

Position Description



POSITION TITLE	Classroom Teacher- VET Teacher - Ignatius Learning Centre
STATUS	Part Time (0.4 FTE)
REPORTING TO	Principal - Ignatius Learning Centre

1. JESUIT SOCIAL SERVICES OVERVIEW

Our Vision

Building a Just Society

Our Mission

Standing in solidarity with those in need, expressing a faith that promotes justice.

Our Purpose

We work to build a just society where all people can live to their full potential - by partnering with community to support those most in need and working to change policies, practices, ideas and values that perpetuate inequality, prejudice and exclusion.

Our Values

- Welcoming – forming strong, faithful relationships
- Discerning – being reflective and strategic in all we do
- Courageous – standing up boldly to effect change

Who we work with

We are part of and work with:

- Those most in need - individuals, families and communities
- The broader communities in which we live
- The decision-makers, service providers and institutions that affect us

What we do

We strengthen and build respectful, constructive relationships for:

- Effective services - by partnering with people most in need and those who support them to address disadvantage
- Education – by providing access to lifelong learning and development
- Capacity building – by refining and evaluating our practice and sharing and partnering for greater impact
- Advocacy – by building awareness of injustice and advocating for social change based on grounded experience and research
- Leadership development – by partnering across sectors to build expertise and commitment for justice

Background to the Ignatius Learning Centre

Jesuit Social Services is establishing a new School – the Ignatius Learning Centre.

Enrolling students for the first time in 2021, the Ignatius Learning Centre offers an education that fosters responsibility and transformation, and that engages young people who have had a severely disrupted education and are at significant risk of incarceration and/or further involvement with the youth justice system. As a specialist Catholic Secondary School guided by a Catholic social ethos and Ignatian heritage, we will provide a holistic education, so that students can experience success in a safe and supportive environment. The Ignatius Learning Centre will enable students to restore hope, experience a sense of belonging, flourish and reach their potential. The Ignatius Learning Centre will open in Term 1 of 2021, initially enrolling approximately 20 young men, aged 15 – 17, offering the Victorian Certificate of Applied Learning (VCAL) as the curriculum.

2. CLASSROOM TEACHER ROLE:

The classroom teacher will be a member of our Ignatius Learning Centre and report to the Principal. The role will contribute to the development of education programs appropriate to the identified learning and wellbeing requirements of young people with complex and diverse needs, who have often experienced trauma, abuse or neglect.

This is a full time position. The position will be primarily based in Richmond, however some travel may be required.

Qualifications/industry experience is required in the following areas:

VET teacher

- Music

And desirable but not essential any other VET areas such as;

- Hospitality
- Digital/Visual Arts
- Barbering

3. KEY OBJECTIVES OF THE POSITION

The key objectives of this position:

- 3.1 To ensure the implementation of Child Safe Standards and embed best practice that prioritises the safety and wellbeing of children, at all times and follows the Ignatius Learning Centre philosophy.
- 3.2 Plan and develop education, programs for a range of students following a rigorous assessment of their initial and ongoing educational needs to achieve positive student outcomes for all students enrolled at the Ignatius Learning Centre.
- 3.3 The classroom teacher engages in critical reflection and inquiry in order to improve knowledge and skills to effectively engage students and improve their learning.
- 3.4 Set and demonstrate high expectations for student learning and education outcomes through the development of Individual Education and Behaviour Encouragement Plans.
- 3.5 Monitor, evaluate and report student progress in key learning areas.
- 3.6 Provide regular informal and formal feedback to family/carers, care teams, school

and network staff on the progress of each student.

- 3.7 Support the development of transition and behaviour encouragement plans that cater for the learning needs of individual students.
- 3.8 Be able to demonstrate vocational competency equivalent to the certificate being delivered.
- 3.9 For VET specifically, current industry experience and skills and knowledge of the units of competency being delivered.
- 3.10 For VET specifically, relevant industry qualifications and industry currency.
- 3.11 Apply an understanding of Trauma Informed Practice to support students in a way that is empowering and engaging for the student cohort.
- 3.12 Have a thorough understanding of a range of interventions that promote engagement, build rapport and develop positive and respectful behaviours and relationships.
- 3.13 Support school staff to enhance capacity and implement systems and processes related to learning and wellbeing.
- 3.14 Demonstrated high level of personal integrity, professional behaviour and standards and work ethic consistent with the Victorian Institute of Teaching's Code of Conduct and Ethics.
- 3.15 All classroom teachers may be required to undertake other duties in addition to their rostered teaching duties provided the responsibility is appropriate to the salary range, qualifications, training and experience of the teacher. As the classroom teacher gains experience the employee's contribution to the school program beyond the classroom increases.

4. KEY SELECTION CRITERIA

- 4.1 Passion for and commitment to working with children who have complex and diverse needs and may also be disengaged from learning. Experience in working with children with special needs and challenging behaviour is highly desirable.
- 4.2 Someone who is resilient, flexible and has the capacity to work collaboratively as a part of a committed and passionate team.
- 4.3 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.
- 4.4 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.
- 4.5 Demonstrated ability to use highly refined interpersonal and communication skills at all times with all stakeholders within the school community.
- 4.6 Experience and knowledge relevant to working with young people from culturally diverse backgrounds.
- 4.7 Understanding of and sympathy for the mission and ethos of Jesuit Social

Services, and a demonstrated capacity to provide leadership in this dimension of the role.

5. KEY PERFORMANCE INDICATORS

- 5.1 Behaviours and working style which reflect, foster and uphold the organisation's vision, mission, values and culture.
- 5.2 Ensure the implementation of Child Safe Standards and embed best practice that prioritises the safety and wellbeing of children, at all times and follows the Ignatius Learning Centre philosophy.
- 5.3 Adherence and utilisation of the Australian Professional Standards for Teachers (AITSL).
- 5.4 Success is measured against individual Performance and Development Plans set annually which sit within the individuals' goals and objectives.
- 5.5 Support students to achieve VCAL and VET learning outcomes who are enrolled at the Ignatius Learning Centre.
- 5.6 Accompany the young people enrolled at the Ignatius Learning Centre, during the challenging periods, taking a trauma informed and therapeutic approach, to ensure they feel supported, included and protected from abuse and/or neglect.
- 5.7 Report all concerns about the welfare and/or safety of children & young people to the Principal and appropriate authorities.

6. QUALIFICATIONS

- 6.1 Valid Permission To Teach and or Working With Children's Check
- 6.2 Appropriate teaching qualifications, and or equivalent relevant industry experience
- 6.3 TAE Certificate IV - Training & Assessment

7. SAFEGUARDING CHILDREN AND YOUNG PEOPLE

Jesuit Social Services takes child protection seriously. We undertake multiple screening processes to ensure the protection of children and young people in our care.

You are required to meet the behaviour standards outlined in our Code of Conduct.

Therefore as part of your duties and responsibilities you are required to:

- promote the safety and wellbeing of children and young people to whom we provide services
- ensure that your interactions with children and young people are positive and safe
- provide adequate care and supervision of children and young people in your charge
- report any suspicions, concerns, allegations or disclosures of alleged abuse to management

- report to management any criminal charges or convictions you receive during the course of your employment/volunteering that may indicate a possible risk to children and young people.

8. CONDITIONS OF EMPLOYMENT

Conditions of employment are in accordance with the current Victorian Catholic Education Multi-Enterprise Agreement 2018 and Jesuit Social Services Policy and Procedures, including the Code of Conduct.

Current registration with VIT or valid Working With Children's Check

Successfully completed Police Check which will be conducted prior to commencement by Jesuit Social Services.

A requirement of this position is vaccination from COVID-19. Jesuit Social Services requests evidence of full vaccination. Where a medical exemption applies, this must be supplied.

9. LOCATION

Based at: Richmond (location may be subject to change)

10. SIGNATURES

By signing this Position Description the Employee confirms that it has been read, understood and accepted.

EMPLOYEE

Name: _____

Signature: _____

Date: _____

WITNESS

Name: _____

Signature: _____

Date: _____

APPROVED BY

John Andrew

Principal

DATE

May 2022