

## **Position Description – Classroom Teacher (Range 1)**

<b>Staff Name</b>			
<b>Position Title</b>		Classroom Teacher	
<b>Position Reports to</b>		PLT Leader / Leading Teacher	
<b>Professional Learning Team</b>			
<b>Classification Range</b>	Range 1	<b>FTE</b>	Fixed Term 1.0 FTE
<b>Vision &amp; Values</b>			
<p>Jackson School is a collaborative learning community for all. We aim to develop independence through safety, respect and responsibility.</p> <p>We aspire to offer authentic, quality educational experiences that develop futures, create opportunities and inspire student potential; enabling our students to be valued and contributing members of the wider community. We share and celebrate our successes and achievements.</p> <p>Department employees are required to demonstrate the Victorian public sector values by the Code of conduct for Victorian public sector employees and uphold the school's <u>statement of values</u> at all times.</p>			
<b>Role Description</b>			
<p>The primary focus of the range 1 classroom teacher is on further developing skills and competencies to become an effective classroom practitioner with structured support and guidance from teachers at higher levels and the planning, preparation and teaching of programs to achieve specific student outcomes. These teachers teach a range of students, classes and are accountable for the effective delivery of their programs. Range 1 classroom teachers are skilled teachers who operate under general direction within clear guidelines following established work practices and documented priorities and may have responsibility for the supervision and training of one or more pre-service teachers.</p> <p>At range 1, teachers participate in the development of school policies and programs and assist in the implementation of school priorities. The focus of a range 1 classroom teacher is on classroom management, subject content and teaching practice. New entrants to the teaching profession in their initial teaching years receive structured support, mentoring and guidance from teachers at higher levels.</p> <p>Under guidance, new entrants to the teaching profession will plan and teach student groups in one or more subjects and are expected to participate in induction programs and other professional learning activities that are designed to ensure the integration of curriculum, assessment and pedagogy across the school.</p>			
<b>Position Responsibilities</b>			
<p>Teachers at range 1 are responsible for teaching their own classes and may also assist and participate in policy development, project teams and the organisation of co-curricula activities.</p> <p>Range 1 classroom teachers will be expected to:</p> <ul style="list-style-type: none"> <li>• plan and implement a range of teaching programs or courses of study</li> <li>• provide a child safe environment in accordance with the child safe standards</li> <li>• teach an area of the curriculum or a general curriculum to a year level</li> <li>• monitor, evaluate and report student progress in key learning areas</li> <li>• implement strategies to achieve targets related to student learning outcomes</li> <li>• maintain records of class attendance and recording student progress</li> <li>• implement effective student management consistent with the school's strategic plan, and</li> <li>• in their first year of teaching work with a mentor to participate in professional development planning, implementation and reflection and developing a professional portfolio</li> <li>• Additional responsibilities may include but are not limited to:</li> <li>• supervising a range of student activities including support and welfare programs, and</li> <li>• contributing to a range of co-curricular programs</li> </ul>			
<b>Key Duties</b>			
<p>All Staff</p> <ul style="list-style-type: none"> <li>• Uphold Department and School Values at all times</li> <li>• Upload AITSL teacher standards and Codes of Conduct and Ethics (VIT)</li> <li>• Work within Department and school policy guidelines, including Occupational Health and Safety</li> <li>• Maintain confidentiality at all times</li> <li>• Check the portal daily for timetable changes and allocations</li> <li>• Check emails daily on EduMail using devices provided and read and like any Microsoft Teams messages</li> <li>• Attend Whole School Briefing (8:30am Tuesday) and PLT Briefing (8:30am Thursday)</li> </ul>			

- Complete mandatory tasks and LearnED modules
- Abide by the Staff Dress Code policy
- Ensure personal devices, including mobile phones, are only used for work purposes
- Provide a child safe environment in accordance with the child safe standards and inform leadership of any wellbeing concerns and record incidents on Xuno
- Provide basic first aid to students (first aid trained staff only), record details as a first aid incident on Xuno
- Participate in community events, camps and activities as required

#### Classroom Teacher

- Arrive in the classroom by 8:30am ready to work
- Meet with Education Support Staff at 8.45am to read and discuss weekly/daily plan and provide direction for classroom set up
- Collect printing/photocopying when not in the act of teaching (before and after school, at recess/lunch or during allocated related work time (APT))
- Record student daily attendance in the AM (At 9:20am) and PM (At 2pm), follow-up on student absences (after 3 days) and develop Tier 3 absent learning plans as required
- Engage professionally with a range of stakeholders including communicating with parents/carers
- Upload student work samples to Seesaw on a regular basis
- Distribute and collect letters, permission forms and keep adequate records of in/out correspondence
- Working collaboratively with Allied Health, Mental Health and Wellbeing staff
- Know the school's curriculum and plan for, implement and evaluate a differentiated teaching and learning program based upon the Victorian Curriculum/VPC/ASDAN
- Deliver differentiated teaching and learning in line with the Victorian Teaching & Learning Model and Jackson Teaching & Learning Model & Framework
- Conduct, collect and analyse student assessments (formative, summative, diagnostic)
- Provide responsive feedback to students and report to parents/carers at least every semester
- Conduct termly Student Support Group (SSG) meetings as required and develop Individual Learning Plans (ILPs) in consultation with families
- Create a positive, safe, inclusive and orderly learning environment
- Use consistent positive behaviour reinforcement strategies and redirect student behaviour to re-engage them in learning aligned to the school-wide PBIS program and individual Behaviour Support Plans
- Address immediate behaviour concerns and call leadership for support where required (see PBIS flowchart)
- Provide adjustments and support to student's learning and wellbeing needs, in line with the Disability Inclusion domains and activities
- Know students and how they learn and develop student's Jackson Learner Profiles, Individual Learning Plan (ILP) and other relevant plans
- Supervise students during breaks, recess and lunch times – see Duty of Care/Yard Duty Supervision Policy
- Be the main point of contact for families and contact families regarding behaviour incidents, first aid incidents, attendance concern
- Engage in Professional Learning Teams (including peer observations/learning walks and talks) and professional learning activities including Planning Days, Professional Learning Teams and Jackson Learner
- Accountable for performance of allocated tasks as directed by PLT Leaders, Leadership and Admin staff
- Any other duties requested by the Principal Team

#### Key Selection Criteria

- SC1 Demonstrated knowledge of the relevant curriculum, including the ability to incorporate the teaching of literacy and numeracy skills. Demonstrated experience in responding to student learning needs.
- SC2 Demonstrated experience in planning for and implementing high impact teaching strategies, guided by how students learn, and evaluating the impact of learning and teaching programs on student learning growth.
- SC3 Demonstrated experience in monitoring and assessing student learning. Demonstrated experience in using data to inform teaching practice and providing feedback on student learning growth and achievement to students and parents.
- SC4 Demonstrated interpersonal and communication skills. Demonstrated experience in establishing and maintaining collaborative relationships with students, parents, colleagues and the broader school community to support student learning, agency, wellbeing and engagement.
- SC5 Demonstrated behaviours and attitudes consistent with Department values. Demonstrated experience in reflecting upon practice and engaging in professional learning to continually improve the quality of teaching.

#### Qualifications & Desirable Qualities

- Uphold Victorian Institute of Teaching (VIT) registration
- Appropriate tertiary qualification with Initial Teacher Education (ITE)

#### Meetings & Teams

- Whole School Briefing (8:30 Tuesday)
- 8:30-4:30 (Monday)
- 8:30-4:30 Tuesday 1 x Professional Learning /Term on Tuesdays
- 8:30-4:30 (Wednesday)
- Team Briefing (8:30 Thursday)
- Termly Planning Days (Off Timetable)