ABN 12 141 611 234
371 Church Street Richmond VIC 3121
www.mits.vic.edu.au

Position Description: Teacher

Position title	Early Career Teacher	Special Conditions	After Hours work may be required
Team	School	Location	Richmond
Employment status	Full Time	Hours of	School hours
Reporting to	Head of School	Direct reports	None
Salary and Conditions	MITS Teachers Pay Scale plus compulsory superannuation and Public Benevolent Institution - Smart Salary Packaging	Leave	National Employment Standards and MITS School Term Breaks

1 Role Purpose

The Melbourne Indigenous Transition School (MITS) is a residential transition school for Aboriginal and Torres Strait Islander students from remote and regional communities. Each year, 24 boys and girls around Year 7 age join MITS for a two-year education program covering Year 7 and Year 8. At the end of Year 8, students transition into scholarship positions at Melbourne schools. MITS believes that wellbeing is central to its students' continuing success and tailors its programs to reflect this philosophy.

The core purpose of the Teacher role is to deliver the Victorian Curriculum for Year 7 and Year 8, with an emphasis on students' educational growth, including (but not limited to) literacy, numeracy and science skills. Teachers will validate Aboriginal and Torres Strait Islander history, support cultural celebration, and help students adapt and flourish in a Melbourne environment.

Teachers report to the Head of School and work closely with other School staff.

MITS's educational approach is to tailor teaching programs and methodologies to the needs and interests of its students, creating curriculum that engages, excites and challenges every student.

Building relationships of trust, understanding and clear communication with families, guardians and Aboriginal and Torres Strait Islander communities is core to this role. So is fostering strong, respectful relationships within a sound culture based on the school values of respect, courage, culture and care.

2 Key Responsibilities

2.1 Learning & Teaching Programs

Teachers will:

- (**learning program**) contribute to the development and documentation of a Learning Program to meet the specification of the Year Seven and Year Eight Victorian Curriculum and tailored to the specific needs of MITS students. This will be led by the Head of School.

- (**teaching scope**) as part of the School Team, deliver the Learning Program across the whole curriculum including English, Mathematics, Science, Humanities, Technologies, Health and Physical Education, Wellbeing, and the Arts and in doing so act in accordance with AITSIL Standards of Professional Practice for Teachers.
- (**personalised learning**) led by the Head of School, work with students to regularly update their personalised Learning Plans and ensure differing ability levels and needs are effectively accommodated within the classroom.
- (**lead role**) where qualified to do so, adopt a Lead Role in relation to key learning areas with emphasis on those areas which are critical to MITS students. In the Lead Role, they will:
    - promote innovative and consistent approaches and teaching strategy within the specific learning area and continuously develop them self and others professionally;
    - ensure that appropriate resources are available for effective learning and teaching of the learning area;
    - develop and conduct ongoing assessments related to the learning area to analyse and interpret formal and informal data for both individual students and the classroom as a whole;
    - meet regularly with the Head of School to discuss the progress of each student's learning progress in relation to the learning area;
    - assist other Teachers and teaching support staff to interpret and use the assessment; and
    - critically evaluate current practices in the learning area to measure effectiveness.
- (**student assessment**) implement a diverse range of formative and summative assessments of students' learning, record assessment outcomes and report these to Families/Guardians and Pathway Schools. This will be overseen by the Head of School.
- (**co-curricular program**) contribute to the development and evaluation of Co-curricular Programs within parameters specified by the Head of School. In this regard Teachers will develop and manage relationships with Melbourne organisations to identify programs and experiences that support and add value to the MITS curriculum.
- (**homework**) contribute to the MITS homework strategy by preparing and monitoring individual students' homework. Teachers will set targeted homework tasks for designated homework nights. Such tasks will be set at a level which is constructive and challenging for each student as an individual and will be monitored by the Head of School.

2.2 Student Wellbeing

Teachers will:

- (**after-school and weekend**) endeavour to participate in after-school and weekend activities that support students to integrate into MITS and the Melbourne environment. This may include social activities and dinners at boarding houses, attendance at weekend sporting events, overnight camps, and activities that promote students' connection to their culture and identity.
- (**student supervision**) provide adequate supervision of students in the MITS school grounds, when traveling between Poorneet Boarding House and the School, during excursions and when rostered by

the Poorneet Boarding House Manager to chaperone students traveling between MITS and their home community.

- (**behaviour management**) manage student behaviour in accordance with the Student Behaviour Management Policy and ensure that behaviour records are maintained in Sentral. This may include Staying Strong Plans and restorative practices. Teaching staff will also provide feedback to the Head of School to provide information to families about both positive and negative behaviours, to provide information relating school suspensions and contribute to the continuing development of the Student Behaviour Management Policy to respond to emerging requirements.
- (**wellbeing support**) develop and support students to address challenges relating to their wellbeing, their learning or relationship concerns, and their ongoing transition to MITS and on to their Pathway Schools and ensure that all wellbeing records are maintained in Sentral.

2.3 Student Medication & Health

Teachers will:

- when required, assist with student health management, and administer medication and first aid;
- ensure that all Medical and Health records are maintained in Sentral;
- when required, ensure First Aid equipment and supplies are maintained;
- inform the Head of Wellbeing of actions taken and concerns regarding student medication and health; and
- inform the Wellbeing Team of concerns regarding student wellbeing.

2.4 Student Selection and Enrolment

Teachers will, when required, assist with new student selection and as such will act in accordance with the Student Selection Policy and Procedure. This may include administering and recording student assessments, conducting, and documenting student interviews, attending Student Selection Panel meetings, and maintaining extensive records on prospective students.

2.5 Student Transition

Teachers will:

- (**student handover files**) collect and collate a range of data and reports to contribute to each student's Student Handover File in preparation for students to transition to their Pathway School.
- (**transition support**) support students during their transition from MITS to their Pathway Schools. This may include managing their expectations, addressing any anxiety or questions and accompanying students on Pathway School visits.
- (**student transition planning**) when required, assist with student transition planning and as such act in accordance with the Student Transition Policy and Procedure. This may include administering and recording student assessments, conducting, and documenting student interviews, attending Pathways Team meetings or Student Placement Meetings, and maintaining records on students.

2.6 Relationships, Communications & Community Engagement

Teachers will:

- (**parent and community relationships**) develop and maintain sound, positive, and caring relationships with MITS students, their families, and communities. This may include visiting families in their communities to provide feedback on student progress, behaviour, and wellbeing and to develop an understanding of the student's background and culture. Teachers will foster strong communication and responding promptly and with courtesy to their enquiries, requests, and instructions.
- (**shared information**) share information with colleagues, MITS staff and stakeholders in a timely, appropriate, clear, and professional manner. Records and documents will be maintained in a manner which is accessible to others and current in Sentral, or the shared drive.
- (**school events**) when required, take a Project Lead Role in managing events such as School Camps, Assembly, Celebration Night, in accordance with all MITS policies and procedures.
- (**fundraising, supporter, and donor engagement**) fully support MITS Development and Donor engagement strategies, including attending fundraising and supporter events and contributing to MITS's ongoing efforts to bring together Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander Australians in positive, supportive, and respectful environments, contributing to reconciliation in Australia.
- (**newsletter and communications**) contribute to the MITS Family Newsletter by assisting students to prepare articles, including photos and text about events at the school.
- (**correspondence**) correspond with families, staff and other stakeholders via email and telephone in a timely, consistent, courteous, and sensitive manner.

2.7 Operations and Administration

Teachers will:

- maintain a current understanding of all MITS policies and procedures, including emergency policies, and be ready to implement if necessary;
- liaise promptly with the Office Manager to address issues with software, hardware, network, or systems;
- prepare term, unit and weekly planners and record and maintain these planners in a timely manner; and
- maintain a high-level understanding of Sentral and ensure that student records are maintained as up-to-date, confidential, comprehensive, and accessible to all relevant staff.

2.8 Staff and HR

Teachers will, when required, supervise staff and/or volunteers in the execution of their day-to-day duties while promoting a team environment both within the school and the organisation.

2.9 Reporting

Teachers will provide reporting on issues relating to student progress and academic achievement, including timely, relevant, and up to date written reports and information to inform the Leadership Team and Board.

2.10 Meetings

Teachers will attend weekly meetings to contribute ideas, share knowledge and communicate effectively on all issues of common interest or concern. This may include regular School Meetings, MITS All Staff Meetings and specific project meetings, such as those relating to student transition or student selection.

3 Critical Stakeholder Relationships

Teachers will liaise with many stakeholders as part of their employment with MITS. Critical stakeholder relationships involving daily interaction include:

- MITS's current students;
- students' families and home communities;
- KGI and Richmond Football Club staff, their visitors and supporters;
- MITS Pathway Schools
- suppliers of co-curricular activities; and
- volunteers.

4 Key Selection Criteria

Qualifications and/or Experience Relevant to this Role

4.1 Qualifications

- Bachelor of Education, Master of Teaching or equivalent. Candidates will be required to provide evidence of qualifications at interview stage.
- Registration with the Victorian Institute of Teaching (VIT). For applicants currently registered in other states see www.vit.vic.edu.au for conditions of registration.

4.2 Essential Experience

The Teachers will be passionate educators, with extensive experience in delivery across the whole Year 7 and 8 curriculums, with a particular focus on students' development in numeracy and literacy. They will have:

- successful teaching experience with commitment to continuous improvement and innovation in teaching, learning and classroom practice with an understanding and appreciation of diverse needs in the contemporary classroom, and a strong emphasis on cultural strength and wellbeing;
- experience planning and delivering lessons as part of a collaborative learning approach or team-teaching method;

- experience of two-way learning in working with students from diverse backgrounds, with respect for their cultures and demonstrated desire for reconciliation. This may include:
    - experience teaching Aboriginal and Torres Strait Islander students and communicating with families from remote or regional settings;
    - a genuine interest and passion for Aboriginal and Torres Strait Islander Education, Aboriginal and Torres Strait Islander students and young people;
    - awareness of cultural and social difference relating to diversity in Australia;
- current knowledge of educational best practice for Year 7 and Year 8 students;
- experience teaching in a variety of contexts with an understanding and appreciation of individual student learning strengths and needs;
- demonstrated ability to show consistency and fairness to students, with an understanding and appreciation of the needs and interests of Aboriginal and Torres Strait Islander students living away from home; and
- experience engaging effectively with adolescents, families, school management and volunteers.

4.3 Essential Skills and Attributes

Teachers will have:

- (**administration**) effective administration skills with knowledge of software and the capacity to maintain accurate, transparent, and comprehensive records;
- (**co-curricular program**) commitment to actively participate in the co-curricular program of the school;
- (**communication and interpersonal skills**) strong oral and written communication skills with the capacity for developing high expectation relationships;
- (**positive attitude**) a professional, positive attitude and demeanour towards colleagues, students, families/guardians, and the wider school community;
- (**learning and teaching plans**) capacity to develop learning and teaching plans which identify needs of individual students and how to address them;
- (**strategic**) demonstrated capacity to view situations from multiple perspectives, and to develop and implement solutions that effectively address core objectives within a not-for-profit environment; and
- (**teamwork**) the ability to work as part of a small team and collaborate with colleagues to plan and deliver a program based on high expectations.

4.4 Personal Attributes

Teachers will:

- identify as a person of Aboriginal and Torres Strait Islander heritage or have strong relationships, background, knowledge and understanding of Aboriginal and Torres Strait Islander people and cultures;

- have respect and passion for the importance of education with a knowledge of schools in Aboriginal and Torres Strait Islander communities and the challenges relating to transition to Pathway Schools; and
- have a commitment to social justice, social inclusion, and reconciliation to improve outcomes for Aboriginal and Torres Strait Islander people and communities.

4.5 Desirable Skills and Attributes

- Ability to travel to and within the Northern Territory and Victoria as required.
- Experience living and working outside a major city or in a remote community.
- Demonstrated experience in an environment which includes both male and female residential students.
- Current Victorian driver's licence or bus driver's licence.

5 Important Information

5.1 MITS Values

Staff and Volunteers of MITS are required to demonstrate a commitment to supporting students at Year 7 and Year 8 level to enable their successful and confident transition from home community to Melbourne schools. The fostering of a safe and inclusive community based on the school values of respect, courage, culture, and care is the responsibility of all staff.

MITS staff acknowledge and value the contribution of colleagues within the school, listen to and consulting with others, communicating proactively to ensure that collaborative practices are maintained.

5.2 Child Safety

MITS assures the right of every student and staff member to a safe environment. MITS is committed to child safety and adheres to the Child Safe Standards through its Child Safe Policy. Each MITS staff member and volunteer is required to sign and act in accordance with MITS's Child Safety Code of Conduct.

Teachers must ensure that they act in accordance with MITS's Child Safe Policy and Child Safety Code of Conduct. Whilst Teachers do not have any specific duties or responsibilities in relation to child safety, other than those listed in this document, they must be mindful that matters of child safety may arise through their work with MITS students.

Teachers do not require any particular qualification, experience or attributes in relation to child safety.

5.3 Reference Checks and Criminal Record Check

Appointment to MITS is subject to reference checks and a Criminal Record Check.

5.4 Work Health & Safety Requirements

All staff must:

- contribute to safe work practices and a healthy school environment for all staff, students, and visitors;
- take reasonable care for their own health and safety while taking reasonable care that their actions or omissions do not adversely affect the health and safety of other persons; and

- comply with all risk management requirements, promoting an environment and culture consistent with principles of safety and effective risk management.

5.5 Specific Requirements and Training

Staff members must acquire and maintain:

- a current Working with Children Check or VIT registration to work in Victorian Education;
- a current First Aid and CPR Certificate;
- other training as required from time to time by MITS to meet the academic, wellbeing, administrative and other needs of the position.