**JOB DESCRIPTION**

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| **Agency** | Department of Education | | | **Work Unit** | Top End School of Flexible Learning |
| **Job Title** | Classroom Teacher | | | **Designation** | Classroom Teacher |
| **Job Type** | Full Time | | | **Duration** | Fixed from 25/01/2019 for 12 months |
| **Salary** | $73,335- $105,172 | | | **Location** | Darwin |
| **Position Number** | 38636 | **RTF** | 155897 | **Closing** | 09/12/2018 |
| **Contact** | Bernie Davies, Principal on 0457 519 030 | | | | |
| **Agency Information** | <http://www.education.nt.gov.au/> | | | | |
| **Information for Applicants** | **Applications must be limited to a one-page summary sheet and an attached detailed**  **resume/cv**. For further information for applicants and example applications: [click here](https://ocpe.nt.gov.au/nt-public-sector-employment/Information-about-ntps-employment/applying-for-and-filling-jobs/employment-templates-and-guidelines) | | | | |
| **Information about Selected Applicant’s 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](https://ocpe.nt.gov.au/nt-public-sector-employment/Information-about-ntps-employment/applying-for-and-filling-jobs/information-for-applicants) | | | | |
| **Special Measures** | The NTPS values diversity and aims for a workforce which is representative of the community we serve. Therefore under an approved **Special Measures** recruitment plan, ATSI applicants will be given priority consideration and preference in selection for this vacancy if they meet all essential selection criteria and are suitable at the position level. For further information: [click here](https://ocpe.nt.gov.au/nt-public-sector-employment/Information-about-ntps-employment/special-measures) | | | | |
| **Apply Online Link** | <https://jobs.nt.gov.au/Home/JobDetails?rtfId=155897> | | | | |

**Primary Objective:**

As a teacher and member of the school community, work within a multi-disciplinary team including teachers, health professionals, families, and interagency personnel to develop and deliver learning programs that support students exposed to long term disengagement, trauma, and adversity.

**Context Statement:**

TheTop End School of Flexible Learning has oversight of four campuses dedicated to flexible learning for disengaged and at risk young people. Centres are located in Darwin and Palmerston. The centres aim to engage a range of young people who are at risk of social isolation or low education outcomes, and may be living in care or have involvement with juvenile justice systems.

**Key Duties and Responsibilities:**

1. Plan, prepare and explicitly deliver quality and effective teaching and learning programs that are consistent with the Australian Professional Standards for Teachers and relevant curriculum policies, work programs and educational trends.
2. Support students through interaction in a variety of settings and through the active development of supportive learning environments within a trauma informed framework,
3. Provide for the physical, social, cultural and emotional well-being and safety of students whilst at school.
4. Regularly assess students (diagnostic, formative and summative) for developmental, feedback and reporting purposes.
5. Maintain student records and samples of work and report on student performance to students, parents, the department and other stakeholders as required.
6. Establish and maintain appropriate interpersonal relationships between the school, parents and community.

**Selection Criteria**

**Essential:**

1. Demonstrated ability to plan, prepare and deliver teaching and learning programs to meet the diverse characteristics, needs and learning styles of disengaged students; which are consistent with relevant curriculum policies, trauma informed practice and education trends in flexible learning centres.
2. Knowledge of and the ability to implement effective and inclusive teaching and learning processes, including the use of learning technology and assessment, to establish a challenging learning environment in which students are encouraged to work towards attainment of their potential.
3. Ability to communicate effectively and develop strong supportive relationships with marginalised students and their families through appropriate interpersonal skills and operation of principles.
4. Ability to plan and apply appropriate behaviour management strategies based on values and negotiate working agreements that establish and maintain a highly supportive learning environment.
5. Ability to work collaboratively and communicate effectively within a multi-disciplinary team including teachers, health professionals, families, interagency personnel and members of the broader community.

**Further Information:**

All applicants must be registered with the Teacher Registration Board of the Northern Territory and a hold a current Working with Children Notice (Ochre Card) from SAFE NT.

**Approved: November, 2018 Bernie Davies, Principal**