoc requirements

I confirm that I have read and understand my requirements, accountabilities and outcomes as outlined in this Position Description.

I understand that my Performance and Success Review will assess the Success Measures included in this Position Description.

Employee name

Employee signature

Date