

Job Description

Department:	Horsham College	Location:	Horsham College (Multiple Location Campus)
Classification:	Classroom Teacher		
Position Description:	English Classroom Teacher (TFI 0060)		
Subject/Duties:	English	Level:	Secondary Years 7-12
Begin Date:	29/01/2024	End Date:	
Regular/Temporary:	Ongoing		
Hours:	38.00		
Reference #:	1384895		
Contact Name:	Meg Woolford		
Phone:	03 53817100		
School Website:	https://www.horsham-college.vic.edu.au/		
Apply By:	03/12/2023		

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Location Profile

Horsham College services a student population of over 1000 students in Years 7 to 12. Horsham College is the only government secondary school provider in the City of Horsham and surrounding areas. Horsham College is centrally located in the Wimmera and nestled next to the Grampians National Park and the famous Mount Ara piles.

Our students come from a number of local and smaller rural primary schools in the district and from diverse backgrounds. Students participate in a range of community activities and are encouraged to establish community connections. Horsham College is proud of a strong academic achievement born of high expectations and a focus on learning, which is central tenet of the school's values of care, commitment, collaboration and character.

The school has a long history of successful achievement in all areas of learning and in a range of extracurricular activities including sport, music, debating, public speaking and drama. A strength of the College is the breadth and depth of the teaching and learning programs delivered. These are based on the pursuit of personal excellence underpinned by a commitment to provide as many opportunities and pathways as possible that cater to the full range of our students needs and aspirations.

For more detailed background information, please refer to the various other pages on our website and or contact the College to arrange a tour.

Selection Criteria

- SC1** Demonstrated knowledge of the relevant curriculum, including the ability to incorporate the teaching of literacy and numeracy skills. Demonstrated experience in responding to student learning needs.
- SC2** Demonstrated experience in planning for and implementing high impact teaching strategies, guided by how students learn, and evaluating the impact of learning and teaching programs on student learning growth.
- SC3** Demonstrated experience in monitoring and assessing student learning. Demonstrated experience in using data to inform teaching practice and providing feedback on student learning growth and achievement to students and parents.
- SC4** Demonstrated interpersonal and communication skills. Demonstrated experience in establishing and maintaining collaborative relationships with students, parents, colleagues and the broader school community to support student learning, agency, wellbeing and engagement.
- SC5** Demonstrated behaviours and attitudes consistent with Department values. Demonstrated experience in reflecting upon practice and engaging in professional learning to continually improve the quality of teaching.

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

Applicants seeking part-time employment are encouraged to apply for any teaching service position and, if they are the successful candidate, request a reduced time fraction. Such requests will be negotiated on a case-by-case basis and will be subject to the operational requirements of the school.

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, LGBTQ+, 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 Workplace adjustment guidelines).

Additional support and advice on the recruitment process is available to Aboriginal and/or Torres Strait Islanders from the Koorie Outcomes Division (KOD) via marrung@education.vic.gov.au

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:

<https://www2.education.vic.gov.au/pal/child-safe-standards/policy>

DE Values

The department's employees commit to upholding the department's Values: Responsiveness, Integrity, Impartiality, Accountability, Respect, Leadership and Human Rights. The department'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 department values is available at:

<https://www2.education.vic.gov.au/pal/values-department-vps-school-employees/overview>

Other Information

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 <http://www.education.vic.gov.au/hrweb/Pages/default.aspx>

Program Benefits

This position has been advertised as part of the Targeted Financial Incentives (TFI) program and includes incentive payments. **Payments are only applicable and payable if the successful candidate meets the applicable eligibility criteria as noted below.**

Payments and support on offer, subject to eligibility criteria:

1. A commencement incentive payment (*pro-rata for positions less than full-time*) to the amount of:
 1. **\$25,000** (before-tax) if the position is for a school located within 'Inner Regional Australia (Vic.)', per *Australian Bureau of Statistics, ASGS Edition 3 Remoteness Areas*, or
 2. **\$50,000** (before-tax) if the position is for a school located within 'Outer Regional Australia (Vic.)' or 'Remote Australia (Vic.)', per *Australian Bureau of Statistics, ASGS Edition 3 Remoteness Areas*.
2. **\$10,000** (before-tax) annual retention payments (*pro-rata based on 1.0 FTE*), at the conclusion of the second, third and fourth years of employment, for a total of up to \$30,000 (before-tax). Each retention payment is subject to successful completion of employment milestones.

Eligibility for Targeted Financial Incentive (TFI) program payments:

1. The successful candidate must be a new employee to this school.
2. The successful candidate is committing to a minimum of 2 years of employment at this school.
3. The successful candidate must not have previously received \$50,000 (before-tax), or more, in commencement TFI payments within the last 5 years:
 - Where the successful candidate has previously received commencement TFI payments totalling less than \$50,000 (before-tax), an amount of up to \$50,000 (before-tax), minus the total amount of commencement TFI payments previously received, may be offered provided other criteria is met.
4. The successful candidate meets the requirements for relocation (e.g. ordinarily resides at least 1 hour from this school at the time of application), as outlined within 'Travel and Personal Expenses - Teaching Service'.
5. The successful candidate does not at present ordinarily reside within 'Outer Regional Australia (Vic.)' or 'Remote Australia (Vic.)', per *Australian Bureau of Statistics, ASGS Edition 3 Remoteness Areas*.
6. **Only applicable for positions attracting a \$25,000 (before-tax) commencement incentive payment:** The successful candidate will also not at present ordinarily reside within 'Inner Regional Australia (Vic.)', per *Australian Bureau of Statistics, ASGS Edition 3 Remoteness Areas*.

For more information on *Australian Bureau of Statistics, ASGS Edition 3 Remoteness Areas area classifications*, or to review a particular school or residential address, refer to ABS Maps, via Australian Bureau of Statistics (select filter '2021 Remoteness Area').

Further information regarding the Targeted Financial Incentives (TFI) program is available on the department's website at <https://www.vic.gov.au/targeted-initiative-attract-more-teachers>

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.