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| Position title | Head Start Learning Leader |
| Position number |  |
| School |  |
| Classification/Grade | Leading Teacher |
| Employment status | Hub Director and School Principal |
| Position reports to | Within the Local Government Authority, the applicant expresses interest in |
| Location | [schools.recruitment@education.vic.gov.au](mailto:schools.recruitment@education.vic.gov.au) |
| Position contact | Hub Director and School Principal |

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| **ORGANISATIONAL VALUES** | |
| **Victorian Public Sector Values**  DET employees commit to the public sector values as outlined in Section 7 of the Public Administration Act 2004, DET has adopted these values  Dets' Values - PD version  For more information on the DET’s values, visit:  http://www.education.vic.gov.au/hrweb/workm/Pages/Public-Sector-Values.aspx | |
| **Role Context** | | |
| Head Start is a wraparound service provision that powers school-based apprenticeships and traineeships. Head Start aims to improve the outcomes, quality assurance and equitable distribution of opportunities for senior secondary and special education students who undertake school-based apprenticeships and traineeships (SBATs). Head Start also provides a service for career advisors to consider SBATs as pathway option when supporting middle years students.  The Head Start SBAT program was piloted in over 150 schools from 2019 with strong outcomes. The expansion of the program will ensure access to all Victorian government secondary schools, including specialist schools, and Flexible Learning Options. The program will introduce more rigorous SBAT compliance and monitoring across the system supporting the state’s response to the *2020 Review into Vocational and Applied Learning Pathways in Senior Secondary Schooling* (the Firth Review) reform agenda in senior secondary and vocational education. These reforms will collectively support all Victorian secondary students to pursue high-quality and valued vocational pathways aligned to their strengths and interests and to finish schooling with the skills and capabilities they need for success in further education, training, work, and life.  The expansion of SBAT will also assist in addressing prioritised skill shortages by providing employers with support and access to school-based apprentices and trainees.  The Head Start SBATs program includes flexible delivery of the senior secondary certificate with a strong focus on literacy and numeracy attainment; quality training delivered concurrently with secondary school education; and time on the job to support achievement of competencies. The option to maximise time in employment has proven to support students’ genuine progression through the apprenticeship or traineeship whilst meeting employer requirements. The program provides students with a clear pathway from school into employment with a qualification. | | |
| Role purpose | | |
| The Learning Leader plays a significant role in delivering improved student performance and educational outcomes determined by the school’s strategic plan and state-wide priorities of the Head Start program. The Learning Leader may engage with students from up to fifty government secondary and specialist schools, as well as Flexible Learning Options settings that align with one of the twelve program hubs across Victoria.  Reporting directly to the Head Start Hub Director; the Head Start Learning Leader will:   * contribute to the development and implementation of Head Start program within department and school policies and priorities within the Head Start program context; * increase the knowledge base of staff within schools about student learning and high-quality vocational instruction that supports meaningful employment pathways; as well as define quality teacher practice within the SBATS context; * plan and teach programs to achieve positive student outcomes and longer-term student retention; * undertake critical reflection and inquiry in order to improve knowledge and skills to effectively engage students and improve their learning; * Build strong relationships with Head Start colleagues across Victoria by collaborating on program opportunities; contributing to the Head Start SBATs program through capacity building using the department and school-based policy formulation and decision making; and * Required to undertake other duties in addition to their rostered teaching duties. | | |
| Key accountabilities | | |
| * Have the content knowledge and pedagogical practice to meet the diverse needs of all students engaged in the Head Start SBATs program; * Model exemplary classroom practice and mentor/coach students to engage in critical reflection of their learning and to expand their capacity and opportunity to be a work-ready employee; * Provide expert advice about the content, processes and strategies that will shape individual student and school staff professional learning; enabling targets related to improved student retention; * Direct responsibility for teaching of groups of or individual students undertaking Head Start SBATs program across a number of schools within the school hub; * Work closely with individual schools, staff and careers practitioners to monitor student pathways; maintaining detailed records for each student undertaking Head Start SBATs program; * Contribute to the development, implementation and delivery of the Head Start SBATs program within the hub and across the state; * Undertake other classroom teaching related and organisational duties as determined by the School Principal; * Participate in activities such as parent/teacher meetings; staff meetings; workplace visits or related events; and undertaking other non-teaching supervisory duties as directed by the Hub Director/Principal. | | |
| Key selection criteria | | |
|  | * Demonstrated knowledge of the senior secondary curriculum particularly vocational and applied learning, including the ability to incorporate the teaching of literacy and numeracy skills. Demonstrated experience in responding to student learning needs. * Demonstrated experience in planning for and implementing high impact teaching strategies, guided by how students learn, and evaluating the impact of learning and teaching programs on student learning growth. * Demonstrated experience in monitoring and assessing student learning. Demonstrated experience in using data to inform teaching practice and providing feedback on student learning growth and achievement to students and parents. * Demonstrated interpersonal and communication skills. Demonstrated experience in establishing and maintaining collaborative relationships with students, parents, colleagues and the broader school community to support student learning, agency, wellbeing and engagement. * Demonstrated behaviours and attitudes consistent with Department values. Demonstrated experience in reflecting upon practice and engaging in professional learning to continually improve the quality of teaching. * Committed to establishing and maintaining a safe and supportive learning environment within the education and Head Start SBATs context. | |
| Qualifications | | | |
| * Teaching qualification is mandatory. * Additional teaching specialisation that will add value to the context of vocational education is desired. | | | |
| Other important requirements | | | |
| An understanding of the school setting, particularly the relationships between middle and senior secondary education with career pathways is desired.  Current VIT registration is mandatory.  Staff may be required to work across a number of school sites school sites and visit workplaces.  A current driver’s licence. | | | |
| Important information | | | |
| * 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 <https://www.education.vic.gov.au/school/teachers/health/childprotection/Pages/safeenviro.aspx?Redirect=1> * Applicants should keep a copy of the position description as it cannot be accessed once the job has closed. * Candidates are advised that the key selection criteria must be addressed. Visit http://www.careers.vic.gov.au/vacancies/tips-for-applying for guidelines and tips for applying for government positions and addressing key selection criteria. * The Department of Education and Training (DET) is committed to diversity. The Department places considerable effort and resources into responding to the needs of employees with a disability. People from disadvantaged groups are encouraged to apply for this position. * All staff employed by the Department and schools have access to a broad range of employment conditions and working arrangements. * Successful applicants are subject to a satisfactory criminal record check prior to employment. New DET employees are required to meet the cost of the criminal record check. * If appointed from outside DET, successful applicants will be required to complete a pre-employment health declaration. * 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> * All DET employees are required to comply with relevant legislation, including legislation regarding the management of Departmental records, the Code of Conduct for Victorian public sector employees and Departmental policies and procedures in the conduct of their employment.   To support DET's commitment to its Environmental Management System, DET employees are expected to act in an environmentally responsible manner at all times | | | |