
	<b>Position Title:</b> Transition Teacher	<b>Team:</b> Berry Street School, Shepparton Campus	
	<b>Band:</b> A	<b>Salary:</b> Teacher Range, Dependant on experience	<b>Date:</b> September 2021
<b>OUR VISION AND PURPOSE</b> <p><b>We believe children, young people and families should be safe, thriving and hopeful.</b></p> <p><b>Our Vision for 2022: Together we will courageously change lives and reimagine service systems.</b></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><b>We look forward to working with children, young people, families, carers, staff and partners to achieve this vision. Together.</b></p>		<b>ROLE CONTEXT</b> <p>The Berry Street School is a specialist secondary school that caters for young people who have become disengaged from mainstream school, who may have experienced trauma and who lack the support required to be successful in education. The school currently has four campuses – Ballarat, Morwell, Noble Park and Shepparton.</p> <p>Many students referred to the Berry Street School have experienced trauma in their lives as a result of neglect, abuse, violence or being witness to violence or disrupted attachment. Our students may have significant gaps in academic achievement and find it difficult to learn in a group setting, while presenting with behavioural and social problems in school. Some students need additional supports to re-engage in our program, and as such might enter our Transition Program. This program provides students with support they require to re-engage.</p> <p>The Berry Street School works from our model of trauma informed positive education, which encompasses a structured vision of wellbeing in the school community including the support of education case management for each student. Our relationship-based practice is grounded in unconditional positive regard for our students. The use of restorative practices assists students and staff to build the capacity to self-regulate behaviour, improve learning outcomes and nurture relationships.</p>	
<b>OUR VALUES</b> <p><b><i>Berry Street expects all staff to apply these Values in all aspects of their work.</i></b></p> <p><b>Courage:</b> to never give up, maintain hope and advocate for a ‘fair go’</p> <p><b>Integrity:</b> to be true to our word</p> <p><b>Respect:</b> to acknowledge each person’s culture, traditions, identity, rights, needs and aspirations</p> <p><b>Accountability:</b> 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><b>Working Together:</b> to work with our clients, each other and our colleagues to share knowledge, ideas, resources and skills</p>		<b>PRIMARY OBJECTIVES OF THE ROLE</b> <p>The Transition Teacher will:</p> <ul style="list-style-type: none"> <li>• Plan, implement and deliver an engaging and individualised curriculum based on the individual needs of the students, one on one, in small groups and in larger classrooms.</li> <li>• Teach the whole class and provide both push-in and pull-out support for students re-engaging with a full timetable.</li> <li>• Use school-wide data measurements and teacher-informed judgements to inform practice.</li> <li>• Formulate frequently updated Individual Education Plans addressing the social-emotional and educational needs of the students and use the IEPs to plan for instruction.</li> <li>• Support the engagement of students within an inclusive and equitable educational environment implementing a trauma-aware approach to behaviour management.</li> <li>• Uphold all Australian Teaching Professional Standards.</li> </ul> <b>REPORTING RELATIONSHIPS</b> <p>This role is based at our Berry Street Shepparton Campus in Berry Street’s Hume region, Yorta Yorta Country. This role reports to the Assistant Principal who will provide supervision and review.</p>	

EXPECTATIONS	
<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> </ul>	
KEY SELECTION CRITERIA: KNOWLEDGE, SKILLS AND ABILITIES REQUIRED TO FULFIL THE ROLE	
<ul style="list-style-type: none"> <li>Demonstrated high level of classroom teaching skills.</li> <li>Demonstrated positive and trauma informed behaviour management strategies providing for a safe learning environment.</li> <li>Demonstrated ability to engage parents/carers in the educative process.</li> <li>Experience in the development and delivery of engaging curriculum in literacy and maths designed to meet the individual needs of students.</li> <li>Demonstrated ability to differentiate teaching to meet the specific learning needs of students across a full range of abilities including strategies to support full participation of students with disability.</li> <li>Experience in the development of Individual Education Plans that develop a culture of high expectations for all students through learning goals.</li> <li>Demonstrated ability to apply a comprehensive range of assessment strategies including school-wide data measures to diagnose learning needs.</li> <li>Demonstrated ability to select from an effective range of strategies to provide targeted feedback based on informed and timely judgements of each student's current needs in order to progress learning.</li> <li>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 all students.</li> <li>Use current ICT to improve teaching practice and to make content relevant and meaningful to students.</li> <li>Knowledge and willingness to support a reconciled and anti-racist curriculum.</li> <li>Willingness to engage in ongoing professional learning to improve practice including instructional coaching and engaging in professional discussions with colleagues in a range of forums directed at the improvement of educational outcomes of students.</li> <li>Demonstrated ability to flexibly manage competing priorities and stressful situations, monitoring own stress levels and practising and promoting self-care strategies.</li> </ul>	
QUALIFICATIONS AND OTHER REQUIREMENTS	DESIRABLE
<ul style="list-style-type: none"> <li>A Bachelor's degree qualification in Education is required.</li> <li>Staff must hold a valid VIT Registration.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>A tertiary qualification in Special Education would be highly desirable.</li> <li>Previous experience teaching literacy and/or numeracy is preferable.</li> <li>Additional qualifications in Educational Support or Welfare are highly desirable.</li> </ul>

## KEY ACCOUNTABILITIES AND RESPONSIBILITIES

ACCOUNTABILITY	SPECIFIC RESPONSIBILITIES
<b>Teaching &amp; Learning</b>	<ul style="list-style-type: none"> <li>• Model teaching and learning practices that are aligned with the Professional Standards for Teaching.</li> <li>• Teach and assess within the school's curriculum program.</li> <li>• Document curriculum in the required domain areas including unit outlines, lesson plans, pastoral reports, IEP goals, and lesson adjustments.</li> <li>• Contribute to the implementation of a range of teaching and learning and assessment strategies that result in improved student outcomes.</li> <li>• Develop and implement an Individual Education Plan for each student.</li> </ul>
<b>Student Wellbeing</b>	<ul style="list-style-type: none"> <li>• Contribute to the ongoing development, implementation and review of student social-emotional IEP goals.</li> <li>• Contribute to the development, implementation and review of individual student behaviour management plans.</li> <li>• Contribute to the development, implementation and review of programs that support the development of student leadership skills and student voice within the school and the broader community.</li> <li>• Support the development, implementation and review of programs and strategies that address and support diversity and inclusion.</li> <li>• Support the development, implementation and review of the school's Reconciliation Action Plan.</li> </ul>
<b>Staff Development &amp; Support</b>	<ul style="list-style-type: none"> <li>• Support and participate in the professional development plan for staff to improve the skills and knowledge of staff leading to improved student outcomes.</li> <li>• Actively participate in practices for campus staff to reflect and improve on practices.</li> <li>• Participate in supervision and instructional coaching processes.</li> </ul>
<b>Management &amp; Administration</b>	<ul style="list-style-type: none"> <li>• Contribute to and support the development of Individual Education Plans and Focus Plans for students.</li> <li>• Implement and analyse school based assessments on student outcomes.</li> <li>• Maintain records and documentation as required.</li> <li>• Complete ERIN (incident reports) as required.</li> <li>• Conduct oneself in accordance with Berry Street Values and policies and procedures.</li> <li>• Participate in meetings as required.</li> </ul>
<b>Other</b>	<ul style="list-style-type: none"> <li>• Other duties as reasonably directed.</li> <li>• Model the importance of health and wellbeing, continually watch for signs of stress in self and others and take actions to address it; Develop own practice through reflection, research and inviting feedback from others in order to seek continuous improvement</li> </ul>

## 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
<b>Work Environment</b>	Manage demanding and changing workloads and competing priorities.	Daily
	Work in a team environment.	Daily
	Work in different geographic locations.	Occasional
	Be exposed to all outdoor weather conditions.	Regular
	Work in unstructured environments (e.g. outreach, working from home).	Regular
	Work office hours with the possibility of extended hours.	Daily
	Work in an open plan office.	Daily
	Work in buildings which may be two-storey.	Occasional
	Sit at a computer or in meetings for extended periods.	Regular
	Work in an environment with competing demands.	Daily
	Present at court and other jurisdictions.	Occasional
<b>People Contact</b>	Liaise with government, non-government and community organisations.	Regular
	Work with clients who may have a physical or sensory disability.	Daily
	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.	Daily
	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
<b>Administrative Tasks</b>	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
<b>Transport</b>	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.	Regular