Position Description

Job Title	Teacher Galilee School
Level	GT1-4
Team	Galilee School (Teaching & Learning)
Job Type	Permanent – Full time
Reporting Relationship	Head of Teaching & Learning
Location	Holder and Kambah Campus

About Us

Communities at Work is a leading not-for-profit organisation in the ACT region, delivering children's services, community services, Galilee School and our RTO – Centre for Professional Learning and Education. Since 1977, we have been building resilient, sustainable and socially inclusive communities through high-quality education, care and support.

People are at the heart of everything we do. Our programs support positive educational outcomes, offer help when it's needed most and improve quality of life for everyone in our community.

Our people-centred approach and strong community values make Communities at Work a rewarding and meaningful place to work.

Values

Our Values comprise of:

- **Compassion –** We treat others with respect, dignity, kindness and empathy
- **Quality** – We deliver high-quality programs and services that meet stakeholder expectations, pursuing excellence in every aspect of our operations
- **Collaboration** – We work together and with partners to meet community needs
- **Learning** – We are committed to lifelong learning opportunities for our community and workforce
- **Safety** – We believe that every person deserves to work, learn and interact in an environment free from harm, where their physical, psychological and cultural safety is protected.

Position Statement

As a member of the Teaching and Learning Team you will be working closely to develop and implement lessons and programs in line with the Australian Curriculum of ACT Board of Senior Secondary Studies curriculum and our Teaching and Learning Framework, and our Student Support Framework. You will work, under the guidance and support of our Head of Teaching and Learning. We are committed to staff continuing professional learning and development to build and support quality teaching.

We believe in the capacity of our young people to find success, even if this has proven illusive to them in other contexts. In partnership with the rest of our school staff and community our teachers support our students in their day-to-day studies and activities at Galilee School as they pursue their personal goals and their individualised objectives for-Learning.

Our staff are passionate about supporting young people to succeed in education where they haven't experienced it in the past. Teachers enjoy the opportunity to connect with students in smaller classes and with support in the classroom as well as from the Student Support Team. Galilee School is a supportive, collaborative environment and develop meaningful connections with students.

Duties and Responsibilities

Position Specific

- Act as a representative for the organisation at all times by adhering to the vision, mission, and philosophy of the organisation.
- Plan, prepare and deliver quality and effective teaching and learning programs which are consistent with the Australian Professional Standards for Teachers and relevant syllabi, curriculum, policies, work programs and educational trends.
- Maintain teaching competency and currency of knowledge of relevant curriculum programs required by the school or other relevant statutory authorities.
- Assist in the preparation of Individual Learning Plans [ILPS] for students in collaboration with the Head of Teaching and Learning
- Participate in both school staffing meetings, school curriculum meetings, professional focus days and Communities at Work organisational meetings as required. Responsibilities and patterns of work extend beyond hours of face-to-face teaching, release time, rostered supervision, student support, classroom support, and professional learning. Staff have an obligation to attend to their professional responsibilities as a teacher.
- Assess students [diagnostic, formative and summative] for development, feedback and reporting purposes
- Provide for the social, cultural and emotional wellbeing and the physical safety of student's whist at school and enhance their overall development towards effective citizenship and responsible adulthood through participation in timetabled, non-timetabled and planned extra curricula activities
- Maintain student records and samples of work and report on student performance to student's parents/carers, and other relevant stakeholders
- Complete the writing of incident and accident reports as required in a timely manner
- Participate as appropriate in school decision making processes and professional development to enrich the educational experiences of students.
- Assist in the transportation of students in support of their attendance at school as well as in support of the school's academic and social and emotional program.
- Participate in both school staffing meetings, school curriculum meetings, professional focus days and Communities at Work organisational meetings as required.
- Attend ACT Board of Senior Secondary moderation days and engage in the assessment, moderation, and certification process (if and as required).
- Other duties as directed.

Workplace Compliance

- Promotes and supports the Communities at Work Purpose & Mission
- Acts professionally and represents Communities at Work at all times
- Maintains a commitment to quality outcomes and ensures policies and procedures are upheld
- Complies with WHS guidelines, due diligence, and duty of care responsibilities (Executive roles only)
- Maintains appropriate professional codes of ethics and work standards
- Complies with Cyber Security and Privacy policies

- Demonstrates a sound working knowledge of relevant legislation and regulations
- To ensure all employees have the WHS knowledge, skills and competencies required to perform their roles safely
- Contributes expertise to achieve outcomes
- Participates and cooperates with internal and external audit requirements
- Anticipates and responds to changes in client needs, manages expectations, and provides courteous, professional service
- Complies with Mandatory Reporting and Reportable Conduct requirements.

Team Work

- Builds and sustains positive relationships with team members, clients, and key stakeholders
- Works collaboratively and is an effective team member, fostering teamwork and rewarding cooperative behaviour
- Provides support and mentoring to new staff, and ongoing training and coaching for existing team members
- Brings people together, encourages input, and motivates engagement in continuous learning
- Understands and responds to different communication styles, treating people with respect and courtesy
- Identifies learning opportunities and delivers or receives constructive feedback as required.

Selection Criteria

Essential

- Relevant qualification in Teaching/Education
- Current or eligible to achieve registration with the ACT Teacher Quality Institute [TQI]
- Substantial demonstrated experience of strategic development of Learning, Teaching and Educational program(s)
- Confidence and experience in the design, development and implementation of units of work based on the Australian Curriculum and differentiation across a variety of learning abilities
- Knowledge of the broader academic field including the Australian Curriculum
- Ability to develop, implement and monitor case and support plans for the assessment of educational, emotional and support needs of students at the school
- Ability to communicate with diverse audiences which include staff, parents and the wider community
- High level interpersonal skills and cooperative work practices and the ability to contribute to a positive and cohesive team
- Willingness to adhere to, and work within, the strategic vision, direction, and philosophy of Communities at Work Galilee School
- Maintain current 'Working with Vulnerable People' registration
- Mental Health First Aid Training (or able to obtain)

Desirable

- Personal experience of educational management and collaborative practices in a similar school environment and a sound knowledge of learning and pedagogy for a similar student cohort
- Demonstrated understanding of the Positive Behaviour Support Framework, Restorative Practices and/or other related best practice models
- Knowledge of ACT BSSS curriculum and processes

- Current driver's licence
- Current First Aid certificate

I have read and understood the position statement, duties & responsibilities and expectations set forth in the position description provided for the position.			
Acknowledgment by the incumbent:			
Signature:		Date	