

POSITION DESCRIPTION

Teacher



OVERVIEW	
Position Title	Teacher
Business Unit	Community Schools
Reports To	Campus Principal
Direct Reports	NA

ORGANISATION PROFILE

Cire Services Incorporated is an award-winning not-for-profit organisation serving the diverse population across Melbourne's outer eastern region.

We provide quality education and training opportunities for people of all ages and deliver a range of innovative programs and services that meet community members' needs.

At Cire, we are driven by our commitment to connect people of all ages, interests and backgrounds with lifelong learning opportunities and support.

OUR VISION

Communities where everyone is empowered to reach their potential.

OUR VALUES

Quality

We strive for excellence in all areas of our organisation.

Inclusion

We believe in diversity and welcome people of all circumstances and backgrounds.

Innovation

We are driven by our vision and offer creative and flexible solutions to reach beyond our potential.

Integrity

We are committed to the highest standards of integrity and professionalism in everything we do.

Sustainability

We are dedicated to ensuring the economic, environmental, and social impacts on our community are considered in all we do.

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 children from sexuality and gender diverse groups (LGBTQIA+).

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ROLE 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.

ACCOUNTABILITIES

- 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
- 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 Assistant(s)/ other teacher(s) in your classes and assist them to support students and fulfil their professional responsibilities
- 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
- 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

KEY SELECTION CRITERIA

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- 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
- 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
- Maintain regular communication with parents, carers and support agencies
- Ensure all significant communications are documented on Compass
- Collaborate with the Student Wellbeing team to identify and support student wellbeing needs. Communicate any wellbeing concerns regarding students or staff to the wellbeing team and / or school leadership
- Stay up to date with school and organisational communications via email and other systems

QUALIFICATIONS & EXPERIENCE

- 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

PRIVACY STATEMENT

National Police Check, Right to Work and Working with Children Clearance will be conducted as part of the selection process.

Cire will protect personal information collected in the course of undertaking employment related checks by restricting its distribution to individuals who require it to make or participate in making an employment decision, and ensuring proper record management procedures are adhered to. Cire will comply with relevant privacy legislation requirements. You will be able to gain access to any relevant personal information that Cire collects about you throughout the recruitment process.

A preferred applicant with a conduct history (criminal or misconduct) will not necessarily be precluded from employment. The relevance of any information collected will be assessed strictly in relation to the requirements of the position applied for.