

## YMCA POSITION DESCRIPTION – TEACHER

Position Title	Teacher		
Group	YMCA Social Impact (Y-Care South East Qld Inc.)		
Modern Award:	YMCA Vocational Schools Enterprise Agreement – 2017		
Classification Level:	Level 1 – 11		
Position Status	Contract / Permanent Part-Time or Full-Time	Child Facing Role	Blue Card Required
		✓	✓
Safeguarding Classification	Child Facing Position (CF)		
Employment Screening	National Police Check; and Working with Children Check (Blue Card)		
Reports to:	Head of Campus, or other person, who may from time to time be nominated		
Supervises:	N/A		

### Industry Sector

As the Social Impact arm of the YMCA, Y-Care, trades as YMCA Social Impact and exists to serve people in our community who are disadvantaged. Social Impact's programs each operate in different areas but share the common theme of assisting people overcome the challenges they face in body, mind and spirit. Services and programs managed by Social Impact fall under the following 5 focus areas: Youth and Education, Healthy Futures, Community Housing, Disability and Social Enterprise. The YMCA Vocational School operates under the Youth and Education focus area.

### 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

#### 1. ACADEMIC AND WELLBEING PROGRAMS

1.1 Teach lessons as per the Campus timetable;

1.2 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;

1.3 Organise and participate in parent / teacher meetings to share updates on student progress. These meetings are to be held every six months;

1.4 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;

1.5 Produce and distribute student academic and wellbeing reports prior to the conclusion of each school semester; and;

1.6 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

2.1 Support as required to 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;

2.2 Work with Youth Workers – Vocational, Education and Training to support students into vocational training and subsequent work placements which are aligned to the student's capabilities and interests.

### **3. COLLABORATION**

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

### **4. PROFESSIONAL DEVELOPMENT AND SUPPORT**

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

### **5. CUSTOMER SERVICE**

- 5.1 To work with all staff to provide the highest possible standard of customer service to the wider community;
- 5.2 Respond to the needs of students, their parent and/or carer and wider community to ensure the quality of service meets agreed standards;
- 5.3 Handle student and parent and/or care giver complaints and conflict and take relevant action in accordance with YMCA Policy and Procedure.

### **6. MANAGEMENT SUPPORT / YMCA SUPPORT**

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

## **Safeguarding Children**

### **8. SAFEGUARDING CHILDREN REQUIREMENTS**

The status for your position as either child-facing or non-child-facing is outlined on page one of your position description. The YMCA has requirements for both child-facing and non-child-facing roles which are indicated below.

#### Child-Facing Roles

- 8.1 Declare anything you become aware of through the course of your engagement with the YMCA which a reasonable person would consider could impede your suitability to have contact with children and young people;
- 8.2 Act as an extended guardian towards children and young people where you have interactions and at all times take reasonable steps to prevent abuse and neglect;
- 8.3 Adhere to all policies and procedures relating to safeguarding children and young people and the Safeguarding code of conduct;
- 8.4 Update your details whenever these change, with the relevant department administering the working with children check or equivalent in your state/ territory of residence, as required by applicable laws;
- 8.5 Complete a Working with Children Check (Blue Card) prior to commencement and maintain currency throughout employment;
- 8.6 Complete a National and/or International Police Check prior to employment and at the discretion of the YMCA;
- 8.7 Report any suspicions, concerns, allegations or disclosures of alleged child abuse/ neglect in line with procedures;
- 8.8 Participate in safeguarding children and young people training as directed;



### Non-Child-Facing Roles

- 8.9 Participate in safeguarding children and young people training as directed
- 8.10 Use standardised methods for receiving and responding to feedback and complaints from children, young people and their families;
- 8.11 Any new program initiatives are to include consultation with children and young people, using standardised practices and resources;
- 8.12 Maintain a working knowledge of policies and procedures relating to safeguarding children and young people;
- 8.13 Attend any other training legally mandated by your role in relation to safeguarding children and young people;
- 8.14 Actively promote cultural safety for children and young people from CALD, ATSI, LGBTQIA+ communities and those with disabilities.

## **General**

### **9. GENERAL REQUIREMENTS**

- 9.1 Support the management of a workplace that supports diversity including gender, cultural and generational diversity; provide equal employment opportunity and foster a respectful, inclusive workplace;
- 9.2 Comply with all Policies and procedures
- 9.3 Maintain confidentiality of all YMCA information, records and files;
- 9.4 Complete the YMCA Induction and other required training as required by organisational policy and procedures;
- 9.5 Uphold, promote and comply with the policies, mission and values of the YMCA;
- 9.6 Any other duties as determined by the Chief Executive Officer as required.

## **Health and Safety**

### **10. WHS RESPONSIBILITIES FOR ALL EMPLOYEES / VOLUNTEERS**

- 10.1 Take reasonable care to ensure their own safety and health and that of others, and to abide by their duty of care provided for in the legislation;
- 10.2 Be familiar with the YMCA WHS Policy and other health and safety policies, procedures and requirements;
- 10.3 Accept responsibility and accountability for compliance and cooperation with all WHS policies, procedures and practices established by the YMCA;
- 10.4 Report all hazards, near-misses, incidents and injuries in accordance with organisation policy and procedures;
- 10.5 Wear appropriate clothing, footwear and protective equipment for the work performed and work environment;
- 10.6 Properly use equipment, including any relevant safety equipment or devices;
- 10.7 Participate in discussions and consultation on the management and resolution of WHS risks;
- 10.8 Accurately complete all required WHS documentation relevant to position and work activities being undertaken
- 10.9 Continually monitor the workplace for hazards so as to minimize the risk to both customers and staff;
- 10.10 Make suggestions for improvements to health and safety practices within the workplace;
- 10.11 Take reasonable care for your own health and safety and that acts or omissions do not adversely affect the health and safety of others;
- 10.12 Comply with any reasonable instruction that is given by the YMCA for ensuring health and safety.

## **Key Physical Requirements**

- 1. Walking / standing – Frequent
- 2. Sitting – Frequent
- 3. Squatting/ bending/ kneeling – Occasional
- 4. Working outdoors – Occasional
- 5. Fine motor skills (keying, typing) – Frequent
- 6. Gross motor skills (e.g. setting up, packing up) – Occasional
- 7. Lifting/carrying up to 10kg – Occasional to Frequent

(Key = Occasional 1-33%, Frequent 34-66%, Constant 67-100%)



## Position Requirements / Selection Criteria

### Essential:

1. Current Registered Teaching Qualifications and relevant experience;
2. Current First Aid Certificate and CPR Qualifications;
3. 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;
4. 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;
5. Ability to communicate effectively with students including the use of appropriate interpersonal skills and the ability to plan and apply appropriate behavior management strategies that contribute to the establishment and maintenance of a supportive learning environment;
6. Work successfully in a small team and within the schools' philosophy & ethos to establish productive partnerships and achieve educational outcomes;
7. Be able to demonstrate the importance of following procedures and ensuring a safe educational environment at all times;
8. Complete a National and/or International Police Check prior to employment and at the discretion of the YMCA;
9. Currently possess, or be willing to obtain, a positive notice Blue Card in accordance with the Working with Children (Risk Management and Screening) Act 2000;
10. Achievement of YMCA's Safeguarding Children Training Certificate and complete annual refresher training.

### Desirable:

1. Experience in the delivery of VET courses, including holding a Certificate IV in Training and Assessment.

### Approval

Date Position Description Revised:	July 2019
Position Description approved by:	Chief Executive Officer
Date of Approval:	

