

WMYC Position Description (Flying Fruit Fly Circus School)

Job Title	Classroom Teacher		
Line Manager	Campus Principal	Year	2019
Classification	Classroom Teacher	Mode	Family Leave
Start Date	23/4/2019	End Date	22/4/2026
Time Fraction	1.0	Hours	38 hours per week
Hours of Duty	As per VGSA 2017	Lunch	Paid
Job Reference	1148652	Website	www.wmyc.vic.edu.au
Position Contact	Maree Cribbes	Apply by	9/10/2018

College Profile

Location Profile:

The Flying Fruit Fly Circus School is an annexe of Wodonga Middle Years College, and it is physically located in the grounds of the Felltimber Campus, Hedgerow Court, Wodonga.

The School in the Community

The school is a select entry, government school that caters for students from Year 3 to Year 9. The School has a symbiotic relationship with the Flying Fruit Fly Circus located in Albury, NSW. The Flying Fruit Fly Circus is Australia's world famous circus for young people. We are renowned as both a national centre of training excellence and an award-winning performing arts company, with a full-time training course, dedicated selective school and state-of-the-art facilities, catering for young people aged 8 to 18. The Circus was established in 1979 and the school became its educational arm in 1987.

Curriculum

The school provides a challenging and comprehensive curriculum based on the Victorian Essential Learning Standards with flexibility to meet the needs of individual students and the demands of circus training and performance. The special focus is fostering creativity and individuality through Circus and the Arts. The primary students undertake a core program in the morning; incorporating the literacy and numeracy block; plus integrated studies. The secondary students study a rigorous program of literacy, numeracy, humanities and science. All students study the Arts; namely drama and visual art delivered by specialist teachers. Year 8 and 9 students participate in the Duke of Edinburgh Scheme. The Health and Physical Education component is covered by the students' participation in in-school training at the circus at least one afternoon per week.

The school has three classes and the makeup depends on the intake of students. The school structure is a composite class of Years 3, 4 and 5, Year 6 and 7; and Year 8 and 9. There are five teachers including the Co-ordinator. Part of the teacher's responsibility is supervision of students during in-school circus training. This role includes acting as the first aid officer for the training session. Consequently First Aid qualifications are required by all teachers of the school. The school community values relationships and uses restorative practices for student management.

Facilities

The Flying Fruit Fly Circus School enjoys a purpose built 5 class room facility completed in 2006. Being collocated with Wodonga Middle Years College – Felltimber Campus, we also have access to library, specialist rooms, canteen and a new performing arts centre. Melrose Primary School is in close proximity and shares its primary library facilities with our junior students.

Other Significant Factors

The school appreciates support from the parent body by way of classroom assistance, fundraising, library assistance, governance and chaperoning on excursions and tours. The school has recently incorporated AVID (Advancement via Individual Determination) in to the curriculum program; with teachers recently trained in the AVID approach in Sacramento, USA. The school is the first in Australia to deliver the elementary aspect of AVID.

Teachers are employed to undertake class and school-wide duties. There are times when the students at the school tour nationally and internationally with the Circus. Teachers need to be available to accompany and educate the students on tour.

Demographics

The School has an enrolment of 60 students. Membership of the Flying Fruit Fly Circus requires commitment from not only the students but also their families. Students come from locally in the Albury/Wodonga area but also from all parts of Australia.

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.

Selection Criteria

SC1 Demonstrated understanding of initiatives in student learning including the Standards, the Principles of Learning and Teaching P-12 and Assessment and Reporting Advice and the capacity to implement curriculum programs consistent with their intent. The emphasis for this position will be in the P-6 range with applicants having a proven capacity to provide differentiated, stimulating and individualised programs within a multi aged classroom.

SC2 Demonstrated high level classroom teaching skills and the capacity to work with colleagues to continually improve teaching and learning.

SC3 Demonstrated ability to monitor and assess student learning data and to use this data to inform teaching for improved student learning.

SC4 Demonstrated high level written and verbal communication skills and high level interpersonal skills including a capacity to develop constructive relationships with students, parents and other staff.

SC5 Demonstrated commitment and capacity to actively contribute to a broad range of school activities and a commitment to ongoing professional learning to enable further development of skills, expertise and teaching capacity.

SC6 Demonstrated interest in the performing arts and a commitment to supporting arts training

excellence.

SC7 The ability and willingness to gain appropriate First Aid qualifications and the preparedness to act as the 'Teacher on Tour' for Flying Fruit Fly Circus tours.

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 & OHS Commitment

The Department values diversity and is committed to workforce diversity and equal opportunity in schools and all education workplaces. 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.

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 <http://www.education.vic.gov.au/about/programs/health/protect/Pages/chilsafestandards.aspx>

DET Values

The Department's employees commit to upholding DET's Values: Responsiveness, Integrity, Impartiality, Accountability, Respect, Leadership and Human Rights. DET'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 DET values is available at <http://www.education.vic.gov.au/hrweb/workm/Pages/Public-Sector-Values.aspx>

Other Information

- 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>

Conditions of Employment

This vacancy is to replace an employee on parental absence and is for a period of seven years or until the employee absent on leave returns to duty at the school.