



Ballarat High School

JOB DESCRIPTION **EAL Classroom Teacher** **Years 7 - 12**

TIME FRACTION	1.0 (Negotiable)
CLASSIFICATION	Classroom Teacher
JOB TITLE	EAL Teacher
EMPLOYMENT PERIOD	27/01/2027 - ONGOING
JOB OPENING NO.	1540778
APPLY BY	10/09/2026

School Profile

Ballarat High School is a vibrant and inclusive government secondary school with a proud history dating back over a century. The school caters to approximately 1,500 students from Years 7 to 12 and offers a broad, challenging and future-focused curriculum designed to meet the diverse needs and interests of our students.

Ballarat High School is a learning community where every person is valued, respected, and challenged as a learner. At Ballarat High School, we are guided by the core values of Pride, Respect and Responsibility, which underpin all aspects of school life. These values shape a positive school culture where students are encouraged to strive for excellence, take ownership of their learning and behaviour, and contribute meaningfully to their community.

We are committed to evidence-based teaching, student wellbeing and the ongoing professional growth of our staff.

With strong community connections, modern facilities and a culture of high expectations, Ballarat High School provides a dynamic environment where all students are supported to thrive.

Ballarat High School has a growing population of international students, many who require EAL tutoring and classroom support. This position will coordinate our EAL program, overseeing the allocation of services to our EAL students as well as teaching EAL.

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 their 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.

Responsibilities

The role of Classroom Teacher may include but is not limited to:

- 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.

Key Selection Criteria

1. 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.
2. 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.
3. 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.
4. 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.
5. 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.
6. Demonstrated excellence in EAL teaching, with the knowledge and skills to improve learning outcomes for students with diverse needs (a TESOL qualification or equivalent is required).

Who May Apply

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.

Qualification Requirements

To be eligible for employment, transfer or promotion in the principal or teacher class:

- The person must have provisional or full registration approved by the Victorian Institute of Teaching ; and
- If the person completed an Australian postgraduate level initial teaching program or course of study on or after 1 January 2024, they must demonstrate that they have satisfactorily completed a postgraduate level accredited initial teacher education program that has been accredited by an Australian State or Territory Teacher Regulatory Authority as satisfying the requirements of the Australian Institute for Teaching and School Leadership 'Accreditation of initial teacher education programs in Australia : Standards and Procedures' ; and
- A person who graduated from a Victorian Initial Teacher Education (ITE) program after 1 July 2016 must also 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 ITE program completed by the person).

Details of qualification requirements as updated from time to time can be found at [Recruitment in Schools](#).

Child Safe Standards

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 [Child Safe Standards: Policy | education.vic.gov.au](#)

Diversity and Inclusion

The Department is committed to diversity and inclusion and developing a workforce that is representative of the community we service. We value diversity and inclusion in all forms – culture, 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 safe, respectful and inclusive workplaces is essential to high performance and promotes flexible work and diversity across all schools and Department workplaces. It is our policy to provide reasonable adjustments for persons with a disability (see [Disability and Reasonable Adjustments – Staff: Policy and Guidelines | VIC.GOV.AU | Policy and Advisory Library](#)).

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

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.

Conditions of Employment

- All staff employed by the Department and schools have access to a broad range of employment conditions and working arrangements.
- 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.
- Detailed information on all terms and conditions of employment is available on the Department's Human Resources website at <https://www.education.vic.gov.au/hrweb/Pages/default.aspx>

DE Values

The Department's employees commit to upholding DE's Values: Responsiveness, Integrity, Impartiality, Accountability, Respect, Leadership and Human Rights. DE'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 DE values is available at <https://www2.education.vic.gov.au/pal/values-department-vps-school-employees/overview>

Applications

Enquiries regarding the position can be directed to Ms. Natalie Maher 03 5338 9000.

Applications should be submitted via School Jobs Vic (formally Recruitment Online)

<https://www.education.vic.gov.au/hrweb/careers/Pages/advacsSch.aspx> or a copy of your application can be emailed to Mrs. Julie Pickering, Personnel Manager, ballarat.hs@education.vic.gov.au marked Confidential – EAL Teacher, by 4.00pm on the closing date.

Responses to the Key Selection Criteria and a Resume including the names of three referees, their contact numbers and email addresses must be included in the application.



If you need help to understand the information in this Job Description, please contact Ballarat High School on (03) 5338 9000 or ballarat.hs@education.vic.gov.au

