

Y-Care (South East Queensland) Inc.

POSITION DESCRIPTION



Position Title:	Teacher
Employment Status:	Permanent Full Time
Department:	YMCA Vocational School
Reports To:	Head of Campus

As the charitable activity of the YMCA, Y-Care exists to serve people in our community who are disadvantaged. We believe that everyone deserves a real opportunity, no matter their circumstance, and work with other charities, community groups, government and schools to provide appropriate and practical solutions to sadly common problems.

Y-Care's nine programs each operate in different areas but share the common theme of assisting people overcome the challenges they face in body, mind and spirit.

Through forming partnerships in the community, Y-Care is able to connect with the people who are really doing it tough.

SERVICE DESCRIPTION

YMCA Vocational School believes in giving young people that have disengaged or are at risk of disengaging from mainstream schooling a real opportunity so that they are able to shape, direct and own their futures. This is achieved by providing academic, vocation, social and emotional support to the young person so that they are able to identify and build upon their strengths; develop skills and strategies to effectively overcome negative aspects impacting their life; and gain the right attitude and aptitude to obtain a job.

The YMCA Vocational Training School consists of three campuses – Clem Jones Campus in Kingston, Moreton Bay Campus in North Lakes and Bremer Campus in Ipswich.

At each campus students receive from qualified, experienced and passionate staff tailored academic, vocational, social and emotional support consistent with the level of their aptitude and attitude in each of these areas.

POSITION SUMMARY

The role of teaching position is critical to the operation of the YMCA Vocational School. The major tasks associated with the role include:

- Delivering academic and wellbeing programs to students;
- Support the delivery of vocational training programs offered to students; and
- Support the Head of Campus in the operation of the campus to achieve educational, wellbeing and vocational objectives.

DUTIES AND RESPONSIBILITIES

Key Performance Areas

1. Academic and Wellbeing Programs
2. Vocational Programs
3. Collaboration
4. Professional Development and Support
5. Customer Service
6. Risk Management
7. Management and YMCA Support

1. Academic and Wellbeing programs

- Teach lessons as per the Campus timetable;
- Create and deliver lessons:
 - in accordance with the guidelines and parameters provided by the Head of Curriculum and School's Wellbeing framework;
 - tailored to the needs of each student so that students are engaged and able to maximise their learning outcomes;
- Organise and participate in parent / teacher meetings to share updates on student progress. These meetings are to be held every six months;
- As required, liaise with other staff, parents and students concerning the educational, social and emotional status of a student; including management of their pastoral care and attendance targets
- Produce and distribute student academic and wellbeing reports prior to the conclusion of each school semester; and
- Contribute to the maintenance of student records, case management, the collection of samples of work and reporting on the student performance as per the School's policies and procedures.

2. Vocational Programs

- Support as required trainers providing vocational training to students, to ensure these training sessions meet needs of students, align with the reboot philosophy and an environment conducive to learning is maintained; and
- Work with vocational trainers youth workers to support students into vocational training and subsequent work placements which are aligned to the student's capabilities, interests and attitude.

3. Collaboration

- Collaborate constructively and positively with all school staff, across both campuses, in the development and evaluation of curriculum;
- Participate in the process to regularly monitor the effectiveness of program delivery through observation and evaluation; and
- Attend and participate in both school and wider Y-Care meeting and planning sessions.

4. Professional Development and Support

- Participate in the process lead by the Head of Campus to develop your Professional Development plan. This plan is required to be updated each 12 months;
- Select (from a panel provided by the Principal) and meet with your professional supervisor once per term.

5. Customer Service

- To work with all staff to provide the highest possible standard of customer service to the wider community;
- Respond to the needs of students, their carer and wider community to ensure the quality of service meets agreed standards;

- Handle student and parent (and / or care giver) complaints and conflict and take relevant action in accordance with policy and procedure.

6. Risk Management

- Maintain the work environment so as to minimise risk to both customers and staff.
- Report any identifiable risk so that immediate action can be taken.
- Comply with the YMCA's Occupational Health and Safety Policies and Procedures, including those relating to your specific role as found in the OHS Management: Roles and Responsibilities document.
- Maintain confidentiality of all YMCA information, records and files
- Maintain the Quality System and report any deviations from the intended system
- Uphold and promote the policies and mission of the YMCA of Brisbane including compliance with all practices in the "YMCA Quality Manual".
- Must be aware of and implement the YMCA's Safeguarding Children and Young People Policy.

7. Management Support/YMCA Support

- To assist in planning of Y-Care services and programs;
- To facilitate and participate in training activities; and
- Advocate on behalf of and for young people in community planning committees where appropriate and needed.

SKILLS AND KNOWLEDGE

- **Judgement and Decision Making Skills**
 - Make decisions in accordance with existing policy and practice.
- **Specialist Knowledge and Skills**
 - Teaching accreditation
 - Specialist knowledge and understanding of working with young people who have disengaged or are at risk of disengaging from mainstream education
 - Art and cultural program delivery for youth (desirable)
 - Sport and recreation program delivery for youth (desirable)
- **Management Skills**
 - Demonstrated experience in giving and receiving feedback in relation to program delivery effectiveness;
 - Demonstrated understanding and ability to implement policy, procedure and practices.
 - Ability to think strategically and provide input to strategic planning.
 - Demonstrated facilitation, negotiation and communication skills and expertise in dealing with at risk students and their parents (and /or caregiver).
- **Interpersonal Skills**
 - Sensitivity in responding to at risk students from a range of lifestyles, capacities, expectations and cultures.
 - An ability to gain the co-operation and assistance of at risk students and their parents (care giver).
 - Strong liaison skills.
 - An ability to resolve conflict and related situations by implementing appropriate action plans and strategies using the reboot philosophy.
 - An ability to manage competing demands through time management and effective planning and decision-making.

QUALIFICATIONS / EXPERIENCE

- Registered Teaching Qualifications
- Significant experience in working with at risk young people

- First Aid Certificate
- CPR qualifications
- ACF Safeguarding Children Certificate

KEY SELECTION CRITERIA

- Ability to apply appropriate knowledge in order to plan and prepare teaching and learning programs to meet the diverse characteristics, needs and learning styles of students who are at risk of disengaging from education, whilst ensuring program delivery is consistent with relevant syllabi, curriculum policies and vocational objectives;
- Knowledge of and the ability to implement effective and inclusive teaching and learning processes, including the use of learning technology and assessment, to establish an appropriate learning environment in which students are encouraged to work toward their potential;
- Ability to communicate effectively with students including the use of appropriate interpersonal skills and the ability to plan and apply appropriate behaviours management strategies that contribute to the establishment and maintenance of a supportive learning environment;
- Work successfully in a small team and within the schools philosophy & ethos to establish productive partnerships and achieve educational outcomes;
- Be able to demonstrate the importance of following procedures and ensuring a safe educational environment at all times;
- Have experience in the delivery of VET courses, including holding a Certificate IV in Training and Assessment (desirable).

CONDITIONS OF EMPLOYMENT

- 195 working days per year
- Capacity to Salary Sacrifice

Approved By: Alan Bray
Position: Chief Executive Officer
Signature:
Date: