

# Job Opening Report

## Job Opening Summary

<b>Department</b>	018045(Mildura Senior College)	<b>Location</b>	Mildura Senior College
<b>Classification</b>	Classroom Teacher	<b>Role Type</b>	Secondary Teacher; Targeted Financial Incentive
<b>Job Posting Title</b>	Vocation Major Teacher (TFI 031)		
<b>Subjects/Duties</b>	VCE Vocational Major Personal Development Skills; VCE Vocational Major Work Related Skills	<b>Level</b>	Secondary Years 7-12; Secondary Years 7-12
<b>Begin Date</b>	27/01/2026	<b>End Date</b>	
<b>Regular/Temporary</b>	Ongoing		
<b>Hours</b>	38.00		
<b>Reference #</b>	1491360		
<b>Contact Name</b>	Belinda Hudak		
<b>Phone</b>	03 5021 2911		
<b>School Website</b>	www.milsen.vic.edu.au		
<b>Apply By</b>	06/10/2025		

## Position Descriptions

<b>Visible</b>	Internal and External
<b>Description Type</b>	Conditions of Employment
<b>Description</b>	<ul style="list-style-type: none"><li>• All staff employed by the Department and schools have access to a broad range of employment conditions and working arrangements.</li><li>• Appointment of successful applicants will be made subject to a satisfactory pre-employment conditions check.</li><li>• A probationary period may apply during the first year of employment and induction and support programs provided.</li><li>• Detailed information on all terms and conditions of employment is available on the Department's Human Resources</li></ul>

website at <http://www.education.vic.gov.au/hrweb/Pages/default.aspx>

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

Applicants seeking part-time employment are encouraged to apply for any teaching service position and, if they are the successful candidate, request a reduced time fraction. Such requests will be negotiated on a case-by-case basis and will be subject to the operational requirements of the school.

**Description**

The Department of Education 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](#)).

Additional support and advice on the recruitment process is available to Aboriginal and/or Torres Strait Islanders from the Koorie Outcomes Division (KOD) via [marrung@education.vic.gov.au](mailto:marrung@education.vic.gov.au)

**Visible** Internal and External  
**Description Type** Role

**Description**

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 his or her 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
- 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 student teachers
- Assist staff to use student data to inform teaching approaches that enable targets related to improving student learning outcomes to be achieved.

#### 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 student 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.

**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 ability to incorporate the teaching of literacy and numeracy skills. Demonstrated experience in responding to student learning needs.

**SC2** 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.

**SC3** 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.

**SC4** 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.

**SC5** 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.

**Visible  
Description Type**

Internal and External  
Program Benefits

This position has been advertised as part of the **Targeted Financial Incentives (TFI)** program and includes incentive and retention payments. ***Payments are only applicable and payable if the successful candidate meets the candidate eligibility criteria.***

**Payments and support on offer** (subject to *candidate eligibility criteria*, see below):

1. A commencement incentive payment (*pro-rata for positions less than full-time*) to the amount of **\$50,000** (before-tax).

null Reimbursement of relocation expenses (up to **\$5,000**) and support to identify suitable housing.

null **\$10,000** (before-tax) retention payments (*pro-rata for positions less than full-time*), at the conclusion of the second, third and fourth years of employment, for a total of up to \$30,000 (before-tax). Each retention payment is subject to successful completion of employment milestones.

**TFI candidate eligibility criteria:**

**Description**

1. The successful candidate must be a new employee to this school.

null The successful candidate is committing to a minimum of 2 years of employment at this school.

null The successful candidate must not have previously received \$50,000 (before-tax), or more, in commencement TFI payments within the last 5 years:

null The successful candidate meets the requirements for relocation (e.g. ordinarily resides at least 1 hour from this school at the time of application), as outlined within '[Travel and Personal Expenses - Teaching Service](#)'.

null The successful candidate's ordinary place of residence is not classified as '[Remote Australia \(Vic.\)](#)' or '[Outer Regional Australia \(Vic.\)](#)', per Australian Bureau of Statistics, ASGS Edition 3 Remoteness Areas.

null Where the recruiting school is located within '[Inner Regional Australia \(Vic.\)](#)', the successful candidate's ordinary place of residence is not classified as '[Inner Regional Australia \(Vic.\)](#)', per Australian Bureau of Statistics, ASGS Edition 3 Remoteness Areas.

For further information on *Australian Bureau of Statistics, ASGS Edition 3 Remoteness Areas area classifications*, or to review a particular school or ordinary place of residence address, refer to [ABS Maps](#), via Australian Bureau of Statistics (select filter '2021 Remoteness Area').

Further information regarding this offering is available on the department's website at <https://www.vic.gov.au/Relocation-incentives-to-teach-in-Regional-Victoria>

**Visible  
Description Type** Internal and External  
Responsibilities

The role of classroom teacher may include but is not limited to:

**Description**

- Direct teaching of groups of students and individual students;
- Contributing to the development, implementation and evaluation of a curriculum area or other curriculum program within the school;
- Undertaking other classroom teaching related and organisational duties as determined by the School Principal;
- Participating in activities such as parent/teacher meetings; staff meetings; camps and excursions;
- Undertaking other non-teaching supervisory duties.

**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.

**Description**

The College has a student population in 2025 of 1022 enrolled students with the addition of Year 10 VCE and VET students undertaking accelerated studies. 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 Vocational Major (VM). Mildura Senior College provides access to an unparalleled level of choice in the study areas of the VCE, VM, 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, VM 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.

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, Henderson College and Mildura Christian College. There is close cooperation with these colleges to support 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 136 members of staff including 86 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.	
<b>Visible</b> <b>Description Type</b>	Internal and External Who May Apply  <b>Description</b> <p>Teachers currently registered or eligible for registration with the Victorian Institute of Teaching and qualified to teach and/or have demonstrated experience in the curriculum area(s) specified for the position.</p>
<b>Visible</b> <b>Description Type</b>	Internal and External Child Safe Standards  <b>Description</b> <p>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:</p> <p><a href="https://www2.education.vic.gov.au/pal/child-safe-standards/policy">https://www2.education.vic.gov.au/pal/child-safe-standards/policy</a></p>
<b>Visible</b> <b>Description Type</b>	Internal and External DE Values  <b>Description</b> <p>The department's employees commit to upholding the department's Values: Responsiveness, Integrity, Impartiality, Accountability, Respect, Leadership and Human Rights. The department'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 department values is available at:</p> <p><a href="https://www2.education.vic.gov.au/pal/values-department-vps-school-employees/overview">https://www2.education.vic.gov.au/pal/values-department-vps-school-employees/overview</a></p>

Job Postings			
Description	Posting Type	Post Date	Remove Date
Internet	Internal Posting	12/09/2025	06/10/2025
Internet	External Posting	12/09/2025	06/10/2025

Job Information
<b>Created By</b> 10193668(Yao Jun Kuan)

**Created** 01/09/2025  
**Opening to Fill** L(Limited Number of Openings)  
**Target Openings** 1  
**Available Openings** 1  
**Business Unit** DOEBU(Dept of Education and Training)  
**Company** DOE(Dept of Education and Training)  
**Status Code** 010 (010 Open)  
**Reason for Job Opening**  
**Status Date** 11/09/2025  
**Date Authorized** 01/09/2025  
**Fixed Term Reason Verified**

### Staffing information

**Region** AUS  
**Schedule Type** Full-Time  
**Work Period** DOE Weekly

### Screening Questions

Question	Description
3007	I currently have
3008	Voluntary Departure Package
3009	VIT LANTITE Requirement
3012	Right to work / Visa
3016	Applicant Pool question