Position Description

Classroom Teacher – (Full-Time)

Berengarra takes a zero-tolerance approach to child abuse and is fully committed to ensuring that its strategies, policies, procedures and practices meet all Child Safety Standards as specified in Ministerial Order No. 1359 (2022).

About Berengarra School

Berengarra School is an independent, not-for-profit, co-educational secondary school for students who have had significant difficulties in mainstream education settings. All students who attend Berengarra School have social and/or emotional disability, which have contributed to their difficulties remaining engaged in education. Berengarra School creates a safe, inclusive, and empowering learning environment for young people offering innovative programs to engage young people and meet their individual needs in a stimulating, non-judgmental learning environment delivered by specialist staff.

Berengarra School's values of Hope, Belonging, Nurturing and Success are at the core of everything we do. The school provides a skills-based curriculum, and our school processes are designed to realise positive learning outcomes for all students. This work is underpinned by a strong focus on positive relationships, student and staff wellbeing and inclusion.

Berengarra School consists of the Box Hill Campus with 50 Year 7-10 students studying the Victorian Curriculum and the Chadstone Campus with 30 Year 11-12 students where the Victorian Pathways certificate (VPC) and VCE Vocational Major (VM) is delivered.

The Role

The Classroom Teacher works as part of a multidisciplinary team to provide high-quality, trauma-informed, and inclusive education to students with diagnosed social and emotional disabilities. The teacher plays a critical role in fostering a safe, structured, and supportive learning environment that promotes both academic achievement and social-emotional support and development.

Child Safety

Berengarra School is committed to the safety and wellbeing of all children and young people. This will be the primary focus of our care and decision-making. Berengarra School has zero tolerance for child abuse. We are committed to providing a child safe environment where children and young people are safe and feel safe, and their voices are heard about decisions that affect their lives. Particular attention will be paid to the cultural safety of Aboriginal children and children from culturally and/or linguistically diverse backgrounds, as well as the safety of children with a disability. Every person involved in Berengarra School has a responsibility to understand the important and specific role they play individually and collectively to ensure that the wellbeing and safety of all children and young people is at the forefront of all they do and every decision they make.

Key responsibilities

Curriculum Planning and Delivery

- Develop and implement differentiated teaching and learning programs aligned with the Victorian Curriculum and incorporating students' Individual Education Plans (IEPs).
- Integrate social-emotional learning (SEL), restorative practices, and therapeutic supports into every lesson.
- Adapt content and teaching strategies to support students with social and emotional challenges including complex trauma, emotional regulation challenges, autism spectrum disorder (ASD), ADHD, and other co-morbidities.
- Consistently plan, resource and deliver lessons that allow stimulating and enjoyable learning to take place based on the school curriculum
- Teach engaging and effective lessons that motivate, inspire and improve student attainment and engagement.
- Contribute to the development of sound literacy and numeracy skills for all students.

This includes personalising the learning for individual students pursuant to the levels of adjustment of the Nationally Consistent Collection of Data on School Students with Disability (NCCD).

- Collaborating to write Individual Education Plans for all students
- Embedding the strategies from Individual Education Plans in lessons to support the needs of the student
- Providing timely and specific feedback to students to support learning growth (particularly through formative assessment practices).
- Assessing and reporting student achievement and progress
- Student management (including an understanding of trauma-aware practice, or a willingness to gain this knowledge)

Student Engagement and Student Regulation Support

- Use trauma-aware practices and the Berengarra School Model to apply strategies to manage challenging student presentation effectively and compassionately.

- Maintain consistent classroom routines and expectations that promote safety, self-regulation, and student voice.
- Collaborate with wellbeing staff, families and care teams to understand and respond to each student's learning and emotional needs.
- Provide a safe, nurturing classroom and school environment that helps students to develop as learners

Individual Planning and Assessment

- Contribute to the development, implementation, and regular review of Individual Education Plans (IEPs).
- Use formative and summative assessment tools to monitor academic outcomes.
- Use wellbeing measurement tools to assess to student social/emotional progress
- Report on student progress in collaboration with multidisciplinary team members.
- Maintain regular and productive communication with parents, to report on progress and to relay other relevant information
- Enter documentation/use student management system.

Team Collaboration and Professional Learning

- Work closely with Education Support staff (ES staff), and leadership to provide consistent, wrap-around support for students.
- Participate in regular team meetings, care team conferences, and professional learning.
- Reflect on and continuously improve personal teaching practice through coaching, feedback and ongoing professional development.
- Provide the role of home group teacher, forming productive communication with families, to report on progress and to relay other relevant information to relevant school staff.

Communication and Relationships

- Develop trusting, respectful relationships with students, built on empathy, consistency, and child safety.
- Maintain open, professional, and solution-focused communication with families and carers.
- Liaise effectively with external service providers, including allied health professionals, Child Protection, DHHS, and mental health agencies, where appropriate.
- Other duties as directed

This position description is an overview of the duties and responsibilities of the role and does not represent the entirety of this position. The School reserves the right to vary this position description to meet the changing needs of the School.

Key selection Criteria

Teaching Expertise

- Proven ability to plan, implement, and assess high-quality, differentiated teaching programs in line with curriculum requirements and individual student needs.
- Demonstrate effective teaching practices and an ability to teach a wide curriculum
- Adapt and personalise content to meet individual learning needs, literacy levels, and student interests.
- Ability and willingness to teach across the Victorian Curriculum.
- Ability to plan innovative classroom activities for students.
- Ability to follow and develop curriculum for the enhancement of all students.

Understanding of Social-Emotional Disability

- Demonstrated knowledge of mental health conditions, trauma-aware practice, and the impact of disability on learning and student presentation.

Student Support Skills

- Strong skills in managing challenging behaviour, de-escalation strategies, and relational approaches.

Teamwork and Collaboration

- Ability to work effectively as part of a multidisciplinary team, contributing positively to a collaborative and supportive school culture.

Communication and Interpersonal Skills

- Excellent interpersonal and communication skills with the ability to build relationships with students, families, staff, and external agencies.

Commitment to Professional Growth

- Willingness to engage in ongoing professional development and self-reflection to improve practice in a specialist education context.

Qualifications

- Bachelor or higher qualification in Education (Primary or Secondary)

- Current VIT registration
- Current Victorian Drivers' License

Desirable

- Completed BSEM training or Trauma aware education.
- Higher degree in and/or experience in special education, learning diversity and/or student wellbeing
- Current First Aid qualification