

Roles and Responsibilities Teaching Service

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Overview

The roles and responsibilities that can be expected of employees at the various classification levels, including the principal class, are set out below. The roles and responsibilities set out below incorporate Schedules 2 and 3 of the *Victorian Government Schools Agreement 2017* and the requirements under *Ministerial Order 870 (Child Safe Standards-Managing the Risk of Child Abuse in Schools)*.

Principals

The role of the principal is to lead and manage the planning, delivery, evaluation and improvement of the education of all students in a community through the strategic deployment of resources provided by the Department and the school community. A key component of this role is to increase the knowledge base of teachers within their school about student learning and quality teacher practice.

At the same time, the principal, as executive officer of the school council, must ensure that adequate and appropriate advice is provided to the council on educational and other matters; that the decisions of the council are implemented; and that adequate support and resources are provided for the conduct of council meetings.

Principals have a clear set of accountabilities, which distinguish their work from other employees in the Teaching Service and the education community and are set out in detail in the contract of employment. The principal is accountable for the overall leadership, management and development of the school within state-wide guidelines and Government policies. The core accountabilities of all principals are to:

- Ensure the delivery of a comprehensive, high quality education program to all students;
- Provide a child safe environment in accordance with the child safe standards;
- Be executive officer of the school council;
- Implement decisions of the school council;
- Establish and manage financial systems in accordance with the Department and school council requirements;
- Represent the Department in the school and the local community;
- Contribute to system-wide activities, including policy and strategic planning and development;
- Effectively manage and integrate the resources available to the school;
- Appropriately involve staff, students and the community in the development, implementation and review of school policies, programs and operations;
- Report to the Department, school community, parents and students on the achievements of the school and of individual students as appropriate;
- Comply with regulatory and legislative requirements and Department policies and procedures.

Assistant Principals

The assistant principal reports directly to the principal.

Assistant principals have a primary responsibility for the management of significant areas or functions within the school to ensure the effective development, provision and evaluation of the school's education program. In exercising the responsibility, assistant principals will have the authority to make all significant decisions relating to the program, budget and staff relating to their area of designated responsibility within the framework of the school's strategic plan, policies and budget. Assistant principals will contribute to the overall management of the school through involvement in policy formulation and decision making.

The management of significant school program or functional areas in schools involve assistant principals in the analysis of the needs of students and the translation of state educational policy and frameworks into appropriate education programs to meet the needs of all students.

Typically assistant principals will be responsible for the effective use of the teaching staff and program budget of a defined area of the school's operation and for the oversight and leadership of the educational programs provided utilising these resources.

POSITION RESPONSIBILITIES

Typically, assistant principals perform one or more of the following functions:

- Supervision and coordination of the work of senior curriculum or level coordinators;

- Allocation of budgets, positions of responsibility and other resources within the area of responsibility;
- Provide a child safe environment in accordance with the child safe standards;
- Supervision of the delivery of teaching programs;
- Management of programs to improve the knowledge and experience of staff;
- Responsibility for general discipline matters beyond the management of classroom teachers and year level coordinators;
- Contribute to the overall management of the school;
- Campus management in multi campus settings;
- Determining the final form of any curriculum proposals which go to school council;
- Performance management and development of staff.

Leading Teachers

Leading teachers will be highly skilled classroom practitioners and undertake leadership and management roles commensurate with their salary range. The role of leading teachers is to improve the skill, knowledge and performance of the teaching workforce in a school or group of schools and to improve the curriculum program of a school. Typically, leading teachers are responsible for coordinating a number of staff to achieve improvements in teaching and learning which may involve the coordination and professional support of colleagues through modelling, collaborating and coaching and using processes that develop knowledge, practice and professional engagement in others.

Leading teachers are expected to lead and manage a significant area or function within the school with a high degree of independence to ensure the effective development, provision and evaluation of the school's education program. Leading teachers will be expected to make a significant contribution to policy development relating to teaching and learning in the school. A leading teacher has a direct impact and influence on the achievement of the school goals.

Leading teachers are usually responsible for the implementation of one or more priorities contained in the school strategic plan.

POSITION RESPONSIBILITIES

In recognition of the importance of leadership and management combined with exemplary teaching practice for improved student learning outcomes, the key roles of the leading teachers may include but are not limited to:

- Leading and managing the implementation of whole-school improvement initiatives related to the school strategic plan and school priorities;
- Provide a child safe environment in accordance with the child safe standards;
- Leading and managing the implementation of whole-school improvement strategies related to curriculum planning and delivery;
- Leading and managing the provision of professional learning and developing individual and team performance and development plans for teaching staff within the priorities of the school;
- Leading and managing staff performance and development (review of staff);
- Teaching demonstration lessons;
- Leading and managing the development of the school's assessment and reporting policies and practices;
- Leading and managing the implementation of the school operations and policies related to student welfare and discipline;
- Leading the development of curriculum in a major learning area and participating in curriculum development in other areas;
- Responsibility for general discipline matters beyond the management of classroom teachers;
- Contributing to the overall leadership and management of the school;
- Contributing to the development of proposals for school council consideration;
- Developing and managing the school code of conduct.

Learning Specialists

Learning Specialists will be highly skilled classroom practitioners who continue to spend the majority of their time in the classroom delivering high-quality teaching and learning and have a range of responsibilities related to their expertise, including teaching demonstration lessons, observing and providing feedback to other teachers and facilitating school-based professional learning.

Learning Specialists are expected to have deep knowledge and expertise in high quality teaching and learning in delivering improved achievement, engagement and wellbeing for students. The role of the Learning Specialist will be to model excellence in teaching and learning through demonstration lessons, and mentoring and coaching teachers in improving the skill, knowledge and effectiveness of the teaching workforce.

The Learning Specialist role is aimed at building excellence in teaching and learning within the Teaching Service.

POSITION RESPONSIBILITIES

In recognition of the importance of exemplary teaching practice for improved student learning outcomes, the key roles of the Learning Specialist may include but are not limited to:

- Demonstrating high-level expertise in teaching and learning practice;
- Provide a child safe environment in accordance with the child safe standards;
- Modelling exemplary classroom practice including through teaching demonstration lessons;
- Working with the school leadership team to develop a shared view of highly effective teacher practice;
- Leading and modelling the implementation of whole-school improvement strategies related to curriculum planning and delivery;
- Playing a key role in the provision of professional learning, including through developing processes and protocols for observation and feedback of teacher practice and peer collaboration;
- Modelling effective learning practice and supporting teachers to seek, analyse and act on feedback on their practice;
- Providing evidence-based feedback to teaching staff to inform their effectiveness and development;
- Providing expert advice about the content, processes and strategies that will shape individual and school professional learning;
- Supervising and training one or more pre service teachers, and mentoring and/or coaching teachers;
- Modelling exemplary use of student data to inform teaching approaches;
- Developing and promoting school-wide professional learning structures, processes and protocols through Professional Learning Communities;
- Modelling exemplary professional learning practice including through seeking feedback from other teachers and leaders on their own classroom practice as part of critical reflection and inquiry to improve practice.

Classroom Teachers

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 the employee's 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;
- Provide a child safe environment in accordance with the child safe standards;
- 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 pre service teachers;
- Assist staff to use student data to inform teaching approaches that enable targets related to improving student learning outcomes to be achieved.

Additional responsibilities may include but are not limited to:

- Managing and supervising a team of teachers in the planning, implementation and review of teaching and learning programs according to the school strategic plan's goals and priorities;
- Leading the development of curriculum policies and programs;
- Managing the supervision of pre service teachers;
- Co-ordinating the development and implementation of curriculum in small schools;
- Managing a year level or learning area;
- Managing a specialist function, such as sport, careers, student welfare, excursions or camps;
- Developing and managing the school transition program as it relates to Pre-School to Year Prep and/or Year 6 to Year 7 transition and facilitating the associated orientation programs;
- Assisting the principal, assistant principal and leading teachers with the performance of specific functions appropriate to the classification and role.

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 pre service 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.

Range 1 classroom teachers will be expected to:

- Plan and implement a range of teaching programs or courses of study;
- Provide a child safe environment in accordance with the child safe standards;
- Teach an area of the curriculum or a general curriculum to a year level;
- Monitor, evaluate and report student progress in key learning areas;
- Implement strategies to achieve targets related to student learning outcomes;
- Maintain records of class attendance and recording student progress;
- Implement effective student management consistent with the school's strategic plan;
- In their first year of teaching work with a mentor to participate in professional development planning, implementation and reflection and developing a professional portfolio.

Additional responsibilities may include but are not limited to:

- Supervising a range of student activities including support and welfare programs;
- Contributing to a range of co-curricular programs.

Paraprofessionals

A paraprofessional employed in response to a classroom teacher vacancy will be offered employment at either salary range 1 or 2. A paraprofessional employed in response to a leading teacher vacancy will be offered employment at either salary range 3 or 4 having regard to the role and responsibilities the paraprofessional will undertake.

Principals are to determine the roles and responsibilities of a paraprofessional consistent with any specific limitations, restrictions or conditions determined by the Victorian Institute of Teaching in granting that person permission to teach. Unless the Victorian Institute of Teaching has determined otherwise a paraprofessional with permission to teach must be under the general supervision of a registered teacher. General supervision includes oversight of the planning and implementation of class programs, and professional support with regard to:

- Teaching methods/practices;
- Student welfare;
- Assessment procedures and related matters.

Paraprofessionals must provide a child safe environment in accordance with the child safe standards.

Education Support Class

Education support class positions are diverse and cover the delivery of support services that include school administration and operations (e.g. human resources, finance, facilities,), school support services (e.g. library, laboratory, information technology), direct student and teaching support (e.g. classroom assistance to teachers, careers counselling, student health and wellbeing).

EDUCATION SUPPORT CLASS LEVEL 1 RANGE 1

Positions at this range involve the performance of routine tasks that are carried out under supervision or direction. Where the role carries a degree of independence, this will involve a limited number of tasks being performed on a regular basis in accordance with well-established and clear priorities and procedures with limited scope for deviation.

Responsibilities may include but are not limited to the following:

- Provide routine support for teachers;
- Provide a child safe environment in accordance with the child safe standards;
- Perform routine administrative activities;
- Provide basic physical and emotional care for students;
- Assist with coordination and planning of student routines;
- Provide routine customer service tasks such as reception and providing straightforward advice about the school;
- Provide routine support tasks with respect to grounds and school maintenance.

EDUCATION SUPPORT CLASS LEVEL 1 RANGE 2

Positions at this range involve tasks that are carried out in accordance with guidelines, accepted practice and school policy. Supervision and coordination of other staff involves ensuring that routine tasks are performed to the required standard.

Specialised support functions will involve accountability for a single function or the operation of a work area. Technical support will involve ensuring clearly defined technical requirements are met (e.g. technical support to teachers within a school laboratory). Direction is readily available and the scope for decision making is limited to how required tasks are met.

Responsibilities may include but are not limited to the following:

- Provide coordinated support to teachers and educational programs;
- Provide a child safe environment in accordance with the child safe standards;
- Coordinate the day to day routine operational requirements of a school office;
- Provide medical intervention support to a student/s;

- Support financial and budgetary processes;
- Coordinate and prepare routine school communication;
- Manipulate data/information and prepare documentation/basic reports;
- Use specialised knowledge in a specific functional area including risk assessment e.g. science laboratory, information technology support, library;
- Provide training and/or instruction with respect to technical systems or scientific processes;
- Prepare experiments or use of equipment and conducts demonstrations, where required, under direct supervision.

EDUCATION SUPPORT CLASS LEVEL 1 RANGE 3

Positions at this range may have management responsibility and accountability for the delivery of professional support services. Positions will usually impact beyond the work area and professional field to the extent it will be necessary to gain the cooperation of other staff members or members of the school community to achieve specific objectives. The role provides a degree of latitude for the employee to determine how work goals and targets are achieved in accordance with standard procedures and school policy. Business management and professional student support positions becomes a feature at this level.

Responsibilities may include but are not limited to the following:

- Manage and direct the preparation of annual budgets and regular financial statements and contribute to financial decision making;
- Provide a child safe environment in accordance with the child safe standards;
- Coordinate a range of functions, such as finance, human resources and other support areas that contributes significantly to the business management function within the school;
- Manage the delivery of a particular service or function (e.g. finance, library, human resources, facilities);
- Manage a school science laboratory where a variety of tests are undertaken, including activities that are not routine and techniques that are not standard;
- Advise teachers and students on aspects of information technology and use in the school;
- Conduct training and instruction to school colleagues within the technical field;
- Provide standard professional services independently within defined organisational and professional parameters;
- Provide operational leadership and strategic planning with respect to professional service delivery;
- Provide complex professional reports requiring in-depth factual analysis, including assessments and recommendations for consideration by others;
- Provide standard clinical professional services to students within the parameters of school policy and guidelines and the standards set by the relevant registration body.

EDUCATION SUPPORT CLASS LEVEL 1 RANGE 4

Positions at this range possess broader management responsibilities, particularly in the areas of finance, human resources, delivery of professional student support services and/or clinical management and other support functions. Roles will possess greater autonomy in the completion of tasks and have responsibility for managing a range of functions including the provision of appropriate support levels for other staff within the school. Positions at this level will provide key support and timely advice to the leadership team and school council, and may be responsible for liaising with key stakeholders.

Responsibilities may include but are not limited to the following:

- Coordinate delivery of a range of support services across a school/s involving a range of work areas;
- Provide a child safe environment in accordance with the child safe standards;
- Manage the school budget;
- Negotiate and manage straightforward contracts and service agreements;
- Interpret and analyse data to inform and provide authoritative advice to senior management;
- Manage the development and effective operation of the computer systems within a school/s;
- Formulate and supervise experimental and professional development programs for colleagues or other staff involved in the scientific or technical field;
- Manage the delivery of a professional support service/s in a school/s, including the development of policy and operational practices that will guide the work of others, including teachers;
- Provide leadership, training and development for others in the adaption and application of professional fields;

- Undertake advanced interventions in dealing with particularly complex cases that may require cross-profession or agency collaboration.

EDUCATION SUPPORT CLASS LEVEL 1 RANGE 5

Positions at this range will usually be part of the leadership team accountable for the development and delivery of key services that are integral to the effective operation of a school. Positions will provide a range of services and/or undertake the analysis of complex problems that form part of the policy framework.

Responsibilities may include but are not limited to:

- Develop and implement key policy initiatives in a school or group of schools;
- Provide a child safe environment in accordance with the child safe standards;
- Manage delivery of the school/s' budgetary, administrative and operational targets;
- Develop and implement operational policy and strategies and resource allocation;
- Initiate new developments in policy, practice and precedent.

EDUCATION SUPPORT CLASS LEVEL 2

An education support class position at level 2 will have a primary responsibility for the management of significant areas or functions within the school to support the educational services being provided to students. The position will have the authority to make all significant decisions relating to the program, budget and staff relating to their area of designated responsibility within the framework of the school's strategic plan, policies and budget. Positions will significantly influence the overall management of the school through involvement in policy formulation and decision making that will impact directly on the delivery of educational services.

Responsibilities may include but are not limited to the following:

- Information technology management;
- Provide a child safe environment in accordance with the child safe standards;
- Human resources management;
- Financial management;
- Facilities management;
- Communications and promotion management;
- Student welfare management.

Further assistance

Further information, advice or assistance on any matters related to roles and responsibilities is available by:

- accessing the A-Z topic list on [HRWeb](#),
- using the [related topics list](#); or
- contacting Schools People Services on 1800 641 943.