

POSITION DESCRIPTION

Date	August 2022
Position Title	Classroom Teacher
Reports to (position title)	Head of School
Department	Cheshire School

ORGANISATIONAL CONTEXT

bestchance Child Family Care is an independent, not-for-profit, community organisation with offices in Glen Waverley, Footscray and Pakenham, Victoria, Australia.

bestchance adopts an innovative and holistic approach to assisting young children and families by integrating a range of specialist family oriented educational and welfare community services. The range of programs delivered include Early Childhood Education and Care (ECEC) Kindergarten, Child Care; Children’s Therapy, Parent and Child Support, Training, Community Support and Cheshire, an independent, specialist primary school for children with social, emotional and learning difficulties.

These programs recognise that the early years of a child's life are the most formative and influential and we strive to adhere to the principles of 'best practice'. This commitment ensures that families are, at all times, respected as the experts on their children and supported in an environment that is strength based and family centred.

bestchance also works in partnership with families in managing a number of kindergartens under its Early Years Management Program.

bestchance is committed to implementing and adhering to the Child Safe standards including the development and implementation of people practices that reduce the chance of child abuse within the organisation, for which we advocate zero tolerance.

Health safety and wellbeing first, is an expectation of all, where staff implement local work instruction and processes aligned to organisation requirements and are accountable for their own safety and safety of others.

PURPOSE

For all children, families and individuals to thrive in their community.

VISION

Inclusion we include everyone regardless of their background, needs or circumstances

Care We nourish and nurture resilient relationships

Education We develop skills and knowledge to build capacity and resilience.

VALUES

Humility we focus on listening to better understand and meet needs

High Expectations we have high aspirations for our client outcomes and for the calibre of our services and staff

Innovation we embrace change based on critical reflection

Curiosity we seek new understandings and knowledge

Evidence we seek and generate evidence to evaluate and improve our programs

Challenge we look beyond the immediate to achieve different results

CHILD SAFE STANDARDS

bestchance confirms the commitment of all bestchance employees, volunteers and contractors to ensure a safe environment for all children:

- **bestchance** is committed to the safety and wellbeing of all children;
- **bestchance** has a zero tolerance of child abuse;
- we support children's right to safety; and
- will act without hesitation to ensure a child safe environment is maintained

It is mandatory for any person registered as a Teacher under the Education and Training Reform Act 2006 to report physical and or sexual abuse against children. Any adult is mandated to report sexual offences against a child under the age of 16. It is a criminal offence for all adults who fail to disclose child sexual abuse to police. The new offence (27/10/2014) applies to all adults, not just those mandated to report.

All **bestchance** employees, volunteers and contracts must abide by the following:

- Child Safety and Wellbeing Policy
- Child Safety and Wellbeing Code of Conduct
- Child Protection Policy and Procedure

PRIMARY OBJECTIVES

To provide an educational early intervention program equipping students and their parents with strategies to manage their behaviour and learning so they can successfully return to mainstream education, In particular:

- provide supervision, direction, and learning and developmental support to children within both the classroom and external environment, in collaboration with bestchance allied health professionals and family support services.
- ensure compliance with agency philosophy, policies and procedures and that confidentiality is maintained
- work as a team member to create and maintain a safe, healthy and stimulating environment both in and outside the classroom that enhances the children's autonomy, initiative, self-worth and dignity
- use the Victorian Curriculum framework to implement standard curriculum and specialist strategies in response to individual children strengths and interests

KEY RESULT AREAS AND RESPONSIBILITIES

Legislative, Accreditation and Organisation Requirements

- Registration with the Victorian Institute of Teaching - all applicants must supply their registration number.
- Ensure activities within their area of responsibility complies with bestchance and Cheshire School policy and procedures.
- Apply strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.

Teaching and Learning

- Plan, organise, implement and evaluate individual, educational programs for each student, aligned to the Victorian Curriculum.
- Provide integrated, innovative, flexible lessons to meet the individual needs of each student, in collaboration and consultation with bestchance allied health professionals or individual's own therapists.
- Set and demonstrate high expectations for student learning and education outcomes through the development of Individual Education Plans, developed in collaboration with bestchance psychologists and allied health professionals.
- Work collaboratively in the development of the primary curriculum which is focused on enhancing learning outcomes in all areas of the curriculum.
- Apply strategies to support inclusive student participation and engagement in classroom activities.
- Apply practical approaches to manage challenging behaviour.
- Implement consistent behaviour management strategies within the classroom and playground.
- Work with students to build self-esteem through a variety of appropriate educational methods to encourage individual creativity, task completion and the development of self-confidence in learning.
- Assist in actively developing the students' social skills. Expose students to new and different activities and experiences.
- Maintain an interest in current pedagogy and student welfare.
- Provide reporting to families in line with school policy.
- Use a range of assessment strategies to track student progress.
- Organise and lead school excursions - including the associated administrative requirements (Risk Assessments, consent notices etc.). Assist in driving students in the school bus, as required.
- Provide regular informal and formal feedback to family/carers, staff and outside stakeholders on the progress of each student.
- Supervision of allocated staff
- Any other duties as required

Relationships with Parents / Caregivers

- Meet new and prospective parents and families to provide information on classroom management and individual programs of learning as part of enrolments process
- Maintain a co-operative relationship with parents and caregivers, which allows for informal discussions regularly as well as two formal parent/teacher interviews each year. Assist in fostering a positive school community.

- Create a welcoming environment where all families are encouraged to participate in and contribute to their child's learning and development experience.
- Relate sensitively, approaching each child & family with equity regardless of differences in ability, ethnic or family culture, and religious or political background.
- Ensure all interactions with students and their families reflect the organisation's philosophy, values and beliefs.
- Provide high quality customer service to students and families.
- Respond to concerns in a timely manner and refer significant and / or unresolved issues to the Head of School.
- Respect the confidentiality of information relating to parents and students.

Teamwork

- Work collaboratively as part of the transdisciplinary team at bestchance and in partnerships with psychologists and allied health staff, family support team members and school support staff as a 'team around the child and family'; and as part of bestchance's 'integrated service' philosophy.
- Contribute to the development, implementation and evaluation of the curriculum and behaviour management programs within the school, with a focus on improving student outcomes.
- Work with colleagues in a spirit of co-operation to maintain and continuously improve the standard of the service at bestchance and Cheshire School.
- Contribute to an atmosphere of trust and professional respect through an attitude of openness, tolerance, constructive conflict resolution processes and maintenance of confidentiality.
- Attend staff meetings and any professional development sessions identified by the Head of School.
- Ensure on-going professional development by reading, studying and participating in relevant networks. Maintain an interest in the emerging research of best practice of special education.
- Accurately and promptly communicate all messages and report all issues to the Head of School.
- Assist in the supervision student teachers, Teaching Assistants and casual relief teachers required.

Risk Management

- Assist in maintaining a safe, orderly and work environment which is conducive to effective learning and good practice.
- Ensure adequate supervision of students during school hours (for 30 minutes prior to school commencing) and assist in the supervision of students during recesses as required.
- Keep accurate records following any communication with other agencies or schools.
- Carry out building, equipment and security checks where appropriate and report all health and safety risks to the Head of School.
- Become familiar with bestchance and Cheshire School Evacuation Procedures and fire extinguisher positions and engage in regular emergency evacuation drills.
- Maintain a high level of hygiene and safety.
- Maintain up to date knowledge of safe handling.
- Collaborate with other staff members to continually provide a safe environment for students.

Commitment to Child Safety

- Experience working with children
- Demonstrate an understanding of child safety
- Demonstrate an understanding of appropriate behaviours when engaging with children
- Familiar with legal obligations relating to child safety (eg mandatory reporting)
- Of suitable character to engage in child-connected work

KEY SELECTION CRITERIA

- Demonstrate creative and innovative teaching practices to provide rich learning opportunities for students.
- Demonstrate understanding of contemporary developments in education and practical experience engaging successfully with students who present with a range of social, emotional and behavioural challenges
- Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.
- Be highly skilled in designing learning that is differentiated for the abilities of a range of learners.
- Experience in the design, delivery and assessment of programs that cater for diverse and complex needs of individual learners.
- Demonstrate knowledge of and practical experience applying positive behaviour approaches to manage challenging behaviour.
- A commitment to and understanding of the process of formative assessment and the ability to provide feedback to students.

OTHER REQUIREMENTS

- Registration with the Victorian Institute of Teaching
- Bachelor Degree in Primary Education (or equivalent)
- A satisfactory National Police History Check
- Special Education qualifications or experience are desirable but not required.
- A current Victorian driver's licence is required.
- An appropriate and current first aid training certificate, which complies with the requirements of the Children's Services Regulations 1998 is preferred.