

<b>Position Title</b>	VPC VCE (VM) Literacy Teacher
<b>Reports to</b>	Principal
<b>Award Classification</b>	Education Services (Teachers) Award 2020

### About our School

Julia Gillard Community College (JGCC) is an Independent School (Special Assistance Senior Secondary School) which was founded in 2024. We deliver flexible education and learning options, including the Victorian Pathway Certificate (VPC) and VCE Vocational Major (VCE VM), for students aged 15-19 years. We provide a safe and inclusive learning environment for young people who may have disengaged, or are at risk of disengaging, from mainstream education. Our vision is to improve lives and strengthen the capacity of young people to reach their full potential for success in life.

In addition to disengagement from school, our student cohort includes school refusers, those from refugee backgrounds who have experienced significant interrupted schooling, and those who may be experiencing mental health challenges or other barriers to learning.

### Charter of Commitment to Child Safety

Julia Gillard Community College (JGCC) is committed to the safety and wellbeing of children, young people, people with a disability and other vulnerable people. We have no tolerance of abuse and neglect and are committed to actively contributing to a safe organisation in which children, young people, people with a disability and vulnerable people are protected from violence, abuse and neglect.

### Position Objectives

This position is responsible for creating and delivering learning curriculum in accordance with the VCAA quality teaching and assessing of the Victorian Pathways Certificate (VPC) and Victorian Certificate of Education Vocational Major (VCE VM), while supporting students to engage in learning.

The Classroom Teacher works as part of a multidisciplinary team to develop and maintain a classroom learning environment which places a high emphasis on student learning and wellbeing. The Teacher collaborates with peers and the leading specialist teacher as part of a team that meets regularly to review the performance of the program and supports and models a learning environment which is safe, respectful and productive.

### Key responsibilities

- Plan, deliver and assess learning against the approved curriculum: VPC or VCE VM
- Identify and monitor student needs and use this data to inform teaching approaches to enable differentiated, individualised teaching and learning to improve student educational outcomes
- Ensure all student wellbeing and educational case notes, reports and Victorian

## Position Description

- Curriculum and Assessment Authority (VCAA) records are entered and maintained
- Liaise with wellbeing staff and education support staff regarding student wellbeing and educational needs to ensure successful participation and transitions/pathways post-secondary
  - Provide formal and informal feedback to learners
  - Report learning progress informally and formally to parents/carers and the leadership team
  - Plan, participate and lead excursions and other programs as required
  - Maintain confidentiality of students, staff and office operations at all times
  - Demonstrate the Australian Professional Standards for Teachers (APST) at the required standard at all times
  - Participate in regular supervision, whole school meetings, performance review processes and professional learning as required
  - Demonstrate a thorough understanding of a range of interventions that promote engagement, build rapport and develop positive behaviours
  - Build an understanding of the school's legislative obligations and the Nationally Consistent Collection of Data on School Students with Disability (NCCD)
  - Deliver services within the framework of school policies and procedures, legislative requirements, and relevant service standards
  - Demonstrate a clear understanding of the legal obligations pertaining to registered teachers and strategies to ensure a safe and inclusive learning environment including child safety, risk and compliance
  - Supervise students and perform additional duties as per allocated rosters/ timetables
  - Perform other duties and responsibilities, as directed by the school leadership team including deliver other subjects if required such as WRS or PDS.

### Selection Criteria

1. Demonstrated experience teaching literacy senior secondary education programs (VCE VM, VPC)
2. Demonstrated understanding of applied learning principles and other relevant pedagogical practices
3. Experience teaching diverse learner groups, including disengaged young people, LGBTIQ+ youth, and refugees
4. Ability to empower young people to achieve their learning goals
5. Skill in promoting active learning and implementing supportive classroom strategies and adjustments to learning needs
6. Proven ability to work collaboratively as part of a multidisciplinary team to provide education interventions for young people to enable them to develop learning for wellbeing and achieve educational success
7. Proficiency in classroom management, particularly with trauma-informed practice and students facing multiple educational barriers
8. Demonstrated experience developing and implementing applied learning curriculum programs
9. Demonstrated experience in using Student Learning Platforms and other programs such as Compass for student learning, reporting and communication

10. An understanding of relevant legislation including Child Safe Standards and Ministerial Order 1359

### Essential Requirements

- Bachelor of Education or related discipline and a current Victorian Institute of Teaching (VIT) registration (provisional, full, or PTT)
- Evidence of experience teaching young people who face multiple barriers to education
- Computer literacy, including proficiency in the Microsoft suite of programs
- Satisfactory completion of safety screening including a National Police check, International Police check (if required) and the right to work in Australia.

### Desirable

- Current Training and Assessment (TAE) qualifications for teaching of VETDSS programs.

### Key Relationships

This position may have relationships with a diverse range of JGCC and Wyndham Community and Education Centre staff, external service providers, organisations and stakeholders within the community, with the view to providing the most appropriate and effective services and supports to the people they support.

Examples of key relationships are:

- **Internal:** Principal, Leading Specialist Teacher, teachers, Learning and Wellbeing staff, Youth Workers
- **External:** Parents and carers, Education Partners, Relevant community service providers.

### Our Values

**All employees are expected to commit to and demonstrate JGCC values:**

- **Respect:** Being aware of and valuing other beliefs, cultures and opinions
- **Integrity:** Being honest, ethical and accountable
- **Commitment:** Consistently achieving our goals, values and purpose
- **Inclusion:** Working together, connecting communities, celebrating diversity
- **Responsiveness:** Consistently responding and adapting to meet community needs

**Important notes**

Maintain confidentiality of clients, staff & office operations and support staff & students with any identified needs.

Promote the purposes of JGCC and Wyndham CEC as stated in its Constitution and Mission and Vision statements.

All staff should have a basic understanding of Occupational Health and Safety requirements and must ensure that their work practices reflect this.

Wyndham CEC has a commitment to child safety and no tolerance of child abuse.

All staff must have a strong understanding of and comply with the new child safe standards that were introduced in Victoria in 2022.

Have a strong understanding of child safe standards, MARAM and family violence reforms.