

## Classroom Teacher - Primary School Special Education (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 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. It is our policy to provide reasonable adjustments for persons with a disability (see ).

Aboriginal and/or Torres Strait Islander applicants can contact Brett West, Yamatji man, in the Koorie Outcomes Division to talk about the recruitment process, the Department and supports for Aboriginal and/or Torres Strait Islander people in the Department. Mobile: 0477 726 801 or email on:

### **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**

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.

### **Location Profile**

Wodonga Middle Years College is a supportive teaching and learning environment where student needs and backgrounds are reflected in the learning and design of the school. The clear strategic intention is to maximize opportunities for all students by developing their talents and challenging them to have high aspirations so they achieve their potential and become logical, self aware, collaborative and inquisitive. Importantly, Wodonga Middle Years College seeks to develop skills and competencies so students are well prepared for future study in the next stage of their education.

Wodonga Middle Years College caters for 1,000 students in Years 7 to 9 on three campuses.

The development of one Middle Years College with two campuses provides the flexibility associated with larger schools while still maintaining opportunities for the development of strong relationships and knowledge of student needs that is enhanced in smaller schools.

The College also provides unique opportunities for teachers to develop extensive teaching expertise in this important stage of schooling - the middle years.

The College has created opportunities for teachers who wish to accept the exciting challenge of teaching in a uniquely authentic middle school program. The College has high expectations of its students and the staff understand the importance of engaging their learners.

Our Mission - To be a student focused learning community from which our graduates will:

Be confident, capable and self-motivated.

Be comfortable living in a world of diverse people, cultures, and beliefs.

Be able to establish and maintain effective relationships.

Be tolerant and act with empathy.

Be respectful of self and others.

Make meaningful contributions to society – the local and global community.

Demonstrates intellectual tenacity and persistence in problem solving

Be skilled analytic, critical, aesthetic and creative thinkers as the situation demands.

Respond positively and appropriately to change and challenges.

Set high expectations for themselves and act to meet those expectations.

Flourish in a digital world and be a skilled user of evolving technologies.

Be aware of post school options and successfully access them.

In the Middle Years College:

Teachers specialise in meeting needs and improving outcomes for middle years students.

Teachers generally work in a house across year levels.

There are improved leadership options for Year 9 students.

The Middle Years campuses have the scope to develop a variety of programs emphasising:

Victorian Curriculum

AVID (Advancement Via Individual Determination)

Literacy Intervention

AAP (Academic Advancement Program)

Sporting Excellence

Civics and Citizenship

There is a concentrated focus on transition with stronger links and co-operation with neighbourhood feeder primary schools and the Wodonga Senior Secondary College.

Common report writing, timetabling, roll marking and student management software is used at each campus.

There are expanded curriculum offerings for middle years including:

Strong academic studies in all areas of the Victorian Curriculum including classroom and instrumental music.

The two campuses offer languages - Indonesian, Japanese

Middle Years programs are not restricted by timetable constraints of senior campus requirements.

Authentic purpose - student outcomes will include the completion or production of tasks relevant to the young people demonstrated through presentations, performance, creation and event management.

Celebrate and share the opportunities that exist with the work of the Flying Fruit Fly Circus School.

There are strong partnerships with the wider community including tertiary institutions, community agencies, and businesses.

Wodonga Middle Years College has three campuses: Felltimber, Huon and the Flying Fruit Fly Circus School

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