

Classroom Teacher 1.0 Ongoing (Classroom Teacher)

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Company: Schools (Government)

Location: Northeastern United States

Category: other-general

Role

The classroom teacher classification comprises two salary ranges- range 1 and range 2. The primary focus of the classroom teacher is on the planning, preparation and teaching of programs to achieve specific student outcomes. The classroom teacher engages in critical reflection and inquiry in order to improve knowledge and skills to effectively engage students and improve their learning.

As the classroom teacher gains experience his or her contribution to the school program beyond the classroom increases. All classroom teachers may be required to undertake other duties in addition to their rostered teaching duties provided the responsibility is appropriate to the salary range, qualifications, training and experience of the teacher.

Classroom teacher Range 2

Range 2 classroom teachers play a significant role in assisting the school to improve student performance and educational outcomes determined by the school strategic plan and state-wide priorities and contributing to the development and implementation of school policies and priorities.

A critical component of this work will focus on increasing the knowledge base of staff within their school about student learning and high quality instruction to assist their school to define quality teacher practice.

Range 2 classroom teachers will be expected to:

- Have the content knowledge and pedagogical practice to meet the diverse needs of all

students

- Model exemplary classroom practice and mentor/coach other teachers in the school to engage in critical reflection of their practice and to support staff to expand their capacity
- Provide expert advice about the content, processes and strategies that will shape individual and school professional learning
- Supervise and train one or more student teachers
- Assist staff to use student data to inform teaching approaches that enable targets related to improving student learning outcomes to be achieved.

Classroom teacher Range 1

The primary focus of the range 1 classroom teacher is on further developing skills and competencies to become an effective classroom practitioner with structured support and guidance from teachers at higher levels and the planning, preparation and teaching of programs to achieve specific student outcomes. These teachers teach a range of students/classes and are accountable for the effective delivery of their programs. Range 1 classroom teachers are skilled teachers who operate under general direction within clear guidelines following established work practices and documented priorities and may have responsibility for the supervision and training of one or more student teachers.

At range 1, teachers participate in the development of school policies and programs and assist in the implementation of school priorities.

The focus of a range 1 classroom teacher is on classroom management, subject content and teaching practice. New entrants to the teaching profession in their initial teaching years receive structured support, mentoring and guidance from teachers at higher levels. Under guidance, new entrants to the teaching profession will plan and teach student groups in one or more subjects and are expected to participate in induction programs and other professional learning activities that are designed to ensure the integration of curriculum, assessment and pedagogy across the school.

Teachers at range 1 are responsible for teaching their own classes and may also assist and participate in policy development, project teams and the organisation of co-curricula activities.

Responsibilities

The role of classroom teacher may include but is not limited to:

Direct teaching of groups of students and individual students;

Contributing to the development, implementation and evaluation of a curriculum area or other curriculum program within the school;

Undertaking other classroom teaching related and organisational duties as determined by the School Principal;

Participating in activities such as parent/teacher meetings; staff meetings; camps and excursions;

Undertaking other non-teaching supervisory duties.

Who May Apply

Teachers currently registered or eligible for registration with the Victorian Institute of Teaching and qualified to teach and/or have demonstrated experience in the curriculum area(s) specified for the position.

EEO AND OHS Commitment

The Department of Education and Training is committed to the principles of equal opportunity, and diversity and inclusion for all. We value diversity and inclusion in all forms – gender, religion, ethnicity, LGBTIQ+, disability and neurodiversity. Aboriginal and Torres Strait Islander candidates are strongly encouraged to apply for roles within the Department. The Department recognises that the provision of family friendly, supportive, safe and harassment free workplaces is essential to high performance and promotes flexible work, diversity and safety across all schools and Department workplaces.

Child Safe Standards

Victorian government schools are child safe environments. Our schools actively promote the safety and wellbeing of all students, and all school staff are committed to protecting students from abuse or harm in the school environment, in accordance with their legal obligations including child safe standards. All schools have a Child Safety Code of Conduct consistent with the Department's exemplar available at

DE Values

The Department's employees commit to upholding DET's Values: Responsiveness, Integrity, Impartiality, Accountability, Respect, Leadership and Human Rights. DET's Values complement each school's own values and underpin the behaviours the community expects of Victorian public sector employees, including those who work in Victorian Government Schools. Information on the DET values is available at

Other Information

Please ensure that your application includes:

a resume including relevant experience as well as personal details (name, address and contact numbers, business and home)

a section addressing the selection criteria and the requirements for application under the Who May Apply section

names and contact numbers (telephone and email if possible) of two referees

Please note that the selection panel may seek additional referees beyond those you name. Consistent with policy, we shall advise you if we will take this action.

Conditions of Employment

All staff employed by the Department and schools have access to a broad range of employment conditions and working arrangements.

Appointment of successful applicants will be made subject to a satisfactory pre-employment conditions check.

A probationary period may apply during the first year of employment and induction and support programs provided.

Detailed information on all terms and conditions of employment is available on the Department's Human Resources website at

VIT LANTITE

To be eligible for employment, transfer or promotion in the principal or teacher class a person must have provisional or full registration from the Victorian Institute of Teaching. In addition, from 3 August 2020, to be eligible for employment in the principal class or teacher class, a person who graduated from a Victorian Initial Teacher Education program after 1 July 2016, must demonstrate that they have passed the literacy and numeracy test for initial teacher education (LANTITE) requirements. This condition is satisfied where the LANTITE requirement is part of the Victorian Initial Teacher Education program completed by the person.

For positions in special settings, a person is not eligible for employment unless they meet the on commencement in the position.

Location Profile

Belvoir Special School is a multi-mode specialist school in Wodonga which provides a high quality educational program for students with mild, moderate and profound intellectual disabilities. Around 45% of our students have a co-morbid diagnosis of Autism as well as an intellectual disability. Many students also have a level of Physical disability. Students range in age from five to eighteen years of age.

In 2014 the school moved to a brand new purpose built facility which has been constructed for a peak enrolment of around 220 students. Current student population is 200.

To attend the school students must meet the state-wide eligibility criteria and are enrolled at Belvoir Special School after consultation with parents, previous schools or kindergartens and appropriate paramedic personnel if needed, in accordance with the school's documented enrolment policy.

Our school's philosophy is reflected in its programs and based on the belief that children learn best in a co-operative environment that is happy, challenging, supportive and non-threatening. Belvoir is a School Wide Positive Behaviour Support School and has developed a school culture that is reflected by the ideals of SW-PBS.

As a school we encourage active involvement and participation of students, staff, parents, caregivers, volunteers and the wider community.

Belvoir is committed to develop lifelong learners who are encouraged to pursue their individual strengths and talents. Our aim is to enable all students who graduate from Belvoir to live an 'enviable life' which allows them to achieve all their dreams. To do this we require committed teachers who see the special characteristics of all of our students and will strive to ensure each individual feels safe, is confident and valued as a person.

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