

POSITION DESCRIPTION

TEACHER

DEPARTMENT	ECG Secondary School
REPORTS TO	Campus Principal
DIRECT REPORTS	Nil
DATE	September 2024
POSITION OBJECTIVE	To assist students to re-engage in education through flexible, innovative, and hands-on delivery of secondary curriculum with a focus on senior pathways.
Achievement of the position objective will be reviewed against key performance indicators in the annual appraisal, the review process and as required.	

Our Values are reflected in our commitment to:

- * *Integrity*
- * *Inclusion*
- * *Quality*
- * *Collaboration*
- * *Safety*

Community College Gippsland (CCG) is a child safe organisation with zero tolerance for child abuse and is committed to the safety and wellbeing of all students. CCG supports and adheres to Child Safety Standards.

United we belong. Together we thrive.

The CCG community welcomes people from all backgrounds, abilities and identities. We are enhanced by our diversity and learn through inclusion, respect and understanding.

At CCG we:

- Provide a safe and inclusive environment that is free from discrimination*
- Empower students and harness their uniqueness through voice and agency*
- Ensure equal employment opportunities for all and encourage the participation of underrepresented staff*
- Celebrate the differences of our people and recognise their unique contributions to our community*

SCOPE OF THE ROLE

ECG College is a school, but not as you know it. ECG is positioned within Community College Gippsland encompassing an RTO also. We provide hands on, empowering education for students who need a little more time, space or support to succeed. The role of a teacher at ECG College includes providing a safe, positive, and inclusive space for students to thrive. Our focus is on individualising each young person's program to allow ramped access to the curriculum while drawing on their personal interests and building engagement.

RESPONSIBILITIES

- Develop and deliver appropriate VCE (VM), VPC and Year 9/10 learning and assessment materials that are enriching and engaging for students in accordance with the VCAA requirements.
- Active participation in school community life including extra activities, such as camps, excursions, and award nights.
- Maintain high quality records.
- Develop and maintain IEP/ Student Support plans and participate in student care meetings are required.
- Participate and contribute to school meetings and professional learning opportunities.
- Participate in internal/external moderation activities.
- Prepare and participate in student/parent/guardian interviews minimum of twice yearly or as required.
- Report on student achievements regularly as per the assessment schedule.
- Engage with continuous improvement strategies, including review, feedback, building capacity and implementation and development of quality evidence-based practice.
- Provision of educational and well-being support to students in a way that is trauma-informed and promotes safety, positive relationships and creates a supportive learning environment.
- Maintenance of confidentiality.
- Contribute to the safety of all students by adhering to the Child Safe Policies, Procedures and Codes of Conduct to ensure all students with CCG are in a safe and inclusive learning environment. CCG is a child safe organisation and is committed to the safety and wellbeing of all students. CCG has zero tolerance for child abuse.

ORGANISATIONAL FUNCTIONS

- Actively participate in and comply with the Health and Safety systems, policies and emergency procedures in place throughout the organisation including;
 - Promptly and accurately reporting all hazards, accidents, incidents and near misses.
 - Ensuring safe use and maintenance of equipment including PPE for self and students.

- Maintaining a current knowledge of emergency evacuations procedures for all relevant campuses and participating positively in drills and training sessions.
- Make recommendations for improvements in health and safety.
- Be aware of and participate in strategic planning process including making suggestions for improvements.
- Actively work with colleagues to build positive relationships and teamwork across the whole organisation.
- Perform other duties as requested, in a timely, professional, empathetic, accurate manner and in accordance with Community College Gippsland Policies and Procedures.

KEY PERFORMANCE INDICATORS

- Demonstrate professional behaviour reflecting the values of CCG Community College Gippsland.
- Ensure Curriculum development and planning documents are up to date and aligned with school guidelines for individualised program development, student tracking, assessments and reports.
- Maintain quality and current individual Learning Plans (IEP's) and support plans for all students to support their wellbeing.
- Demonstrate professional learning and continuous improvement in teaching and learning as demonstrated by staff performance review and development plan.

KEY SELECTION CRITERIA

- Demonstrated knowledge of senior pathways and 9/10 curriculum, including the ability to differentiate and individualise educational learning plans.
- Demonstrated capacity to integrate curriculum and hands on/project-based approaches to learning with a focus on engaging and empowering students.
- Demonstrated experience in reflecting upon practice and engaging in professional learning to continually improve the quality of teaching, embracing innovative and inclusive practice.
- Demonstrated interpersonal and communication skills including experience in establishing and maintaining collaborative relationships with students, parents, colleagues, and the broader school community to support student outcomes, agency, wellbeing, and engagement.
- High level understanding of the needs of marginalised and vulnerable children who may have experienced complex trauma. Experienced in, trained or familiar with trauma informed practices with a focus on positive relationships and mutual respect.

MANDATORY REQUIREMENTS

- VIT Teacher Registration (or Permissions to Teach)
- Current Victorian Drivers License

QUALIFICATIONS

Required

- Relevant Teaching Qualification

FUNCTIONAL RELATIONSHIPS

Key Internal

Students
Staff

Key External

Parents
Schools
VET Providers

ACKNOWLEDGEMENT:

CCG will not engage, employ, contract or otherwise deal with any Disallowed Person as defined by the Standard VET Funding Contract Skills First Program.

The term 'Disallowed Person' applies to both registered training organisations and Relevant Persons at registered training organisations where the registered training organisation has, since 1 January 2011, been subject to any of the following actions for performance reasons:

- A VET Funding Contract termination
- Termination of an 'Other VET Funding Arrangement'
- Registration cancellation, revocation or suspension (whether by the VRQA or ASQA)
- Restrictions imposed on registration (whether by the VRQA or ASQA)

If you are a "Disallowed person" as described above, it is your duty to disclose this and as such will not be eligible for this position within CCG.

A Disallowed Person can be an individual (natural person) or an 'entity' (including a body corporate, partnership, association, governmental or local governmental authority or agency).

A Relevant Person means an individual who has been an Executive Officer or High Managerial Agent, or at a sufficiently high level within an organisation to have exercised a material degree of control or influence over the management or direction of the organisation in relation to training delivery



DECLARATION:

I have read, understand, and accepted the above Position Description.
I understand that the Roles, Functions and Key Performance Indicators in this Position Description, form part of the Community College Gippsland Contract of Employment.

Signed: -----

Date:

Name:

