

Job description

Agency	Department of Education	Work Unit	Henbury School
Job Title	Classroom Teacher	Designation	CT
Job Type	Full time	Duration	28/01/2022 - 27/01/2023 with option of extending further
Salary	\$77,047 - \$110,496	Location	Henbury School
Position Number	various	RTF	Closing
Contact	Sarah Corry, Principal 89977077 sarah.corry@ntschoools.net		
Agency Information	Insert link to relevant agency website		
Information for Applicants	Applications must be limited to a one-page summary sheet and detailed resume/cv. For further information for applicants and example applications: click here		
Information about Selected Applicants Merit	If you accept this position, a detailed summary of your merit (including work history, experience, qualifications, skills, information from referees, etc.) will be provided to other applicants, to ensure transparency and better understanding of the reasons for the decision. For further information: click here		
Inclusion & Diversity	The NTPS values diversity and aims for a workforce which is representative of the community we serve. We strongly welcome and encourage people from all diversity groups to apply and strive to accommodate people with disability by making reasonable workplace adjustments when required. If you require an adjustment for the recruitment process or job, please discuss this with the contact officer.		
Special Measures	1. Not applicable to this vacancy.		
Apply Online Link	Link to the vacancy RTF to be inserted by DCIS Recruitment		

Primary Objective: As a teacher in a special needs secondary school, develop, deliver and evaluate learning programs and monitor student achievement to address individual learning needs and contribute to the achievement of the school's goals. Liaise and coordinate activities for your teaching area within the school and wider community.

Context Statement: Henbury School is a comprehensive secondary special school. Students have mild/severe intellectual disabilities or multiple and profound disabilities and/or extreme behaviours. Henbury's Motto is 'Preparing for Future Lifestyles' and this overarching belief is reflected strongly through Transition/Education Adjustment Plans.

Key Duties and Responsibilities: Plan, prepare and explicitly deliver quality and effective teaching and learning programs for students with special needs which are consistent with the Australian Professional Standards for Teachers and relevant curriculum policies work programs and educational trends.

1. Support students through interaction in a variety of settings and through the active development of supportive learning environments and effective behaviour management practices.
2. Provide for the physical, social, cultural and emotional well-being and safety of students whilst at school.
3. Regularly assess students (diagnostic, formative and summative) for developmental, feedback and reporting purposes.
4. Collect data and maintain student records and samples of work and report on performance to students, parents/carers, the department and other stakeholders as required.
5. Establish and maintain appropriate interpersonal relationships between the school, parents, therapists and community stakeholders.

Selection Criteria:

1. Proven ability to plan, prepare and deliver teaching and learning programs to meet the diverse characteristics, needs and learning styles of adolescents with a disability, within a special needs school; which are consistent with relevant curriculum policies (including AC and NTCET or equivalent senior years curriculum), development of Transition/Educational Adjustment Plans, work programs and education trends.
2. Diverse knowledge and proven ability to implement differentiated and inclusive teaching and learning processes, including the use of learning technology and assessment, to establish a challenging learning environment in which students are supported to achieve their full potential.
3. Proven ability to communicate effectively with students through appropriate interpersonal skills and demonstrated knowledge of augmentative communication strategies and practices.
4. Proven ability to plan and apply targeted behaviour management strategies that contribute to establishing and maintaining a supportive learning environment.
5. Proven ability to work collaboratively, maintain confidentiality and communicate effectively with a culturally diverse school staff, parents, therapists and members of the local school community in order to establish and develop productive partnerships for students to achieve optimal educational outcomes.
6. Commitment to maintaining currency and participate in relevant professional learning and meet the Australian Professional Standards for Teachers.

Desirable: Further qualifications in special education, educational leadership or management.

Further Information:

Approved: Tuesday, 30 November 2021

Sarah Corry, Principal