

POSITION:	Teacher
REPORTS TO:	Head of Campus
LOCATED:	Multi Campus locations • Exhibition Street, Melbourne • Tope Street, South Melbourne • Harvester Road, Sunshine • Roth Street, Werribee • New campus developments
CLASSIFICATION:	Hester Hornbrook Academy Enterprise Agreement 2024 – 2026
UPDATED:	August 2025

ORGANISATIONAL ENVIRONMENT

Hester Hornbrook Academy is a Special Assistance School which provides wellbeing for learning and learning for wellbeing. Recognising that mainstream education is not suitable for all young people, our programs are driven by the personal pursuits of students.

Our HOPE – Healing Orientated Program of Education, informs our work each day, ensuring the integration of academic intervention and growth with wellbeing and life skills. Applied learning includes VPC (Victorian Pathways Certificate), VM (VCE Vocational Major) and VETiS (Vocational Education and Training in Schools).

At Hester Hornbrook we strive for a culture that is values and purpose aligned. Our employees are central to the support we provide for our young people. Our employees' behaviours, values, skills and expertise are essential for the successful delivery of our programs.

DIVERSITY, EQUITY OF ACCESS, AND INCLUSION

Hester Hornbrook Academy is committed to inclusion, equity of access and diversity. We know that diversity helps us to innovate and make the biggest impact possible. The MCM Group DEI Strategy On for Inclusion supports and drives an inclusive workplace culture. We recognise that many people continue to face systemic barriers within an employment context, particularly those from First Nations, culturally and linguistically diverse, disability and LGBTIQ+ communities. We are committed to inclusivity and want to continue to learn from and grow our diverse workplace culture. This includes supporting your individual employment needs wherever reasonably possible.

POSITION CONTEXT

Hester Hornbrook Academy is a leading, independently registered Special Assistance School that provides flexible, inclusive education for young people aged 15-25 who experience barriers to traditional learning. Operating across multiple campuses in Greater Melbourne, the school offers a healing-oriented environment where students are supported to re-engage with education and pursue meaningful pathways.

Hester Hornbrook Academy brings together a diverse team of professionals working collaboratively within a school setting to improve education and wellbeing outcomes for students.

All Hester Hornbrook classrooms are supported by strong classroom teams including a teacher/trainer, educational support staff and youth worker. The classroom team collaborates to provide a safe, respectful, and productive learning environment. The team works in partnership with the students to understand and address

the barriers to learning, to implement educational intervention strategies, set and achieve positive pathways and other life goals. All staff bring different and overlapping skills and experience to the classroom to provide a holistic response to the students' educational needs.

All roles within Hester Hornbrook will have a classroom allotment, this may include classroom instruction, the delivery of learning activities, the supervision of students, assertive outreach, and involvement in our other programs which support students to attain educational success.

POSITION PURPOSE

The Classroom Teacher will work as part of a multidisciplinary team, they will be responsible for organising and implementing an instructional program in accordance with the VCAA applied learning curriculum and our HOPE (Healing Orientated Program of Education). The teacher is expected to collaboratively share leadership of the classroom with the other members of the team, including decision making authority.

A primary focus of our teachers at Hester Hornbrook is on the planning, preparation, and teaching of programs to achieve specific student outcomes, along with participation in the development of Hester Hornbrook policies and programs and the implementation of Hester Hornbrook Strategic priorities.

All Hester Hornbrook teachers are expected to teach a range of students with varying academic abilities and are accountable for the effective delivery of their programs and consistently implementing the Healing Orientated Program of Education. This will include contributing to and in some cases leading innovative curriculum development and demonstrating a range of best practice approaches within our setting. Our teachers will use student data to inform teaching approaches which will enable differentiated individualised teaching and learning to improving student educational outcomes.

POSITION DUTIES AND RESPONSIBILITIES

Duties of this role may include but are not limited to the following:

- Collaborate within a multidisciplinary classroom team to co-design and maintain a safe, respectful and engaging learning environment that prioritises both learning for wellbeing and wellbeing for learning, across both face-to-face and virtual contexts.
- Plan, deliver and assess applied learning programs aligned with the VPC and/or VCE VM curricula, embedding Hester Hornbrook's HOPE (Healing-Oriented Program of Education) model and trauma-informed practices to promote engagement, inclusion, and positive student outcomes.
- Differentiate learning using student data and evidence-based strategies, supporting the diverse learning needs, goals and pathways of students, including those with complex needs or experiencing barriers to education.
- Model and implement proactive classroom management strategies that promote prosocial behaviour, positive relationships and student agency.
- Display the ability to collaborate with a multidisciplinary team to understand, support and drive impact for young people in an educational environment.
- Apply an understanding of our HOPE (Healing Orientated Program of Education) to support students in a way that allows them to Engage, Equip, Empower and Extend. While having a thorough

understanding of a range of interventions that promote engagement and inclusivity, build rapport, and develop prosocial behaviours and relationships.

- Maintaining accurate records using the school's IT Applications including Sentral, Canvas and Teams ensuring regular wellbeing case noting and the preparation of reports and funding requirements which include NCCD educational adjustments.
- Participate in the life of the school including, timetabled duties, camps and excursions, regular supervision, scheduled whole school and campus meetings, the performance review processes, professional learning and a culture of continuous review, improvement of student learning outcomes and achievement of the Hester Hornbrook Strategic Plan (SP) and Annual Implementation Plans (AIP).
- Ensure that all Child Safe, risk management and Hester Hornbrook documentation is adhered to and delivered within the framework of Hester Hornbrook and MCM Group policies and procedures, legislative requirements, and meet the Performance Standards expected of the Hester Hornbrook Academy organisation.

Note: All applicants must be prepared to travel between all Hester Hornbrook Academy campuses.

KEY SELECTION CRITERIA

Applications to include a Cover Letter which highlights **how you have previously assisted a young person to improve their educational outcomes, leading to learning for wellbeing** and a current CV with referees.

The following **ESSENTIAL** key selection criteria **must** be addressed in the application in order to be short listed for this position:

- Demonstrated ability to work collaboratively within a multidisciplinary team to provide holistic, trauma-informed educational interventions that support student wellbeing and enable academic success.
- Demonstrated capacity to plan, deliver and assess differentiated applied learning programs, using data and student agency to personalise learning, increase engagement and support diverse pathways within VPC, VCE VM and/or VETiS
- Proven experience working with young people with complex needs, including those who identify as LGBTQIA+, are from diverse cultural backgrounds, or have experienced barriers to education such as trauma, mental health challenges, or out-of-home care.
- Demonstrated capacity to use digital platforms (e.g. Canvas, Sentral, Teams) for curriculum design, student assessment, feedback, and maintaining accurate records. Ability to engage students in digital learning environments and support consistent documentation and communication across teams.
- Strong organisational and time management skills, with the ability to work flexibly, manage competing demands and deliver education in varied formats including outreach, excursions and virtual learning environments.
- Sound knowledge of relevant legislation and compliance requirements, including the Victorian Child Safe Standards and the VCAA expectations for senior secondary settings.

Essential requirements of all candidates:

- *Professional knowledge*
 - an understanding key stakeholder engagement and management
 - ability to demonstrate the core skills, knowledge and application of concepts, techniques, resources to perform this role.
- *Professional practice*
 - organisation and preparedness to execute tasks and manage complex, challenging or competing agendas, priorities and or tasks
 - ability to demonstrate adherence to the shared expectations of the organisation including duty of care obligations under law. knowledge in the application of trauma informed practices, OH&S laws, safeguarding of young people and HOPE
 - ability to use technology and resources to effectively perform the role. Ability to receive feedback openly, analyse data and apply critical thinking to evaluate short- and long-term consequences when decision making.
- *Professional engagement*
 - demonstrates an interest in developing competence, skill and knowledge of their profession and keep abreast of information, knowledge and practices to meet this role
 - applied the principles of code of ethics and demonstrates understanding of the relevant legislative, administrative and organisational policies and process required of the organisation and their profession.
 - Is a team player, welcomes team contribution and builds and fosters relationships that embrace collaboration, consultation and empowerment.
- Bachelor of Education or relevant teaching qualification
- Current registration with the Victorian Institute of Teaching (provisional or full)

Desirable: Current Training and Assessment (TAE) qualifications for teaching of VETiS programs.

Essential Safety Screening Requirements: *

- Proof of Identity Check
- National Police check
- International Police check
- Current Victorian Working with Children Check (Employee)
- Other Professional Registration (eg VIT, APRA, etc.)
- Current Victorian Drivers Licence
- Right to work in Australia

KEY RELATIONSHIPS

This position may have relationships with a diverse range of Hester Hornbrook and MCM Group employees, external service providers, organisations and stakeholders within the community, with the view to providing the most appropriate and effective services and supports to the young people we support. Examples of key relationships include:

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| Internal Relationships | <ul style="list-style-type: none"> • All employees from the Hester Hornbrook team • Employees from the MCM Group of Services |
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**External
Relationships**

- Education and other partners
- Relevant community services providers
- Student's communities including parents/carers

OUR VALUES

Employees are expected to commit to and demonstrate the Hester Hornbrook Academy expected behaviours of:

Safe

Respectful

Productive

ORGANISATIONAL REQUIREMENTS AND COMMITMENTS**Child Safety & Safety of Vulnerable People**

Hester Hornbrook Academy is a Child Safe Organisation, committed to the safety and wellbeing of children, young people, people with disability, and other vulnerable people. We have zero tolerance of abuse and neglect of all vulnerable people. Hester Hornbrook Academy is committed to providing a safe environment in which children and vulnerable people are protected from violence, abuse and neglect. All employees must:

- Comply with the Child Safe Standards at all times.
- Maintain a safe environment in which children and vulnerable people are safe at all times.
- Actively prevent, and immediately report to Hester Hornbrook Academy, any violence, abuse or neglect of any child or vulnerable person.

Workplace Health & Safety

Hester Hornbrook Academy has zero tolerance for compromised worker safety. We endeavour to provide a working environment that is safe for all employees and people who use our services. As an employer, Hester Hornbrook Academy adheres to Occupational Health & Safety regulations. All employees must:

- Comply with all Hester Hornbrook and MCM Group policies related to Occupational Health and Safety in the workplace.
- Take reasonable care of their own health and safety, and the health and safety of their colleagues, service users, and others who may be affected by the employee's acts or omissions in the workplace.
- Immediately report to Hester Hornbrook any hazards or incidents.

Code of Conduct and Operational Accountability

Hester Hornbrook Academy is committed to operating efficiently and ethically and remaining operationally and financially sustainable. All employees must:

- Operate within the requirements of the Hester Hornbrook Academy and MCM Group accreditations, registrations, policies and procedures, Code of Conduct, and regulatory guidelines.

Position Description Maintenance

Position Descriptions change over time, due to a wide range of organisational, technological, financial, geographical, service, systemic, legal, and individual factors. All employees must:

- Maintain position description currency by communicating, discussing and documenting necessary changes, and considering consistencies and relativities with other like positions.
- Ensure compliance with position description, management of change, and consultation requirements in the relevant Hester Hornbrook Academy Enterprise Agreement 2024 – 2026.
- Use correct processes to apply for changes related to individual circumstances, for example, reasonable adjustments for disability, flexible working arrangements for care responsibilities, rehabilitation to work following injury, ill health or medical procedure, or transition to retirement.