

Position Description – Classroom Teacher (Range 2)

Staff Name			
Position Title		Classroom Teacher	
Position Reports to		PLT Leader / Leading Teacher	
Professional Learning Team			
Classification Range	Range 1	FTE	Fixed Term 1.0 FTE
Vision & Values			
<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>			
Roles Description			
<p>Range 2 classroom teachers play a significant role in assisting the school to improve student performance and educational outcomes determined by the school strategic plan and state-wide priorities and contributing to the development and implementation of school policies and priorities. A critical component of this work will focus on increasing the knowledge base of staff within their school about student learning and high quality instruction to assist their school to define quality teacher practice.</p>			
Position Responsibilities			
<p>Range 2 classroom teachers will be expected to:</p> <ul style="list-style-type: none"> • have the content knowledge and pedagogical practice to meet the diverse needs of all students • provide a child safe environment in accordance with the child safe standards • model exemplary classroom practice and mentor or coach other teachers in the school to engage in critical reflection of their practice and to support staff to expand their capacity • provide expert advice about the content, processes and strategies that will shape individual and school professional learning • supervise and train one or more pre-service teachers, and • assist staff to use student data to inform teaching approaches that enable targets related to improving student learning outcomes to be achieved <p>Additional responsibilities may include but are not limited to:</p> <ul style="list-style-type: none"> • managing and supervising a team of teachers in the planning, implementation and review of teaching and learning programs according to the school strategic plan's goals and priorities • leading the development of curriculum policies and programs • managing the supervision of pre service teachers • co-ordinating the development and implementation of curriculum in small schools • managing a year level or learning area • managing a specialist function, such as sport, careers, student welfare, excursions or camps • developing and managing the school transition program as it relates to Pre-School to Year Prep and, or Year 6 to Year 7 transition and facilitating the associated orientation programs, and assisting the principal, assistant principal and leading teachers with the performance of specific functions appropriate to the classification and role 			
Key Duties			
<p>All Staff</p> <ul style="list-style-type: none"> • Uphold Department and School Values at all times • Upload AITSL teacher standards and Codes of Conduct and Ethics (VIT) • Work within Department and school policy guidelines, including Occupational Health and Safety • Maintain confidentiality at all times • Check the portal daily for timetable changes and allocations • Check emails daily on EduMail using devices provided and read and like any Microsoft Teams messages • Attend Whole School Briefing (8:30am Tuesday) and PLT Briefing (8:30am Thursday) • 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
- Manage and supervise pre service teachers as required
- Mentor graduate teachers as required
- Manage a specific responsibility according to the school strategic plan's goals and priorities as required
- 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)