



Ballarat High School

JOB DESCRIPTION English/Humanities Classroom Teacher

TIME FRACTION	1.0
CLASSIFICATION	Classroom Teacher
JOB TITLE	English/Humanities
EMPLOYMENT PERIOD	27/01/2027 – 26/01/2028
JOB OPENING NO.	1543681
APPLY BY	04/10/2026

School Profile

Ballarat High School is a learning community where every person is valued, respected, and challenged as a learner. We are entering into the next exciting phase of our journey as a school, and we aim to be leaders in education in order to secure the best possible outcomes for all of our students.

Ballarat High School commenced in 1907 as Agricultural High School and today has a student population of 1500 students. Ballarat High School has a long history and tradition of providing a quality education to the youth of Ballarat. While the school has changed physically over its hundred-year history, what has not changed is the significant contribution it makes to many young lives.

We endeavour to provide an inclusive, positive, respectful learning environment for all students. We believe in educating the whole person and acknowledge the correlation between student wellbeing, connectedness, and academic achievement. Our mission is to provide the right supports to the right students at the right time.

Our values of Pride, Respect and Responsibility under the motto of Duty Always ensure we build and maintain strong and positive relationships. We focus on teaching and learning improvement strategies that will raise standards and outcomes for all individuals in a culture of high expectations, collaboration, shared values and trust.

Ballarat High School is incredibly fortunate to have high quality facilities for all faculty areas and we fully utilise these spaces to ensure that all students find their passion and their time with us is enriched with excellent learning opportunities both within and beyond the classroom.

Please visit www.ballaraths.vic.edu.au for additional information, including the following key documents

- BHS Strategic Plan
- BHS Annual Implementation Plan
- Annual Report to the School Community
- Vision for School Improvement
- Policies and other resources

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 exemplary knowledge and teaching practices in the English and Humanities key learning areas and the way students learn.

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.

VIT Lantite

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.

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](https://www.education.vic.gov.au/child-safe/child-safe-standards/Pages/default.aspx)

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.

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

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 Mrs. Michele Kennedy 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 Julie Pickering, Personnel Manager, ballarat.hs@education.vic.gov.au marked Confidential Classroom Teacher English/Humanities, 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

