

# Classroom Teacher

## Applicant Information Package

### Position Information

<b>School / Section</b>	Student Behaviour Support Team
<b>Position Number</b>	P71390 & P71391
<b>School Description</b>	The Student Behaviour Support (SBS) Team is a multidisciplinary team providing coaching services to support building the school staff capability on the prevention and management of complex student behaviour.
<b>Local Designation</b>	SBS Classroom Teacher – Assistant Coach
<b>Classification</b>	Classroom Teacher (CT)
<b>Network</b>	ESO
<b>Web Address</b>	N/A
<b>Principal / Manager</b>	SBS Senior Leader A
<b>Position Contact</b>	Michael Mahar <a href="mailto:Michael.Mahar@act.gov.au">Michael.Mahar@act.gov.au</a>

#### Job Description

1. Provide classroom relief coverage so coached classroom teachers can attend scheduled SBS coaching sessions (including maintaining continuity of learning, routines and safety expectations during teacher release).
2. Deliver pre-planned learning for P-2 cohorts in participating trial schools, using established class programs, differentiated teaching and inclusive practices to maintain high engagement and high expectations.
3. Maintain consistent classroom routines, transitions and behaviour expectations aligned to the school's Tier 1 frameworks and SBS coaching focus while acting as the relief teacher.
4. Support SBS trial reporting requirements and contribute to trial monitoring by recording and reporting observed changes in student behaviour and engagement (e.g., reductions in escalation points, improved routines/settling, increased time on task), including improvements and emerging risks, in line with SBS processes and tools.
5. Work collaboratively with the SBS multidisciplinary team and school staff to ensure smooth coordination of release time, class coverage, and information handover that supports coaching continuity (without assuming responsibility for the coaching role).

6. Adopt and model the SBS framework and agreed classroom-level strategies during training and daily practice, supporting consistency of adult responses and preventative practice.
7. Maintain professional conduct, duty of care and safe work practices, and build respectful working relationships with students, staff and families, including working in trauma-informed and inclusive ways.

**Please note: this position attracts office-based conditions.**

**Previous training and/or experience in complex student behaviour managements is highly regarded.**

## About the Education Directorate

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The Education Directorate (the Directorate) is one of seven ACT Government Directorates established with a collaborative purpose to achieve the ACT Government's priorities and to serve the community. The Directorate services include the provision of public-school education, regulation of education and care services, registration of non-government schools and home education.

**What is important to us:** We are an education system that empowers our young people to thrive in ways that foster a democratic, equitable, diverse and prosperous society. We focus on creating capable, resilient and active citizens by placing students at the centre of their learning, empowering learning professionals, building strong communities, and strengthening the system to focus on equity and quality.

**Our Mission:** We develop and deliver educational services to empower each young person in the ACT to learn for life.

**Our Vision:** Our vision is to be a leading learning organisation where people know they matter. Our Directorate values of respect, integrity, collaboration, and innovation reflect the employee values of the ACT Public Service. These core values underpin our service delivery and are the cornerstone of our workplace environments. Translating these values into daily practice is an expectation of all ACT public servants.

The ACT public education system continues to expand with over 49,000 students attending 89 public schools, comprising:

- 51 preschool to year 6 schools (including four Koori preschools);
- nine year 7 to 10 high schools;
- eight year 11 and 12 secondary colleges;
- six early childhood schools (preschool to year 2);
- four specialist schools;
- seven preschool to year 10 schools (including one Koori preschool);
- one kindergarten to year 10 school; and
- one year 7 to 12 school.

The Directorate also has responsibility for the planning and coordination of early childhood education and care services for the ACT.

The Directorate is structured around four groups (divisions): School Improvement; System Policy and Reform; Business Services and Service Design and Delivery. The Directorate employs 6,814 staff including 3735 school teachers and leaders.

The Education Governance Committee (EGC) is authorised by the Director-General as the key leadership, planning and accountability governance body of the Directorate. EGC's responsibilities are to formulate strategic direction, considering changing community needs and government priorities; and monitor the Directorate's performance, compliance, assurance, and risk assessment and mitigation.

The Directorate operates within a 'One ACT Government' framework to facilitate the implementation of whole-of-government priorities and initiatives. The ACT Government's vision for the Territory is embodied in the following strategic themes – quality health care; a fair and safe community; excellent education, quality teaching and skills development; a strong dynamic economy; a vibrant city and great neighbourhoods; a sustainable future; and high-quality services.

## Reference Links

- ACT Education Directorate website  
[www.education.act.gov.au](http://www.education.act.gov.au)
- ACT Education Directorate Executive  
<https://www.education.act.gov.au/about-us/who-we-are>
- ACT Education Directorate Annual Report  
[https://www.education.act.gov.au/about-us/policies-and-publications/publications\\_a-z/annual-report](https://www.education.act.gov.au/about-us/policies-and-publications/publications_a-z/annual-report)
- ACT Education Directorate Strategic Plan  
<https://www.education.act.gov.au/our-priorities/strategic-plan>
- ACT Public Sector Education and Training Directorate (Teaching Staff) Enterprise Agreement 2018-2022  
[https://www.education.act.gov.au/working-with-us/benefits-and-support/employment\\_agreements](https://www.education.act.gov.au/working-with-us/benefits-and-support/employment_agreements)

## Classification Profile

Classroom teachers are expected to enact professional knowledge, practice and engagement consistent with the *Australian Professional Standards for Teachers* <https://www.aitsl.edu.au/teach/standards>

### Professional Knowledge

1. Know students and how they learn
2. Know the content and how to teach it

### Professional Practice

3. Plan for and implement effective teaching and learning
4. Create and maintain supportive and safe learning environments
5. Assess, provide feedback and report on student learning

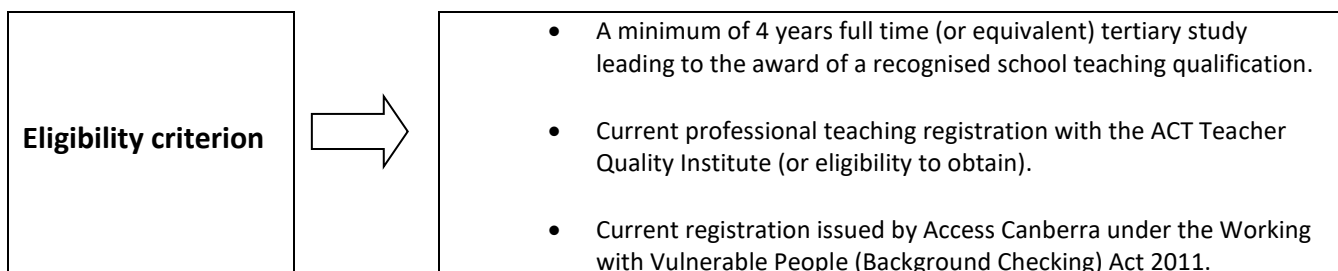
### Professional Engagement

6. Engage in professional learning
7. Engage professionally with colleagues, parents/carers and the community

Teachers have a professional obligation to understand and implement Directorate and school plans, policies, programs and have a duty of care for students at all times.

They may supervise learning support assistants if allocated within any of their classes. In teaching teams or faculty structures, staff collaboratively reflect on their practice and draw on their experience to mentor new educators.

Teachers are expected to contribute to the corporate life of the school, including school-wide committees.



# Advice for applicants

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## ***Applying for the position***

Applicants are to provide a Curriculum Vitae (CV)/ Resume, a two-page Statement of Claims based on the *Australian Professional Standards for Teachers* and details of two referees.

Your **two-page Statement of Claims** does not need to address each individual standard above, but the general approach typified by the capabilities should be reflected in your response. Provide examples of your past experiences with an emphasis on the actions you took and the results achieved, relating your prior experiences and performance to your potential for achieving outcomes in this position.

## **Referees:**

In choosing referees, consider how well they know your work and can speak about your capabilities (your current or recent Supervisor is recommended). Referees may be contacted at any time during the selection process and may be asked to provide a written or verbal report. If a verbal report is sought, the focus may be in general terms relating to the capabilities, or a specific aspect for which clarification would assist the decision. Consistent with the ACT Public Service Recruitment Guidelines, contact with referees other than those listed should only occur with applicant permission.

## **The selection process:**

The Joint Selection Committee (JSC) will use the standard selection techniques in accordance with the principles of merit including, short listing, interviewing and refereeing (not necessarily in this order), to determine a list of suitable applicants. These standard selection techniques may be supplemented by other assessment techniques that the selection committee considers necessary. The committee may ask questions about how you have handled previous situations or tasks involving similar capabilities to those of the position, the results achieved, your reflections and approach to the outcome.

Applicants with specific requirements to enable access to, or participation in, the interview process should inform the contact officer prior to interview.

## **How to Apply:**

Please submit your CV / Resume, two-page Statement of Claims and details of two referees to the JobsACT online portal via the **Apply Now** button.