Business Group
Y Schools Queensland

Classification
Y Schools Queensland Enterprise Agreement 2024, Classification (enter here)

Employment Type
PPT, PFT, Fixed term, Cas

Child Facing Role
Yes ☒
No ☐

Screening Requirements
All Y Queensland employees must have a:

- *National Police Check*

Role specific requirements:

- *QCT Registration*
- *First Aid and CPR*

Reports to:
Operationally reports to the Head of Campus/School, with curriculum and pedagogy direction provided by the Head of Teaching and Learning, supported by the Teaching and Learning Coaches

Supervises:
Supports Teaching team on campus

Position Description

Teacher in Charge (Senior Campus)

Role Purpose

The Teacher in Charge (Senior Campus) supports the Head of School or Head of Campus in achieving educational, wellbeing, and pathways targets. This role provides on-site leadership for curriculum and pedagogy, under the strategic direction of the Head of Teaching and Learning and supported by Teaching and Learning Coaches, ensuring alignment with the Whole School Curriculum Framework and THRIVE Framework.

The Teacher in Charge provides instructional leadership for teachers, including classroom observations, planning and delivering professional development, and ongoing coaching and mentoring to improve instructional practice. This role also supports the operational leadership of the campus as directed by the Head of School or Head of Campus, including staff briefs and debriefs, WHS and safeguarding processes, and management of staff and volunteers.

Additional responsibilities include hosting new student inductions, overseeing student engagement and case management processes, facilitating the delivery of academic and wellbeing programs, and actively supporting vocational and pathways initiatives. The Teacher in Charge works closely with the Head of School/Campus, Senior Youth Worker, and Pathways Lead to ensure all school pillars work collaboratively for the benefit of students.

Your Key Responsibilities

Typical role responsibilities include, but are not limited to:

1. Academic and Wellbeing Programs

1.1 Collaborate with the Head of Teaching and Learning and Teaching and Learning Coaches to ensure consistent curriculum delivery, assessment, and pedagogy in line with the Australian Curriculum, QCAA requirements, and Y Schools Queensland's Whole School Curriculum Framework.

1.2 Develop and deliver in coordination with the Head of Campus/School professional development for all teachers.

1.3 Fortnightly Reflective Practice.

1.4 Create and review professional development plans with the teaching staff.

1.5 Observation, feedback and reflection of teachers' pedagogy.

1.6 Support the teaching team with the creation and delivery of quality, differentiated TLAPS and lessons, and support the teaching team to meet all requirements:

- In accordance with the guidelines and parameters provided by the Head of Teaching and Learning and School's Teaching and Learning and Wellbeing frameworks.
- Tailored to the needs of each student so that students are engaged and able to maximise their learning outcomes.
- Apply Universal Design for Learning (UDL) principles and AARA processes to ensure inclusive and accessible curriculum delivery for all learners, as directed by the Head of Teaching and Learning

1.7 Facilitate the implementation of NAPLAN and PAT testing for all students as per timeline provided by T&L team and Head of Inclusion.

1.8 Organise and participate in parent/carer/teacher meetings to share updates on student progress twice per year.

1.9 As required, liaise with other staff, parents/carers and students concerning the educational, social and emotional status of a student; including management of their pastoral care and attendance targets.

1.10 Support HOC/HOS in producing and distributing student academic and wellbeing reports prior to the conclusion of each school semester.

1.11 Contribute to the maintenance of student records, case management, the collection of samples of work and reporting on the student performance as per the school's policies and procedures.

2. Vocational Programs

2.1 Support, as required, Pathways Leads and Coordinators, and External Taster Facilitators providing taster opportunities to students, to ensure these training sessions meet needs of students, align with the School's philosophy and an environment conducive to learning is maintained.

2.2 Collaborate with Pathways Leads and Coordinators to connect students with taster programs that align with their individual interests, strengths, and future aspirations.

3. Collaborations

3.1 Collaborate constructively and positively with campus staff, the Head of Teaching and Learning, and Teaching and Learning Coaches in the development, implementation, and evaluation of curriculum and pedagogy, ensuring consistency with Y Schools' strategic teaching and learning priorities.

3.2 Participate in the process to regularly monitor the effectiveness of program delivery through observation and evaluation.
3.3 Attend and participate in both school and wider Y Schools meeting and planning sessions.

4. Data and Improvement
4.1 Work with the Head of Teaching and Learning, Head of Inclusion and Teaching and Learning Coaches, in collaboration with the Head of School/Campus, to analyse academic data, identify trends, and implement targeted strategies to improve student outcomes in line with Y Schools Queensland's strategic teaching and learning priorities.

5. Professional Development and Support
5.1 Coach and mentor campus teaching staff to improve instructional practice, ensuring alignment with the Y Schools coaching model and the strategic direction of the Head of Teaching and Learning.
5.2 Participate in the Professional Development Plan process led by the Head of School, updating the PDP document once per year.
5.3 Participate in middle management professional development as scheduled.
5.4 Lead subject-specific curriculum planning workshops, where relevant.

6. Customer Service
6.1 Work with all staff to provide the highest possible standard of customer service to the wider community.
6.2 Respond to the needs of students, their parents and/or carer and wider community to ensure the quality of service meets agreed standards.
6.3 Handle student and parent and/or care giver complaints and conflict and take relevant action in accordance with Y Schools Policy and Procedure.

7. Management Support / Y Schools Queensland Support
7.1 Assist in planning of services, events, and programs.
7.2 Facilitate and participate in training activities.
7.3 Advocate on behalf of and for young people in community planning committees where appropriate and needed.
7.4 Provide operational leadership of the campus when the Head of School/Head of Campus is offsite:

- Duties/PC/Parade/classes covered.
- Monday meetings schedule. Facilitate fortnightly Monday meetings.
- Coordinate case conferencing
- Follow decision matrix for incidents.
- Follow up parent/carer contact.
- Opening/closing procedures of campus.
- Support in behaviour triaging
- Facilitate daily staff briefs and end-of-day debriefs to support clear communication and continuity.

- Oversee WHS and safeguarding matters in alignment with the Y's policies and procedures.
- Coordinate and support staff and volunteers to ensure smooth daily operations.

Safeguarding Children Requirements

The status for your position as either child-facing or non-child-facing is outlined on page one of your position description. The YMCA has requirements for both child-facing and non-child-facing roles which are indicated below.

Safeguarding Children - Child-Facing Roles

- Declare anything you become aware of through the course of your engagement with the YMCA which a reasonable person would consider could impede your suitability to have contact with children and young people.
- Act as an extended guardian towards children and young people where you have interactions and always take reasonable steps to prevent abuse and neglect.
- Adhere to all policies and procedures relating to safeguarding children and young people and the Safeguarding code of conduct.
- Update your details whenever these changes, with the relevant department administering the working with children check or equivalent in your state/ territory of residence, as required by applicable laws.
- Report any suspicions, concerns, allegations or disclosures of alleged child abuse/neglect in line with procedures.

General Requirements

- Support the management of a workplace that supports diversity including gender, cultural and generational diversity; provide equal employment opportunity and foster a respectful, inclusive workplace.
- Comply with all Policies and procedures
- Maintain confidentiality of all YMCA information, records and files.
- Complete the YMCA Induction and other required training as required by organisational policy and procedures.
- Uphold, promote and comply with the policies, mission and values of the YMCA.
- Any other duties as determined by the Chief Executive Officer as required.

Health and Safety

WHS Responsibilities for All Employees / Volunteers

- Take reasonable care to ensure their own safety and health and that of others, and to abide by their duty of care provided for in the legislation.
- Be familiar with the YMCA WHS Policy and other health and safety policies, procedures and requirements.

- Accept responsibility and accountability for compliance and cooperation with all WHS policies, procedures and practices established by the YMCA.
- Report all hazards, near-misses, incidents and injuries in accordance with organisation policy and procedures.
- Wear appropriate clothing, footwear and protective equipment for the work performed and work environment.
- Properly use equipment, including any relevant safety equipment or devices.
- Participate in discussions and consultation on the management and resolution of WHS risks.
- Accurately complete all required WHS documentation relevant to position and work activities being undertaken.
- Continually monitor the workplace for hazards so as to minimize the risk to both customers and staff.
- Make suggestions for improvements to health and safety practices within the workplace.
- Take reasonable care for your own health and safety and that acts or omissions do not adversely affect the health and safety of others.
- Comply with any reasonable instruction that is given by the YMCA for ensuring health and safety.

Key Physical Requirements

- Walking / standing – Frequent
- Sitting – Frequent
- Driving - Occasional
- Squatting/ bending/kneeling – Occasional
- Working outdoors – Occasional
- Fine motor skills (keying, typing) – Frequent
- Gross motor skills (e.g. setting up, packing up) – Occasional
- Lifting/carrying up to 10kg – Occasional to Frequent

(Key = Occasional 1-33%, Frequent 34-66%, Constant 67-100%)

Qualifications, Licenses and Professional Registrations:

- QCT Registration
- National Police Check
- CPR & First Aid

- **Your Key Capabilities in Relation to Position**
- Current registered teaching qualifications with the Queensland College of Teachers (QCT) and relevant classroom and leadership experience.

- Current First Aid Certificate and CPR qualifications.
- Proven ability to lead curriculum and pedagogy on a campus

- Demonstrated ability to plan and prepare high-quality teaching and learning programs that meet the diverse characteristics, needs, and learning styles of students at risk of disengaging from education, including the application of Universal Design for Learning (UDL) principles and AARA processes to ensure inclusive and accessible curriculum delivery, while ensuring program delivery is consistent with relevant syllabi, curriculum policies, and school objectives.
- Demonstrated experience in coaching and mentoring teachers to improve instructional practice and student outcomes.
- Knowledge of and the ability to implement effective and inclusive teaching and learning processes, including the use of learning technology, differentiated instruction, and evidence-based assessment, to establish an engaging learning environment in which students are encouraged to work toward their potential.
- Proven ability to coach and mentor teaching staff to build capability in high-impact, inclusive pedagogy, aligned to the Y Schools coaching model.
- Highly developed communication and interpersonal skills, with the ability to build positive relationships and effectively engage with students, parents/carers, staff, and the wider school community.
- Ability to work successfully in a collaborative team environment and within the school's philosophy and ethos to establish productive partnerships and achieve educational outcomes.
- Demonstrated commitment to following procedures and ensuring a safe educational environment at all times, including meeting safeguarding requirements.
- Ability to meet all compliance requirements, including:
- Completion of a National and/or International Police Check prior to employment and at the discretion of the Y
- Possession of, or willingness to obtain, a positive notice Blue Card in accordance with the Working with Children (Risk Management and Screening) Act 2000
- Achievement of Y's Safeguarding Children Training Certificate and completion of annual refresher training

Desirable:

- Postgraduate qualification in educational leadership, curriculum, or a related field.
- Experience working in, or knowledge of, the Special Assistance Schools sector or alternative education settings.
- Previous experience working with young people who are at risk of disengaging from education, and the ability to implement strategies to support their re-engagement and achievement.