


	Position Title: Side by Side Teacher	Team: Education	  
	Band: A	Salary: Stream 4, Level 6.	Date: September 2021

OUR VISION AND PURPOSE	ROLE CONTEXT
<p>We believe children, young people and families should be safe, thriving and hopeful.</p> <p>Our Vision for 2022: Together we will courageously change lives and reimagine service systems.</p> <p>For over 140 years, Berry Street has adapted to a changing world, and we will continue to adapt to achieve our purpose.</p> <p>Berry Street will continue to be a strong and independent voice for the children, young people and families with whom we work. In collaboration with others, we will advocate for investment in early intervention and prevention services that enable families to be safe and stay together. We will use approaches that are culturally safe and informed by the best evidence available. We will measure and learn from the impact of our work, and we will continually contemporise our models of practice.</p> <p>We look forward to working with children, young people, families, carers, staff and partners to achieve this vision. Together.</p>	<p>Side by Side is a new program run by Berry Street as the lead agency and Victorian Aboriginal Child Care Agency (VACCA) as subcontractor as part of the Victorian Government's <i>Partnerships Addressing Disadvantage</i> initiative. Side by Side is an outcomes-based contract and aims to improve engagement, attendance and learning outcomes for some of Victoria's most vulnerable and disadvantaged children.</p> <p>The objective of the Side by Side Program is to support students in early primary school (Years 1 to 4) who are low attenders to close the gap on their attendance and learning. The Program will prioritise Aboriginal and Torres Strait Islander students. Side by Side is based on and leverages the success of VACCA's Koorie Kids Stay at School Program and the Berry Street Education Model. The Side by Side program will offer whole of school training that is trauma-aware and culturally responsive for school staff, one to one student and family support and tutoring support to students who are behind academically.</p> <p>The Side by Side Teacher will work across three primary schools in Gippsland with the Berry Street and VACCA Family and Education Support Workers to improve student attendance and provide 1:1 and small group tutoring support.</p>
OUR VALUES	PRIMARY OBJECTIVES OF THE ROLE
<p>We expect all staff to apply these Values in all aspects of their work.</p> <p>Courage: to never give up, maintain hope and advocate for a 'fair go'</p> <p>Integrity: to be true to our word</p> <p>Respect: to acknowledge each person's culture, traditions, identity, rights, needs and aspirations</p> <p>Accountability: to constantly look at how we can improve, using knowledge and experience of what works, and ensure that all our resources and assets are used in the best possible way</p> <p>Working Together: to work with our clients, each other and our colleagues to share knowledge, ideas, resources and skills</p>	<ul style="list-style-type: none"> • Work with classroom teachers and Family and Education Support Workers to identify individual capacity and wellbeing of the student. • Develop a 'ready to learn' plan based on the individual needs of the students with a focus on addressing their social-emotional and educational needs. • Provide one on one or small group tuition to help develop literacy and language skills. • Support the engagement of students within an inclusive and equitable educational environment implementing a trauma-aware and culturally sensitive approach to instruction and behaviour management. • Uphold all Australian Teaching Professional Standards.
	REPORTING RELATIONSHIPS
	<p>This role is based at Berry Street's Morwell office in our South East region, Gunaikurnai Country with a hybrid of in-office and working from home. This role will report to the Side by Side Team Leader.</p>

EXPECTATIONS	
<ul style="list-style-type: none"> Conduct oneself in accordance with the Berry Street Code of Conduct which is underpinned by the values of accountability, courage, integrity, respect and working together within the principles of continuous improvement and occupational health and safety. Berry Street is committed to service delivery that prioritises diversity and inclusion. We aim to ensure every individual is treated with dignity and respect regardless of their cultural background, ability, ethnicity, gender identity, sexual orientation, spirituality or religion. Berry Street is committed to being a child safe, child friendly and child empowering organisation. In everything we do we seek to protect children. We are committed to the cultural safety of Aboriginal and Torres Strait Islander children; children from culturally and/or linguistically diverse backgrounds; children with a disability; children who identify with a sexual and or gender minority identity. 	
KEY SELECTION CRITERIA: KNOWLEDGE, SKILLS AND ABILITIES REQUIRED TO FULFIL THE ROLE	
<ul style="list-style-type: none"> Experience in the development and delivery of engaging literacy curriculum designed to meet the individual needs of students as well as applying a comprehensive range of assessment strategies to diagnose learning needs. Demonstrated high level of early years literacy teaching skills, including explicit phonemic awareness and phonics instruction. Experience in the development of individual education plans that develop a culture of high expectations for all students through learning goals. Demonstrated positive and trauma aware behaviour management strategies providing for a safe learning environment. Demonstrated understanding of cultural safety and awareness; and cultural and linguistic diversity (CALD), including cultural safety for children from CALD backgrounds. Ability to work in a team environment and to work with colleagues to plan, evaluate, and modify teaching and learning programs to create productive learning environments that engage students. Demonstrated ability to flexibly manage competing priorities and stressful situations, monitoring own stress levels and practising and promoting self-care strategies. Excellent written and oral communication skills (including public speaking, presentations and facilitation skills). 	
QUALIFICATIONS AND OTHER REQUIREMENTS	DESIRABLE
<ul style="list-style-type: none"> A Bachelor's degree qualification in Education is required. Staff must hold a valid VIT Registration. Staff must hold a current drivers license at all times and undergo a Criminal Records Check prior to employment. Subsequently, staff must report any criminal charges or court appearances. 	<ul style="list-style-type: none"> A tertiary qualification in Special Education would be viewed as highly desirable. Demonstrated expertise in Berry Street's trauma-informed positive education approach. Completed the Berry Street Education Model (BSEM) training in either a public course or within a school that has completed BSEM training. Completed culturally responsive training to understand and meet needs of Aboriginal and Torres Strait Islander families.

KEY ACCOUNTABILITIES AND RESPONSIBILITIES

ACCOUNTABILITY	SPECIFIC RESPONSIBILITIES
Teaching & Learning	<ul style="list-style-type: none"> • Model teaching and learning practices that are aligned with the Professional Standards for Teaching. • Plan, teach and assess individual and small group explicit phonemic awareness and phonics instruction sessions (pull out or push in as required). • Document curriculum in the required domain areas including intervention plans, IEP goals, and lesson adjustments. • Contribute to the implementation of a range of teaching and learning and assessment strategies that result in improved student outcomes. • Contribute to the development and implementation of an Individual Education Plan for each student. • Contribute to and support the development of Ready to Learn Plans/Focus Plans for students.
Student Wellbeing	<ul style="list-style-type: none"> • Contribute to the ongoing development, implementation and review of student social-emotional IEP goals. • Contribute to the development, implementation and review of individual student behaviour management plans. • Contribute to the development, implementation and review of programs that support the development of student voice and culture within the school and the broader community. • Support the development, implementation and review of programs and strategies that address and support diversity and inclusion.
Staff Development & Support	<ul style="list-style-type: none"> • Support and participate in the development of professional development to improve the skills and knowledge of staff to improve student outcomes. • Actively participate in practices for staff to reflect and improve on practices. • Participate in supervision and instructional coaching processes.
Program Development	<ul style="list-style-type: none"> • Participate in case planning, review and case closure processes for clients of the service. • Contribute to group work programs. • Liaise with teachers, principals, education support workers, case managers, care providers and other professionals involved with Individual Learning Plans, attendance, behavioural issues and students' wellbeing.
Administration	<ul style="list-style-type: none"> • Undertake organisational processes to ensure that all administration and documentation requirements are initiated and completed in a professional and timely manner. • Duties include telephone, virtual and face to face contacts, qualitative and quantitative data inputs, case study development and case closure summaries and assessments. • Conduct oneself in accordance with Berry Street Values and policies and procedures. • Participate in meetings as required.
Other	<ul style="list-style-type: none"> • Comply with organisational quality assurance processes, policy, legal requirements and professional practice standards. • Represent the child and family at relevant school meetings, student support groups, care team meetings and other activities as negotiated with the Program Manager. • Attend and participate in staff meetings. • Attend and participate in regular supervision according to Berry Street Supervision Standards and requirements. • Assist with other tasks that support the delivery of service and the team. • Provide reports as required by the Program Manager. • Other duties as required.

INHERENT REQUIREMENTS OF WORK ACTIVITIES / ENVIRONMENT

Following is a table that outlines the main physical and psychological requirements of the position.

Element	Key Activity	Frequency
Work Environment	Manage demanding and changing workloads and competing priorities.	Daily
	Work in a team environment.	Daily
	Work in different geographic locations.	Regular
	Be exposed to all outdoor weather conditions.	Regular
	Work in unstructured environments (e.g. outreach and working from home).	Regular
	Work office hours with the possibility of extended hours.	Regular
	Work on-call after hours.	Never
	Work in an open plan office.	Daily
	Work in buildings which may be two-storey.	Regular
	Sit at a computer or in meetings for extended periods.	Daily
	Work in an environment with competing demands.	Daily
	Present at court and other jurisdictions.	Occasional
People Contact	Liaise with government, non-government and community organisations.	Daily
	Work with clients who may have a physical or sensory disability.	Regular
	Interact with members of the public who may display the full range of emotional expressions, including parents, partners, significant others, family members, advocates, doctors, police.	Regular
	Interact with clients and members of the public who could display verbal or physically challenging behaviour.	Regular
	Facilitate access to specialist, generic and community services.	Regular
	Undertake training and professional development activities.	Regular
Administrative Tasks	Undertake administrative tasks which may include the following: computer work, filing, writing reports, case notes/plans and client records, participating in meetings, concentrating for long periods of time, managing resources and budget and researching and analysing information and data.	Daily
	Use technology including photocopier, telephones including mobiles, fax, overhead projectors, televisions, videos, and electronic whiteboards.	Daily
Transport	Drive vehicles possibly over long distances and in all traffic and weather conditions.	Regular
	Drive vehicles with possible distractions from client behaviour, verbal or physical.	Occasional