

	Position Title: Classroom Teacher	Team: Berry Street School	  
	Band: A	Salary: Stream 3, Levels 4-6 (Dependent on years of experience)	Date: August 2026
OUR VISION AND PURPOSE		ROLE CONTEXT	
We believe children, young people and families should be safe, thriving and hopeful. Our Vision for 2026: Together we will courageously change lives and reimagine service systems. For over 140 years, Berry Street has adapted to a changing world, and we will continue to adapt to achieve our purpose. 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. We look forward to working with our staff, carers, partners, supporters and government, to ensure children, young people and their families can create the future they imagine for themselves.		The Berry Street School is a specialist independent secondary school with four campuses located in Ballarat, Morwell, Narre Warren and Shepparton. We offer an adaptation of the Victorian Curriculum for years 7–10, and the Victorian Certificate of Education Vocational Major (VCE VM) and Victorian Pathways Certificate (VPC) for years 11–12. <i>The Berry Street School's vision is to create and sustain a safe and inclusive learning community where our students have access to high-quality education so they can thrive, achieve and belong.</i> Our School exists to provide high-quality education to young people with a history of adverse childhood experiences who are at risk of disengaging from their education. Our students may have significant gaps in academic achievement and have found it difficult to learn in a group setting, presenting with complex behaviours in school settings. Our School is characterised by: • our relationship-based practice grounded in unconditional positive regard for our students • the Berry Street Education Model (BSEM) which underpins everything we do, providing a structured vision of wellbeing in the school community • a calm and caring environment with small class sizes and high staff-to-student ratio • a highly individualised learning experience with all students following their own Individual Education Plans, Focus Plans, and flexible timetabling where needed, as well as additional specialist supports such as access to therapeutic services • high expectations and a culture of support with an emphasis on applied learning and work preparedness • working closely with students, families/guardians/carers and other services to make sure all students have the right supports in place to succeed.	
		PRIMARY OBJECTIVES OF THE ROLE	
		The Classroom Teacher will:	

OUR VALUES		
We expect all staff to apply these Values in all aspects of their work. Courage: to never give up, maintain hope and advocate for a ‘fair go’. Integrity: to be true to our word. Respect: to acknowledge each person’s culture, traditions, identity, rights, needs and aspirations. 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. Working Together: to work with our clients, each other and our colleagues to share knowledge, ideas, resources and skills. Berry Street is committed to being a child safe, child friendly and child empowering organisation. In everything we do we seek to protect children.	• Develop, plan and teach an engaging curriculum tailored to all students' individual needs. • Support students’ academic development by monitoring outcomes and growth. • Support the implementation of the Berry Street Education Model (BSEM), both in classrooms and across the campus, to ensure the effective delivery of trauma informed, strengths-based education. • Give appropriate time to lesson planning and organisation, including the development of unit plans and documenting student adjustments. • Create and update Individual Education Plans (IEPs) that address both the social-emotional and educational needs of students. • Prioritise the use of data and evidence-based strategies to inform teaching, planning and assessment. • Communicate with students and their families/carers/support networks. • Understand and adhere to state and national teaching requirements, including the Australian Professional Standards of Teaching (APSTs). <th data-bbox="904 563 2157 611">REPORTING RELATIONSHIPS</th>	REPORTING RELATIONSHIPS
	This role is based at our Berry Street Shepparton Campus in Berry Street’s Hume region, located on Yorta Yorta Country. This role reports to the Assistant Principal who will provide supervision and review.	

EXPECTATIONS

- Conduct oneself in accordance with the Berry Street School Child Safety Code of Conduct and 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 and celebrates diversity and inclusion in our staff and the children, young people and families we support. 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, in accordance with our legal obligations including MO 1359 and child safe standards. 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 the LGBTQIA+ community.
- Raise all health, safety, and wellbeing issues or concerns with managers, observe all safe work procedures and instructions, and take reasonable care for their own safety and for the safety of work colleagues by always operating in a safe and appropriate manner.
- Participate in regular supervision, performance planning and review processes and probationary reviews.
- Complete mandatory training within designated timeframes.

KEY SELECTION CRITERIA: KNOWLEDGE, SKILLS AND ABILITIES REQUIRED TO FULFIL THE ROLE

- Demonstrated knowledge of the relevant curriculum
- Demonstrated experience in planning for and implementing the High Impact Teaching Strategies (HITS)
- Demonstrated ability to use positive and trauma-informed strategies to create a positive learning environment for all students
- Demonstrated experience evaluating the impact of the teaching and learning cycle, including knowledge of what influences student growth
- Demonstrated experience engaging parents/guardians/carers in the educative process, fostering their involvement and support
- Demonstrated experience in developing and delivering engaging curriculum that caters to the individual needs of students
- Demonstrated ability to monitor, assess and report on student learning, including using data to inform practice and providing effective and timely feedback
- Demonstrated ability to differentiate teaching to meet the specific learning needs of students across a full range of abilities, including strategies to support the full participation of students with disabilities and diverse needs
- Demonstrated ability to establish and maintain collaborative relationships with students, families/carers, colleagues and the broader school community
- Demonstrated capacity to use ICT in the classroom, both to improve teaching practice and to make content relevant and engaging to students
- Demonstrated knowledge and willingness to support a reconciled and anti-racist curriculum, embedding Aboriginal and Torres Strait Islander histories, cultures and perspectives in learning programs
- Demonstrated experience in reflecting upon practice and engaging in professional learning to continually improve the quality of teaching, including Instructional Coaching
- Demonstrated ability to manage competing priorities and stressful situations flexibly

QUALIFICATIONS AND OTHER REQUIREMENTS	DESIRABLE
• A Bachelor’s Degree in Education (or a similar a qualification that is appropriate for entry to teaching) is required. • Staff must have current and valid registration with VIT. • Staff must hold a current driver's license at all times and undergo a Criminal Records Check prior to employment. Subsequently, staff must report any criminal charges or court appearances. • Statement of Services must be provided to determine years of experience.	• A Bachelor qualification in Special Education. • Experience delivering literacy and numeracy interventions. • Experience and training with the Berry Street Education Model (BSEM). • Willingness to teach an elective in the Arts, Health, Wellness, Physical Education, or Technologies.

KEY ACCOUNTABILITIES AND RESPONSIBILITIES

ACCOUNTABILITY	SPECIFIC RESPONSIBILITIES
Teaching & Learning	- Align teaching and learning practices with the Australian Professional Standards for Teaching (APSTs) and the High Impact Teaching Strategies (HITS). - Teach, assess and report based on the School's curriculum and reporting policies. - Document curriculum in required domains (including unit plans, lesson plans, IEP goals, and lesson adjustments). - Implement a variety of pedagogical strategies to maintain high expectations for learners and improve student outcomes. - Collaborate with colleagues to plan, assess and report on student learning. - Utilise ICT and other relevant technology effectively to enhance teaching practice and student learning experiences. - Regularly monitor student progress and growth, providing effective and timely feedback. - Foster a positive and inclusive classroom environment that promotes Berry Street School's motto of 'thrive, achieve, belong'. - Continuously engage in professional development opportunities and reflective practice to improve teaching and learning, including Instructional Coaching.
Student Wellbeing	- Contribute to the ongoing development, implementation, and review of student Individual Education Plan (IEP) goals that focus on wellbeing. - Participate in the development, implementation, and review of student focus plans, based on classroom and interpersonal observations. - Support the development, implementation, and review of programs and strategies that foster diversity and inclusion, including the School's Rainbow Tick Accreditation process. - Assist in the development, implementation, and review of the School's Reconciliation Action Plan, contributing to initiatives that promote reconciliation and respect for Aboriginal and Torres Strait Islander histories, cultures and perspectives. - Foster positive and respectful relationships with students, while maintaining professional boundaries. - Be the key contact regarding academic development in Student Support Group meetings (SSGs), and any other relevant meetings. - Actively promote and model strategies for wellbeing, resilience, self-care and mental health within the classroom and school community. - Collaborate with colleagues and relevant stakeholders to identify and address student wellbeing concerns, providing appropriate support and referrals as needed. - Proactively address any incidents of bullying, discrimination, or harassment promptly and effectively. - Engage in professional development opportunities related to student wellbeing, staying updated on best practices and resources to support the social, emotional, and mental health of students. - Communicate relevant information, updates and focus areas to Wellbeing Team staff members.
Staff Development & Support	- Have current knowledge of curriculum initiatives in your teaching areas. - Commit to ongoing professional development in your teaching areas. - Be open to researching areas of interest relevant to directions provided in the school's strategic plan. - Continue personal development of ICT skills as technologies evolve. - Actively engage in reflective practice with other campus staff, collaborating to identify areas for improvement and implementing strategies to enhance teaching and learning outcomes. - Participate in supervision and instructional coaching processes, seeking feedback and guidance to continuously improve teaching techniques and approaches. - Share expertise and resources with colleagues, fostering a culture of collaboration and continuous learning within the school community. - Actively participate in team meetings, staff meetings, and professional learning communities, contributing to discussions and sharing insights and experiences. - Engage in self-reflection and self-assessment, continuously seeking opportunities for personal and professional growth. - Foster a positive and supportive environment where colleagues feel comfortable seeking advice, sharing challenges, and collaborating to find solutions.

	• Stay informed about current educational research, trends, and best practices, and share relevant information with colleagues to promote innovation and excellence in teaching. • Contribute to the development and implementation of a culture of continuous improvement, promoting a growth mindset among staff members. • Advocate for and support the use of technology and digital tools to enhance teaching, learning, and professional development.
Management & Administration	• Contribute to a healthy and safe work environment for yourself and others, complying with all safe work policies and procedures. • Maintain currency of first aid, mandatory reporting and anaphylaxis training. • Report key incidents and information on Engage & ERIN (incident reports) as necessary, documenting any incidents or other matters in accordance with established protocols. • Maintain accurate records and documentation as required, ensuring compliance with relevant policies and procedures. • Conduct oneself in accordance with Berry Street values, adhering to professional ethics and the school's policies and procedures. • Actively participate in meetings as required, including staff meetings, teacher meetings, whole school meetings and other administrative gatherings. • Collaborate with colleagues to contribute to the development and review of school policies and procedures, ensuring alignment with best practices and educational standards. • Assist in the coordination of school events and activities, supporting logistical arrangements and promoting student engagement and participation.
Other	• Provide instructions and clarity to Education Support Workers supporting in the classroom. • Support extracurricular activities, such as excursions, bus runs, etc. • Support in student supervision before school, after school and at recess and lunch as timetabled. • 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. • Other duties as reasonably directed.

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
Client Facing and Service Delivery	Work with clients who may have a physical, psychiatric or sensory disability.	Daily
	Interact with clients and members of the public who may display the full range of emotional expressions, including parents, partners, significant others, family members, advocates, doctors, police.	Daily
	Work with complex clients which may expose you either directly or vicariously to emotionally challenging concepts such as self-harm, trauma, illegal activity and/or violence.	Daily
	Drive vehicles with possible distractions from client behaviour, verbal or physical.	Regular
	Work in a client's home or their family home alone and/or with others.	Not Applicable
	Represent, advocate and cooperate with legal processes which may include attendance to court.	Occasional
Work Environment	Manage demanding and changing workloads and competing priorities.	Daily
	Work in different geographic locations.	Occasional
	Be exposed to all outdoor weather conditions.	Regular
	Work via computer from home as required.	Daily
	Work office hours with the possibility of extended hours. Flexible arrangements by agreement.	Daily
	Work rostered hours with the possibility of overtime.	Not Applicable
	Work on-call after hours.	Not Applicable
	Work in an open plan office with no assigned desk.	Occasional
	Work in buildings which may require the use of stairs or elevators.	Occasional
	Sit at a computer or in meetings/meeting rooms via video conference facilities or in person for extended periods.	Daily
	Work in a client's home or their family home alone and/or with others.	Not Applicable
	Work in educational or community facilities.	Daily
	Drive vehicles possibly over long distances and in all traffic and weather conditions.	Occasional
	Undertake training and professional development activities both internal and external to the organisation.	Regular

Administrative Tasks	Undertake administrative tasks which may include the following: computer work, filing, data entry, writing reports, case notes/plans and client records. Manage resources and budgets. Research and analyse information and data.	Daily
	Use technology including computers, photocopiers, telephones including mobiles, projectors, televisions, video conference facilities and electronic whiteboards.	Daily