BERRY STREET YOORALLA	**Position Title:**	**Lead Teacher**
	Division:	**Berry Street School**
	Program:	**Ballarat Campus**
	Band:	**C**
	Salary:	**Lead Teacher**
	**Date:**	**October 2026**

ROLE PURPOSE

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.

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.

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 their academic achievement and present with complex behaviours within the school setting.

Our School is characterised by:

- 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 timetables where needed, as well as additional specialist support 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, their families/guardians/carers and other services to make sure all students have the right support in place to succeed.

PRIMARY OBJECTIVES

The primary objectives of the Lead Teacher role are:

- Lead the implementation of BSEM in classrooms and across the campus to ensure the effective delivery of trauma-informed and strengths-based education.
- Lead curriculum planning, assessment and reporting at the campus.
- Contribute to the overall leadership and management of the campus.
- Understand and adhere to state and national teaching requirements, including the Australian Professional Standards of Teaching (APSTs).

REPORTING RELATIONSHIPS

This role is based at the Ballarat Campus, Berry Street School on Wadawurrung Country.
This role reports to the Assistant Principal who will provide supervision and review.

EXPECTATIONS

- Conduct oneself in accordance with the Berry Street Yooralla Code of Conduct, which is underpinned by the values of accountability, courage, integrity, respect and working together within the principles of continuous improvement.
- 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.
- Promoting and protecting the human rights of people with disability, in accordance with the UN Convention on the Rights of Persons with Disabilities (CRPD) (2008).
- Working to ensure high-quality and safe supports and services for NDIS participants, meeting and exceeding the NDIS Practice Standards and Quality Indicators.
- Meeting obligations under all relevant Victorian and Commonwealth legislation.
- Participate in regular supervision, performance planning and review processes and probationary reviews.
- Complete mandatory training within designated timeframes.
- Berry Street Yooralla is committed to service delivery that prioritises and celebrates diversity and inclusion. Every individual is treated with dignity and respect regardless of their cultural background, ability, ethnicity, gender identity, sexual orientation, spirituality, or religion.
- Berry Street Yooralla is 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 as LGBTIQA+.
- Berry Street Yooralla 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.
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ROLE RESPONSIBILITIES	Specific responsibilities, duties and tasks
Teaching & Learning	• Align teaching and learning practices with the Australian Professional Standards for Teaching (APSTs) and the High Impact Teaching Strategies (HITS). • Lead curriculum, assessment and reporting based on the school's curriculum and reporting guidelines, VCAA and VRQA requirements. • Lead the development and implementation of learning adjustments. • Lead teachers to utilise data in their curriculum planning and teaching. • Lead curriculum planning, including term overviews, unit plans and rubrics at the campus. • Lead academic reporting at the campus, including semester reports and IEPs. • Lead the use of ICT at the campus. • Lead the development and implementation of students' Individual Education Plan (IEP) goals. • Lead specific programs for students, including MacqLit. • Lead all practices in accordance with the relevant policies of Berry Street and the Berry Street School. • Teach demonstration lessons. • Teach when required. • Monitor all students' academic and wellbeing outcomes across the campus.

	• Demonstrate excellent interpersonal and communication skills, with the demonstrated ability to build rapport and interact effectively at all levels of the school. • Ability to initiate and implement ideas to enhance the school.
Student Wellbeing	• Contribute to the implementation and review of school-wide student well-being policies and programs. • Lead professional learning opportunities related to student wellbeing, staying updated on best practices and resources to support the social, emotional, and mental health of students. • Lead the completion and review of student's wellbeing IEP goals. • Support Take Two clinicians, psychologists and speech therapist. Proactively address any incidents of bullying, discrimination, or harassment promptly and effectively. • Lead the development, implementation and review of programs, including BSEM, and strategies that address and support diversity and inclusion. Lead positive and respectful relationships with students, while maintaining professional boundaries. • Be a 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. • Communicate relevant information, updates and focus areas to Wellbeing Team staff members. • With campus leadership, lead the development, implementation, and review of student focus plans, based on classroom and interpersonal observations. • Contribute to 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. • Contribute to the development, implementation, and review of programs and strategies that foster diversity and inclusion, including the School's Rainbow Tick Accreditation process.
Staff Development & Support	• Lead and source teacher professional learning. • Actively contribute to reflective practice with other campus staff, collaborating to identify areas for improvement and implementing strategies to enhance teaching and learning outcomes. • Participate in monthly supervision, seeking feedback and guidance to continuously improve teaching strategies and approaches. • Share expertise and resources with colleagues, fostering a culture of collaboration and continuous learning within the school community. • Lead team meetings, staff meetings, and professional learning communities, contributing to discussions and sharing insights and experiences. • Lead a positive and supportive environment where colleagues feel comfortable seeking advice, sharing challenges, and collaborating to find solutions. • Lead the use of technology and digital tools to enhance teaching, learning, and professional development. • Stay informed about current educational research, trends, and best practices, and share relevant information with colleagues to promote innovation and excellence in teaching.

Leading People	• Lead by example in actively promoting and implementing the requirements of Berry Street Yooralla's positive duty to provide a safe workplace, health and safety management system – policies, procedures, and processes. Including, holding staff accountable for observing all safe work procedures, rules, and instructions. • Provide feedback and wellbeing support through probationary reviews, regular supervision meetings, annual performance planning and review. • Ensuring direct reports have completed all mandatory training and development required for their role.
Management and Administration	• Collaborate with colleagues to contribute to the development and review of school policies and procedures, ensuring alignment with best practices and educational standards. • Co-develop and maintain operational systems and supports (such as the school's reports, school's IEPs, annual report, onboarding systems, technology and IT resources, and shared curricular resources) to ensure practices are consistent with legislative requirements, resources are allocated effectively in order to have impact on student wellbeing, engagement and outcomes, and processes and procedures are aligned to the educational visions and values of the school. • Lead the delivery and coordination of teacher professional learning and meetings. • Oversee relevant data on the student management system. • 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 Yooralla 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.
Community, Stakeholder Engagement & Program Development	• Build and maintain collaborative relationships with DFFH, community partners and relevant stakeholders to support program delivery. • Lead positive relationships with students, families and the community.
Child Safety and Safeguarding	• Promote and contribute to a child safe culture by prioritising the safety, wellbeing, participation and empowerment of children and young people. • Comply with the Berry Street Yooralla Child Safety and Wellbeing Policy, Child Safety Code of Conduct, Child Safe Standards and all reporting obligations. • Immediately report any concerns regarding the safety or wellbeing of a child or young person.
Other	• Assist in the coordination of school events and activities, supporting logistic arrangements and promoting student engagement and participation. • 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. • Transport students, including driving a 12-seater bus. • Other duties as required.

KEY SELECTION CRITERIA

- Demonstrated ability to flexibly manage competing priorities and stressful situations, monitoring own stress levels and practising and promoting self-care strategies.
- Excellent written and verbal communication skills, including presentation and facilitation skills.
- Demonstrated capacity for educational leadership of a campus.
- Highly developed skills in the leadership of a team.
- Demonstrated ability to support others to use data to inform teaching practice and to provide feedback on student learning growth and achievement to students and families.
- Highly developed capacity to motivate staff, develop their talents and build an effective team.
- Demonstrated high level knowledge of the relevant curriculum, learning and teaching, the ability to model exemplary teaching practice and capacity to lead the implementation of school wide priorities.
- Ability to manage multiple portfolios and administrative tasks related to teaching and learning, assessment, reporting and curriculum.
- Highly developed interpersonal and communication leadership skills in individual, small group and community contexts.
- Demonstrated understanding of VRQA, VASS and VCAA compliance processes at a campus level.
- Demonstrate excellent interpersonal and communication skills, with the demonstrated ability to build rapport and interact effectively at all levels of the school.
- Demonstrated ability to initiate and implement ideas to enhance the school.

QUALIFICATIONS AND OTHER REQUIREMENTS

- A Bachelor level qualification in Education is required.
- Staff members must hold a valid WWCC, current drivers licence at all times and undergo a Criminal Records Check prior to employment. Subsequently, staff must report any criminal charges or court appearances.
- Full VIT Registration.
- Positions working in unsupervised contact with young people in Out of Home care settings will be subject to Worker Carer Exclusion Scheme (WCES). Employees have a legal obligation to advise Berry Street if they are under investigation or have been excluded prior to and during the course of their employment.

HIGHLY DESIRABLE

- A Master's Degree in Education or equivalent would be viewed as highly desirable.
- Experience and training with BSEM

INHERENT REQUIREMENTS OF WORK ACTIVITIES/ENVIRONMENT		
The 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.	Occasional
	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.	Regular
	Be exposed to all outdoor weather conditions.	Regular
	Work via computer from home as required.	Not Applicable
	Work office hours with the possibility of extended hours. Flexible arrangements by agreement.	Daily
	Work rostered hours with the possibility of overtime.	Daily
	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.	Regular
	Sit at a computer or in meetings/meeting rooms via video conference facilities or in person for extended periods.	Daily
	Work in educational or community facilities.	Regular
	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