

# Job Opening Report

## Job Opening Summary

<b>Department</b>	018045(Mildura Senior College)	<b>Location</b>	Mildura Senior College
<b>Classification</b>	Graduate Teacher Program	<b>Role Type</b>	Graduate Teacher
<b>Job Posting Title</b>	Graduate Teacher - English (GTRI 090)		
<b>Subjects/Duties</b>	English	<b>Level</b>	Secondary Years 7-12
<b>Begin Date</b>	10/07/2023	<b>End Date</b>	09/07/2024
<b>Regular/Temporary</b>	Fixed Term		
<b>Hours</b>	38.00		
<b>Reference #</b>	1343479		
<b>Contact Name</b>	Belinda Hudak		
<b>Phone</b>	350212911		
<b>School Website</b>	www.milsen.vic.edu.au		
<b>Apply By</b>	18/05/2023		

## Position Descriptions

**Visible Description Type** Internal and External Conditions of Employment

All staff employed by the Department and schools have access to a broad range of employment conditions and working arrangements.

**Description**

Appointment of successful applicants will be made subject to a satisfactory pre-employment conditions check.

A probationary period may apply during the first year of employment and induction and support programs provided.

Eligibility for incentive payments:

- The successful candidate must be a new employee to this school
- The successful candidate is committing to a minimum of 1 year employment at this school
- The successful candidate will not be a Graduate Teacher Incentive recipient from a previous vacancy
- The successful candidate must not be employed as a teacher by the Department at the time the advertised position is to commence

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>

**Visible Description Type** Internal and External  
EEO AND OHS Commitment

**Description**

The Department of Education and Training is committed to the principles of equal opportunity, and diversity and inclusion for all. We value diversity and inclusion in all forms – gender, religion, ethnicity, LGBTIQ+, disability and neurodiversity. Aboriginal and Torres Strait Islander candidates are strongly encouraged to apply for roles within the Department. The Department recognises that the provision of family friendly, supportive, safe and harassment free workplaces is essential to high performance and promotes flexible work, diversity and safety across all schools and Department workplaces. It is our policy to provide reasonable adjustments for persons with a disability (see [Workplace adjustment guidelines](#)).

Aboriginal and/or Torres Strait Islander applicants can contact Brett West, Yamatji man, in the Koorie Outcomes Division to talk about the recruitment process, the Department and supports for Aboriginal and/or Torres Strait Islander people in the Department. Mobile: 0477 726 801 or email on: [brett.west@education.vic.gov.au](mailto:brett.west@education.vic.gov.au)

**Visible Description Type** Internal and External  
Role

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 student teachers.

**Description**

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.

**Visible  
Description Type  
Description**

Internal and External  
Other Information

**Visible  
Description Type**

Internal and External  
Selection Criteria

**Description**

**SC1** Demonstrated knowledge of the relevant curriculum, including the capacity to incorporate the teaching of literacy and numeracy skills. Demonstrated capacity to respond to student learning needs.

**SC2** Demonstrated capacity to implement high impact teaching strategies, guided by how students learn, and evaluate the impact of learning and teaching programs on student learning growth.

**SC3** Demonstrated capacity to monitor and assess student learning. Demonstrated capacity to use data to inform teaching practice and to provide feedback on student learning growth and achievement to students and parents.

**SC4** Demonstrated interpersonal and communication skills. Demonstrated capacity to establish and maintain collaborative relationships with students, parents, colleagues and the broader school community to support student learning, wellbeing and engagement.

**SC5** Demonstrated behaviours and attitudes

consistent with Department values. Demonstrated capacity to reflect upon practice and engage in professional learning to continually improve the quality of teaching.

**Visible Description Type** Internal and External Program Benefits

**Description** This position attracts an incentive payment of \$5,650 (pre-tax) for the successful candidate who meets the eligibility criteria set out under conditions of employment.

**Visible Description Type** Internal and External Responsibilities

Core responsibilities include:

**Description**

- . Planning and implementing a range of teaching programs or courses of study
- . Teaching an area of the curriculum or a general curriculum to a year level
- . Monitoring, evaluating and reporting student progress in key learning areas
- . Implementing strategies to achieve targets related to student learning outcomes
- . Maintaining records of class attendance and recording student progress
- . Implementing effective student management consistent with the school charter.
- . Working with a mentor to participate in professional development planning, implementation and reflection 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

**Visible Description Type** Internal and External Location Profile

Mildura Senior College is an educational landmark located in the heart of Mildura, in north-west Victoria 545 kilometres from Melbourne. The College has a student population in 2022 of 840 enrolled students with the addition of Year 10 VCE & VET external enrolments from surrounding schools. The College is one of a small number of stand-alone Senior Colleges in the state catering exclusively for Year 11 and 12 students undertaking the Victorian Certificate of Education (VCE) or Victorian Certificate of Applied Learning (VCAL). Mildura Senior College provides access to an unparalleled level of choice in the study areas of the VCE, VCAL, Vocational Education and Training (VET) and University Enhancement studies. The College has a clear commitment to the Managed Individual Pathways Program providing timetabled classes and Pathways Teachers advocate for all students. This unique learning environment is highly valued by the school community, which sees it as essential to students developing skills crucial to future success.

The College boasts outstanding facilities, which include the Deakin Trade Training Centre, VCAL Hub, Arts Precinct, Fitness Learning Facilities and numerous undercover student recreational areas. The grounds boast three sporting ovals utilised by College students, neighbouring schools and community sporting groups.

**Description**

The College is committed to providing suitable senior pathways for all senior students. We work in partnership with our neighbouring 7-10 colleges: Chaffey Secondary College, Irymple Secondary College, Merbein P-10 College, Trinity Lutheran College and Henderson College. There is close cooperation with these colleges in the areas of Instrumental Music, EAL provision, sport, professional development programs, student transition and orientation. Each year approximately 30% of enrolments come from outside these neighbourhood colleges and include public, catholic and independent schools.

The College provides a young adult learning environment and a learning philosophy built upon partnerships and strong relationships between teachers and students. Mildura Senior College provides clear pathways to further study and the workplace. Our mission is to deliver excellence in education and training opportunities for all students. Students are supported by full time careers and VET advisors, school to work coordinator, an extensive wellbeing team, student sub-school leaders and a team of staff experienced in the successful delivery of senior studies. Mildura Senior College currently has 125 members of staff including 73 teaching staff.

Mildura Senior College is an inclusive environment that has a diverse student co-hort including Koori, Pacifica and EAL students and celebrates this diversity. The Clontarf Academy is one example of a program at Mildura Senior College, targeted at reducing educational disadvantage for students.

The College is committed to Respectful Relationships and being a Safe School. The College values of Respect, Responsibility, Resilience, Independence and Success reflect the culture and behaviours the College aims to

develop in students, to enable them to become outstanding young people as they transition on their pathways to the future.

**Visible Description Type** Internal and External  
VIT LANTITE

**Description** To be eligible for employment, transfer or promotion in the principal or teacher class a person must have provisional or full registration from the Victorian Institute of Teaching. In addition, from 3 August 2020, to be eligible for employment in the principal class or teacher class, a person who graduated from a Victorian Initial Teacher Education program after 1 July 2016, must demonstrate that they have passed the literacy and numeracy test for initial teacher education (LANTITE) requirements. This condition is satisfied where the LANTITE requirement is part of the Victorian Initial Teacher Education program completed by the person.

**Visible Description Type** Internal and External  
Who May Apply

**Description** For the purpose of the Teacher Graduate Recruitment Program, graduate applicant eligibility is defined as a four-year trained qualified teacher who has completed all course requirements and graduated within the last four years; and not employed as a teacher by the Department at the time of the commencement of the advertised vacancy. Applicants must also be currently registered or eligible for registration with the Victorian Institute of Teaching.

**Visible Description Type** Internal and External  
Child Safe Standards

**Description** 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 <http://www.education.vic.gov.au/about/programs/health/protect/Pages/childsafestandards.aspx>

**Visible Description Type** Internal and External  
DET Values

**Description** The Department ' s employees commit to upholding DET ' s Values: Responsiveness, Integrity, Impartiality, Accountability, Respect, Leadership and Human Rights. DET ' s Values complement each school ' s own values and underpin the behaviours the community expects of Victorian public sector employees, including those who work in Victorian Government Schools. Information on the DET values is available at <http://www.education.vic.gov.au/hrweb/workm/Pages/Public-Sector-Values.aspx>

Job Postings			
Description	Posting Type	Post Date	Remove Date
Internet	Internal Posting	04/05/2023	18/05/2023
Internet	External Posting	04/05/2023	18/05/2023

Job Information	
<b>Created By</b>	08190767(Belinda Hudak)
<b>Created</b>	04/05/2023
<b>Opening to Fill</b>	L(Limited Number of Openings)



<b>Target Openings</b>	1
<b>Available Openings</b>	1
<b>Business Unit</b>	DOEBU(Dept of Education and Training)
<b>Company</b>	DOE(Dept of Education and Training)
<b>Status Code</b>	010 (010 Open)
<b>Reason for Job Opening</b>	
<b>Status Date</b>	04/05/2023
<b>Date Authorized</b>	04/05/2023
<b>Fixed Term Reason Verified</b>	

### Staffing information

<b>Region</b>	AUS
<b>Schedule Type</b>	Full-Time
<b>Work Period</b>	DOE Weekly