

POSITION DESCRIPTION

POSITION	Senior Lead Teacher
PROGRAM	Prace College (Independent School)
EMPLOYER	Prace
RESPONSIBLE TO	Principal
LOCATION/S	Prace Mernda Campus and Merrilands Community Centre Campus
CLASSIFICATION:	See Contract of employment.
QUALIFICATION/S & EXPERIENCE:	<p>Bachelor of Education or equivalent (<i>essential</i>)</p> <p>Masters in a complimentary discipline such as Special Education, Psychology, Social Work (<i>desirable</i>)</p> <p>Full VIT Registration (<i>essential</i>)</p> <p>Certificate IV in Training and Assessment (<i>desirable</i>)</p> <p>Minimum 2 years' experience in a lead teacher or equivalent role (<i>essential</i>)</p> <p>Extensive experience in trauma informed practice (<i>essential</i>)</p> <p>Experience teaching applied and/or integrated curriculum, and/or delivery of VCE Vocational Major and the Victorian Pathways Certificate (or other related curriculum, such as VCAL) (<i>essential</i>)</p>
CONDITIONS:	<p>For the following conditions refer to the Contract of Employment:</p> <ul style="list-style-type: none">• Employment type : ongoing• Full-time• Annual Salary: \$132,000• 38 hours per week (Up to 15 hours classroom or 1:1 teaching per week) <p>Hours must be worked during school terms as determined by the Victorian Government School Terms.</p> <p>Satisfactory National Police Records Check (<i>essential</i>)</p> <p>Certificate II in First aid (<i>desirable</i>)</p> <p>6-month probation</p> <p>All other conditions are as per the Educational Services (Teachers) Award 2020.</p>

ORGANISATIONAL VISION

Changing lives through education

ORGANISATIONAL MISSION

Through the provision of accessible education opportunities that engender self-reliance and hope, we shape the community of tomorrow and break the cycle of poverty and disadvantage to enable people to improve their quality of life.

ORGANISATIONAL CONTEXT

For more than 30 years Prace has provided innovative and high quality Adult Community Education (ACE) programs. Over this period Prace has increased significantly in size and scope of activities and currently receives funding from a range of local, state and federal government departments for pre-accredited and accredited as well as a range of community development and management activities.

Prace is:

- A Learn Local provider - delivering adult education and training programs through ACFE;
- A Registered Training Organisation (RTO) - a provider of accredited education and training programs recognised throughout Australia
- A funded Neighbourhood House
- A Registered Charity
- An Independent School: Prace College

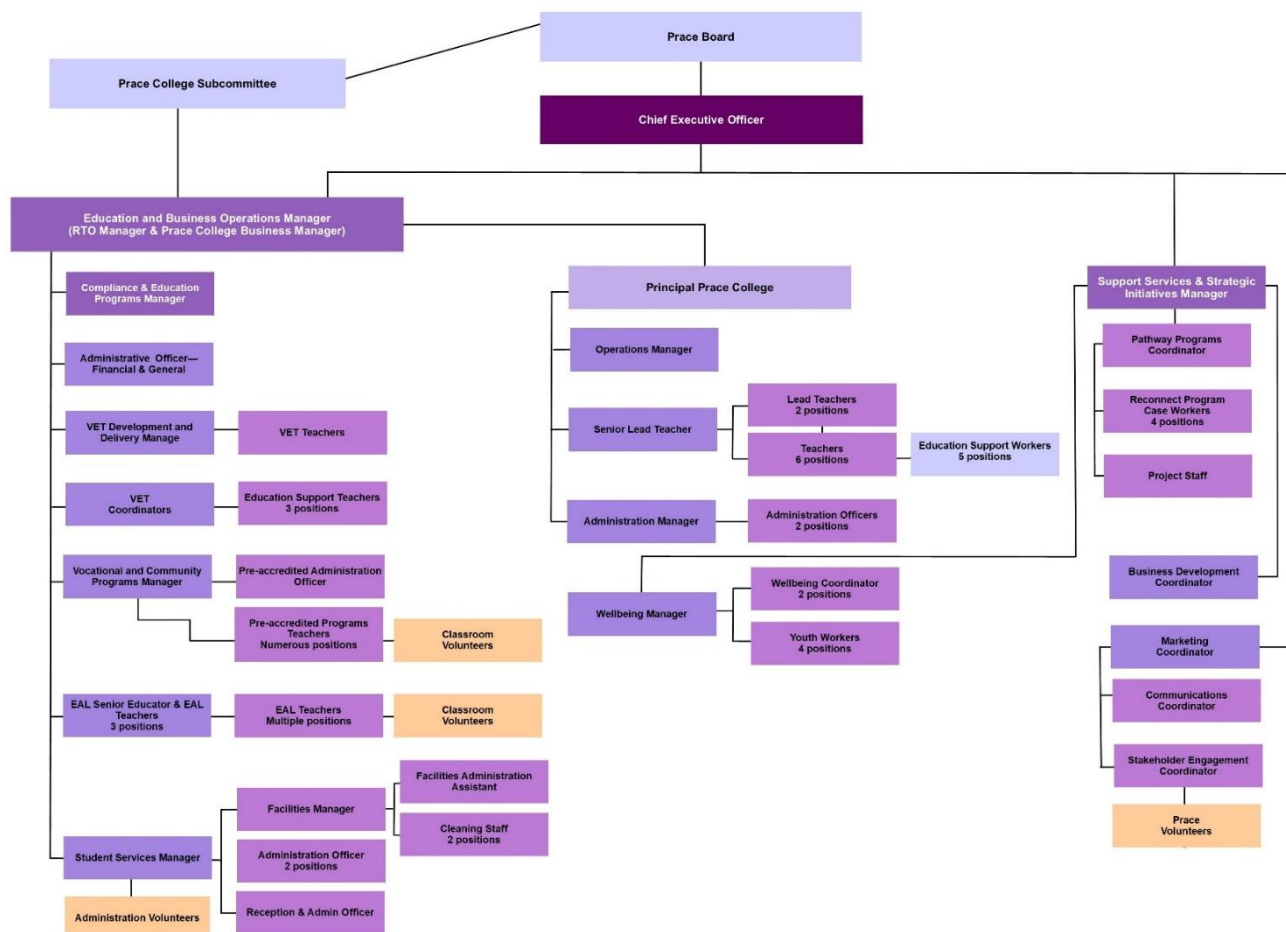
Prace also manages the Merrilands Community Centre on behalf of the City of Darebin, supporting over 20 community groups who access the Centre. The Prace program, both education and community development, operates across 2 Prace-managed sites (Merrilands, Reservoir and the Mernda Campus), as well as in a range of other community venues within the Northern growth corridor.

Prace College was registered with the VRQA as an independent school in 2016, but remains a part of Prace, and operates under the governance of the Prace Board of Management

Prace College operates across two Prace managed sites, Merrilands Community Centre and the Prace Mernda Campus.

At any one time each campus will have up to 100 students actively participating in the School. Over a full year between 60 and 70 students may pass through each campus.

Organisational Structure



POSITION SUMMARY

Prace College Senior Lead Teacher will lead and inspire staff and students and deliver excellent, contract-compliant programs that enable the students to achieve a Senior Secondary qualification within an Adult Community Education environment.

In line with the Aitsl Standards, Prace College Lead Teachers will coordinate high-impact teaching and learning, lead curriculum development and improvement in teaching and learning, and assist in aspects of College management.

The role requires teaching and leadership relating to delivery of VCE Vocational Major (VM), the Victorian Pathways Certificate (VPC) and selected accredited VET qualifications. In association with the College Leadership team you will be responsible for designing, writing and delivering an integrated VM, VPC and VET program. You will be teaching in a classroom setting or 1:1 with individual students up to 15 hours per week at a designated campus (Merrilands Community Centre, Reservoir or Prace Mernda Campus).

The Senior Lead Teacher will also direct the work of Prace College Lead Teachers and the Education Support Team with the assistance of the Education Support Co-ordinator.

JOB COMPLEXITY

Prace College operates across two Prace managed sites, Merrilands Community Centre and the Prace Mernda Campus. The Senior Lead Teacher is responsible for supporting the College Principal in leading delivery of high-quality student focussed teaching and learning and student wellbeing through effective and relevant curriculum and program design.

The Senior Lead teacher is also responsible for assisting the College Principal in leading the effective management and operation of the school, including responsibility for leading discrete areas of school operation as identified.

The Prace College team is made up of the Principal, wellbeing staff, teaching staff, youth workers, education support staff and administration staff.

RESPONSIBILITIES & DUTIES

1. Enhancing understanding and respect for Aboriginal and Torres Strait Islander Peoples

Middle leaders have a professional responsibility to ensure they are culturally responsive, and that the curriculum supports all learners to engage in Aboriginal and Torres Strait Islander histories, living cultures and contemporary impacts of colonisation.

Middle leaders ensure culturally safe, high-quality learning environments free from discrimination and racism.

The Senior Lead Teacher at Prace will:

- promote opportunities for all students to truthfully learn about and respect complex Aboriginal and Torres Strait Islander histories, living cultures and contemporary impacts of colonisation
- model teaching that validates respect for and builds positive relationships with Aboriginal and Torres Strait Islander Elders and leaders even where there are few or no identified Aboriginal and Torres Strait Islander students
- understand and appreciate the privileges, roles and responsibilities of living and working on Aboriginal and Torres Strait Islander lands and convey this to all staff and students
- promote practices and attitudes that support reconciliation by dismantling biases, stereotypes, and promoting anti-racism strategies in educational settings
- monitor the learning progress of Aboriginal and Torres Strait Islander students to better guide and support them in their learning so that they will achieve their full potential. This should be completed in conjunction with using evidence-based teaching strategies and applying insights from cognitive science and other research on how students learn to optimise systematic deep learning through effective pedagogical practices.

2. Coordinating high-impact teaching and learning

Middle leaders have responsibilities for coordinating the delivery of quality programs of instruction to build students' content knowledge and skills with high expectations of student progress and achievement. Practices here include aligning curriculum, pedagogy and assessment to meet learner needs and maximise learning progress for all learners.

The Senior Lead Teachers at Prace will:

- develop, lead, manage and deliver a clear, structured and knowledge-rich curriculum with high expectations that systematically build students' content knowledge, skills and understandings to enable learning progress for all students, including:

- have the content knowledge and pedagogical practice to meet the diverse needs of all students
- help prepare and participate in combined planning of curriculum, staff meetings and work collaboratively with teachers, administration and support staff
- prioritise the use of effective, evidence-based teaching strategies and application of insights from cognitive science and other research on how students learn, to optimise systematic deep learning through effective pedagogical practices, including:
 - modeling exemplary classroom practice and engage in critical reflection of your practice
 - leading and modeling effective student management consistent with the Prace's policies, procedures and values
 - preparing and delivering lessons that are flexible and inclusive of all students' learning styles, needs and goals, particularly LGBTI students, Aboriginal and Torres Strait Islander students, students from culturally and linguistically diverse backgrounds, students with health issues, disabilities, and students who are vulnerable
- ensure design and implementation of a program of assessment which provides timely and valid data to enable student learning progress to be monitored to inform teaching and continued learning, including overseeing:
 - the development, documentation, and delivery of an integrated VCE curriculum and assessment tasks
 - monitoring and recording of student progress, established through a range of assessment practices and strategies ensuring students are given the opportunity within class to achieve credentials that meet VCE curriculum qualification requirements
- develop, lead and manage online teaching and learning (where required), including:
 - develop and revise course documents and activities for delivery via video conferencing software and/or Prace approved Learning Management System (LMS)
 - deliver lessons via video conferencing software such as Zoom, Skype or Google Meet
 - communicate appropriately with students in one-on-one and groups using video conferencing and other web-based communication tools
 - provide students with basic technical support services, recognising which issues should be forwarded for administration support or to technical support teams.

3. Leading improvement in teaching practice and student wellbeing

Leading improvement through collaboration and teamwork is central to the work of middle leaders. Middle leaders are often key to implementing the school's instructional improvement agenda and student wellbeing practices, using their understanding of research evidence about improvement combined with their deep knowledge of school data.

Middle leaders have a strong focus on continuous professional learning for themselves and their staff, with a focus on supporting classroom implementation of evidence-based practice.

The Senior Lead Teacher at Prace will:

- directly supervise lead teachers and delegate work related to the roles of lead teachers
- increase teachers' capacity to improve student progress and achievement in all targeted areas of their development through a culture of continuous professional learning
- embed the use of data and research evidence to support continuous improvement
- lead and manage identified strategic improvement teaching and student wellbeing programs and initiatives

- leverage collaborative practice to monitor and improve the impact of teaching on student learning and wellbeing, including:
 - communicate regularly with support staff regarding student welfare needs and refer students to support staff as necessary
 - establish appropriate professional, caring teacher-student relationships that engender student learning
 - participate in Student Support Group (SSG) meetings, parent teacher interviews and care team meetings as appropriate
 - deliver health and wellbeing programs as integrated into VCE VM, VPC and VET learning and teaching, including
 - healthy and respectful relationships (including sexuality);
 - resilience
 - child abuse awareness and prevention.
 - cultural identity.

4. Managing effectively

Middle leaders use their management knowledge and skills to optimise processes, systems and resources to enable a clear focus on improving student learning.

The Senior Lead Teacher at Prace will:

- ensure a safe, supportive and orderly learning environment, including:
 - regularly undertake professional learning and training to build deeper understandings of child safety and prevention of abuse, and detect potential signs of child abuse
 - have a clear understanding of your Mandatory Reporting obligations, and report suspected abuse, neglect or mistreatment promptly to the appropriate authorities, in line with legislative requirements and Prace procedures
 - share information appropriately and lawfully with other organisations where the safety and wellbeing of children is at risk
 - provide supervision to students during breaks as rostered and as per the Prace Supervision Procedure
 - understand their role in relation to managing emergency and critical incidents within the school
 - maintain a Certificate II in First Aid at all times, along with an understanding of Prace Anaphylaxis, Asthma and other Medical Conditions Management Procedures, and a knowledge of which students in the classroom have these conditions
 - foster a culture of openness that supports all persons to safely disclose risks of harm to children
 - participate in risk management activities as required, for the purposes of identify and mitigating risks to children in the school environment
- build productive relationships with students, parents/carers and the community to enhance student learning and wellbeing
- manage implementation of required policies, procedures and processes in an ethical, transparent manner, ensuring procedural fairness so that staff have clarity about expectations and mechanisms of support in their workplace, including the completion of all employment, student and program administrative requirements within given timeframes and assist the Principal to meet compliance, registration and contractual obligations, including VCAA Quality Assurance documentation
- strategically manage resources in a fair, inclusive and transparent manner that meets the diverse learning needs of students and monitor its impact. Resources may include staff, budget, teacher and student time, teaching materials, and technology.

- use clear structures and collaborative procedures to determine goals, and develop, execute, monitor and evaluate plans for improving teaching and learning
- manage administrative systems and processes, including:
 - monitor, record and report student progress, established through a range of assessment and reporting practices ensuring students are given the opportunity within class to achieve credentials that meet VCE curriculum qualification requirements
 - monitor and follow up on student attendance on a weekly basis, documenting contact and outcomes
 - document curriculum differentiation and support provided to students for the purpose of the NCCD.
- manage Prace College lead teacher staff including:
 - distribute and direct lead teacher's workplans and associated tasks
 - undertake regular formal supervision
 - monitor, and where needed, address performance
 - conduct annual performance reviews
 - assist with recruitment
 - report any child safety or performance concerns to the Principal
- Coordinate or, with approval from the Principal, delegate the coordination of the Education Support Team ensuring the following are undertaken:
 - distribute and direct lead teacher's workplans and associated tasks
 - undertake regular formal supervision
 - monitor, and where needed, address performance
 - conduct annual performance reviews
 - assist with recruitment
 - report any child safety or performance concerns to the Principal

General

- Support Prace safe work practices and assist in promoting safety as a requirement of day-to-day operations.
- Ensure continued familiarity with Prace policies, procedures and Strategic Plan as relevant to position.
- Work in concert with all Prace staff to realise Prace's values, mission, vision and Prace's College's school philosophy.
- Contribute to organisation's commitment to providing child safe environment
- Maintain and develop one's own professional capability as a teacher as relates to delivery of VCE VM, VPC and VET.

The incumbent can expect to be allocated duties, not specifically mentioned in this document, but within the capacity, qualifications and experience normally expected from persons occupying positions at this classification.

REQUIRED SKILLS AND KNOWLEDGE

The skills and knowledge required of Lead Teachers at Prace College are based on the enabling standards from the Australian Professional Standards for Middle Leaders¹. These standards outline the successful demonstration of leadership practice in the duties and responsibilities described above.

1. Enabling dispositions

Lead teachers at Prace College will enact the dispositions described below to reflect on their practice, and be effective leaders who can build teams and collaborate with others to solve complex problems.

Using these dispositions, lead teachers will demonstrate ways of being that enable excellent leadership practice:

- open-mindedness - an ability to lead with an open-minded and curious disposition
- interpersonal courage - an ability to take risks to challenge school and team norms, cultures and practices that prevent improved student learning and wellbeing
- empathy - an ability to listen carefully and remain sensitive to another's perspectives and emotions by setting aside any preconceived judgements and demonstrating genuine care about the lives, learning and wellbeing of their students, colleagues and school community
- perseverance and resilience - an ability to persist until a problem is solved despite failures and setbacks. The ability to sustain their energy under pressure and adapt well to change.

2. Enabling knowledge and skills

Lead teachers at Prace College draw on, and support others to develop clusters of knowledge and skills as described below to solve problems of teaching and learning while building trust with those involved, together with building a culture of learning across the campus and, where relevant, the College more broadly, including:

- using relevant knowledge - the ability to use and source knowledge to enhance the attainment of improvement goals
- solving complex problems - the ability to lead the analysis and resolution of complex problems related directly to teaching and learning. Work through problems collaboratively, systematically, and iteratively
- building relational trust - the ability to build and sustain a culture of trust in which teaching and learning improvement is shared, well supported and competently led
- self-reflection - the ability to intentionally reflect on own biases, values and perspectives to gain greater insight about oneself as an individual and leader and to seek feedback to engage in a continuous cycle of growth and development.

SELECTION CRITERIA

1. Coordinating high-impact teaching and learning within a trauma informed context.

- a) Demonstrated knowledge, experience and capacity in leading the delivery of effective student learning in an alternative learning environment, including for students from diverse backgrounds, with learning disabilities, social emotional challenges and substance abuse.
- b) Proven ability to lead and deliver educational interventions for young people that based on trauma-informed practice, restorative justice principles.

2. Leading Improvement in Teaching and Learning

¹ <https://www.aitsl.edu.au/lead-develop/teachers-who-lead/middle-leadership-standards>

Extensive experience in leading the successful development and improvement of engaging and integrated curriculum covering VCE VM, VPC or similar curriculum, together with well-developed skills in teaching, including the ability to select and use a wide range of teaching and assessment strategies appropriate to a diverse learner population, and to assist others with the same.

3. Managing Effectively

Demonstrated ability to optimise processes, systems, and resources to effectively enhance student learning outcomes, including demonstrated experience in meeting the requirements of relevant accredited courses, VCAA & VRQA school registration and VCE compliance requirements.

Proven ability to manage staff and coordinate their work to ensure effective program delivery and a cohesive, collaborative team environment.

4. Interpersonal and communication skills

- a) Highly developed interpersonal and communication skills that demonstrate a capacity to engage with staff, students, networks and partners and to lead/support the development of a productive and engaged school community.
- b) Demonstrated ability to work collaboratively as part of a multidisciplinary team to provide educational interventions for young people, enabling them to achieve educational success.

OCCUPATIONAL HEALTH AND SAFETY (OHS) AND ENVIRONMENTAL HEALTH AND SAFETY (EHS) RESPONSIBILITIES

All staff are responsible for the following safe work procedures and instructions:

Employees must:

- Comply with the Prace OH&S Policies and Procedures
- Adopt work practices that support health and safety in the workplace
- Take reasonable care for the safety of his/her own health and safety and that of other people who may be affected by their conduct in the workplace
- Seek guidance for all new or modified work procedures
- Ensure that any hazardous conditions, near misses and injuries are reported immediately to the supervisor
- Participate in meetings, training and other environment, health and safety activities
- Not wilfully place at risk the health or safety of any person in the workplace
- Not wilfully or recklessly interfere with or misuse anything provided in the interest of environment health and safety or welfare
- Cooperate with PRACE in relation to activities taken by Prace to comply with Occupational, Health and Safety and environmental legislation.

Supervisors are responsible for:

- Developing new work procedures, as required, in conjunction with relevant persons

- Providing all staff with relevant health and safety information in an appropriate manner
- Providing adequate supervision through technical guidance and support
- Providing appropriate facilities for safe storage, handling and transport of hazardous substances
- Ensuring that all accidents and incidents are reported.

The organisation has a responsibility to:

- Provide a work environment which meets OH&S legislative requirements
- Regularly review current work sites and new sites prior to service delivery in order to determine that they meet OH&S standards.

EQUITY AND DIVERSITY

Prace is committed to equal opportunity in education, employment and welfare for staff and students.

Prace and its staff are required to operate under the Equal Opportunity and Non-discrimination legislation which includes:

- Age Discrimination Act 2004
- Australian Human Rights Commission Act 1986
- Disability Discrimination Act 1992
- Racial Discrimination Act 1975
- Sex Discrimination Act 1984

Through our commitment to diversity and equality, Prace is actively engaged in promoting and maintaining a safe and inclusive work environment where all employees are respected, valued and supported. Prace advocates for building safer communities.

CHILD SAFETY

Prace intentionally promotes and protects the interests and safety of children, and a child-safe environment for all children and young people in its care.

This will be achieved by:

- having a zero tolerance for child abuse
- working to actively listen to and empower children
- having systems to protect children from abuse, and will take all allegations and concerns very seriously and responding to them consistently in line with the organisation's policies and procedures
- being committed to promoting cultural safety for Aboriginal children, cultural safety for children from culturally and/or linguistically diverse backgrounds, and to providing a safe environment for children with a disability
- engaging only the most suitable people to work with children along with providing high quality supervision and professional development.

GOVERNANCE

Prace is governed by a Board with strong representation for all key operational areas.

Prace's strategic growth over the past 5-6 years reflects a depth of governance skills on the Board, as well as a strong ability to respond to opportunities as they arise. The Board is committed to open and transparent governance processes that embrace a culture of continuous improvement and critical self-evaluation.

All business activities are reported to the Board.