Position Description

Position Title	VPC and VCE (VM) Literacy & Numeracy Teacher
Reports to	Principal
Award Classification	Education Services (Teachers) Award 2020

About our School

Julia Gillard Community College (JGCC) is an Independent School (Special Assistance Senior Secondary School) which was founded in 2024. We deliver flexible education and learning options, including the Victorian Pathway Certificate (VPC) and VCE Vocational Major (VCE VM), for students aged 15-19 years who have encountered challenges and barriers to learning.

We provide a safe and inclusive learning environment for young people who may have disengaged, or are at risk of disengaging, from mainstream education including those from refugee and migrant communities. Our vision is to improve lives and strengthen the capacity of young people to reach their full potential for success in life.

Our Values

All employees are expected to commit to Child Safe Standards and demonstrate the JGCC values:

- **Respect:** Being aware of and valuing other beliefs, cultures and opinions
- **Integrity:** Being honest, ethical and accountable
- **Commitment:** Consistently achieving our goals, values and purpose
- **Inclusion:** Working together, connecting communities, celebrating diversity
- **Responsiveness:** Consistently responding and adapting to meet community needs

Charter of Commitment to Child Safety

Julia Gillard Community College (JGCC) is committed to the safety and wellbeing of children, young people, people with a disability and other vulnerable people. We have no tolerance of abuse and neglect and are committed to actively contributing to a safe organisation in which children, young people, people with a disability and vulnerable people are protected from violence, abuse and neglect.

Position Objectives

This position is responsible for creating and delivering learning curriculum in accordance with the quality teaching and assessing of the Victorian Pathways Certificate (VPC) and Victorian Certificate of Education Vocational Major (VCE VM), while supporting students to engage in learning.

The Classroom Teacher works as part of a multidisciplinary team to develop and maintain a classroom learning environment which places a high emphasis on student learning and wellbeing. The Teacher collaborates with peers and the leading specialist teacher as part of a team that meets regularly to review the performance of the program and supports and models a learning environment which is safe, respectful and productive.

Key responsibilities

- Plan, deliver and assess learning including excursions and other activities against the approved curriculum: VPC or VCE VM including Literacy, Numeracy, PDS, WRS and elective options as directed
- Identify and monitor student needs and use this data to inform teaching approaches to enable differentiated, individualised teaching and learning to improve student educational outcomes
- Ensure all student wellbeing and educational notes, reports, Victorian Curriculum and Assessment Authority (VCAA) and obligations and the Nationally Consistent Collection of Data on School Students with Disability (NCCD) records are entered and maintained
- Liaise with wellbeing staff and education support staff regarding student wellbeing and educational needs to ensure successful participation and transitions/pathways post-secondary
- Report learning progress informally and formally to parents/carers and the leadership team
- Participate in regular supervision, whole school meetings, performance review processes and professional learning as required
- Deliver services within the framework of school policies and procedures, legislative requirements, and relevant service standards
- Comply with the legal obligations for registered teachers pertaining to child safety, risk and inclusion
- Supervise students and perform additional duties as per allocated rosters/ timetables and as directed by the principal

Selection Criteria

1. Demonstrated experience teaching literacy senior secondary education programs (VETIS/ VCAL, VCE VM, VPC)
2. Demonstrated understanding of applied learning principles and other relevant pedagogical practices
3. Demonstrated understanding of a range of interventions that promote engagement, build rapport and develop positive behaviours
4. Proven successful experience teaching diverse learner groups, including disengaged young people, LGBTIQA+ youth and those from Culturally and Linguistically Diverse backgrounds
5. Demonstrated skill in promoting active learning and implementing supportive classroom strategies and adjustments to learning needs
6. Proven ability to work collaboratively as part of a multidisciplinary team to provide education interventions for young people to enable them to develop learning for wellbeing and achieve educational success
7. Demonstrated proficiency in classroom management, particularly with trauma-informed practice and students facing multiple educational barriers
8. Demonstrated ICT skills, including proficiency in Compass and the Microsoft suite of programs
9. Demonstrated understanding of relevant legislation including Child Safe Standards and Ministerial Order 1359

Essential Requirements

- Bachelor of Education or equivalent in a related discipline.
- Current Victorian Institute of Teaching registration.
- Satisfactory completion of safety screening including a National Police check, International Police check (if required) and the right to work in Australia.

Desirable

- Current Training and Assessment (TAE) qualifications for teaching of VETDSS programs.
- EAL Qualifications and/or experience in successfully teaching students for whom English is an additional language.