



## Mentor - Levels 7-10

### Position Description

#### Job Purpose

All teachers at Village High School are responsible for providing the best possible education for each student, in line with the School's philosophy. Teachers will contribute through the development and delivery of high quality, best practice teaching and learning support programs for students with diverse learning needs. Every teacher contributes to the motivation, engagement and success, academic and otherwise, of students they teach. In the context of teaching classes, teachers are free to make decisions about the organisation and delivery of lessons. In conjunction to teaching the course, each teacher is responsible for keeping up-to-date with changes in the curriculum and with developing new, engaging resource materials.

#### School Profile

Village High School (VHS) is a democratic high school in Gippsland, offering a non-traditional secondary schooling pathway. Located on rural acreage at 450 Dalyston-Glen Forbes Road in Ryanston, Bass Coast; the largest nearby township is Wonthaggi which is 17 kms by road.

Village High School is not a traditional school setting. Our intention is to offer an alternative educational option for motivated, 'sparky' students and staff. We aim to create educational pathways that support the development of creative, empowered individuals with the capabilities, motivation, inspiration and confidence to generate positive and lasting change in the world.

#### Our Approach

Our educational approach places a strong emphasis on fostering independence, developing emotional intelligence, and encouraging young people's individual interests (i.e. - their 'sparks'). The school supports students to achieve their academic and creative potential, while underpinning this with explicit learning about cognition and executive skills. This approach assists students to develop their ability to plan, organise and complete tasks that form part of larger goals.

We spend a lot of time on Out 'n' About – exploring the world and learning through doing. Young people learn in many different places and in many different ways. We seek opportunities for authentic learning experiences, in which students can engage with real people and real-world problems. This includes giving them the trust and space to learn their own limits, and extend their capabilities, intellectually, emotionally and physically.

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*Core Responsibilities*

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**Teaching and Learning**

- Understand how students learn, and the range of developmental and contextual differences that may affect and/or impact their learning.
- Prepare and submit clear planning documents with all the required elements consistent with Village High School Planning Requirements, in the timeframes outlined by the school.
- Outline learning tasks in sufficient detail, and with the necessary scaffolding, to appropriately support each student.
- Monitor, assess, and evaluate student learning using both formal and informal methods, providing detailed feedback to students in a timely manner.
- Create and/or contribute to and/or implement Individual Learning Plans (IEPs + ILPs) as required by the school leadership team
- Proactively communicate with and support the Wellbeing Team, parents, other mentors, and/or assistant mentors with the delivery of additional learning support strategies for students on an IEP.
- Utilise Assistant Mentor support in presentations and for follow-up activities for students with IEPs and NCCD funding.
- Maintain records of adjustments required by any students that are necessary to allow them to participate in the educational program of the school on the same basis as other students.
- Identify real life contexts and applications for the content being delivered and include guest presenters and relevant off-site activities in learning programs, where appropriate.
- Plan off-site activities well in advance and include relevant details in all aspects of their planning.
- Utilise school planning documents to develop, implement and record a creative and effective teaching program, that includes differentiation to meet the specific learning needs of all students
- Monitor, assess and evaluate student learning in context with the Village High School Curriculum and the Victorian Curriculum, and use this data to inform future teaching program
- Provide appropriate written, verbal and timely feedback to students to support their learning
- Undertake reporting to families consistent with Village High School reporting policy which includes module reflections and levelled reports.
- Maintain comprehensive records of student progress which may include photographic evidence, observations, annotated work samples, testing data and individual adjustments
- Create and/or contribute to and/or implement Individual Learning Plans (IEPs + ILPs) as required by the school leadership team
- Create and maintain an inspiring learning space that supports and engages students



- Proficient use of Village High School digital platforms for learning programs

### **Collaboration and Communication**

- Communicate in a respectful and appropriate manner to all members of the school community, in line with the Village High School Philosophy.
- Provide students with the opportunity to contribute to the development of their learning programs and share their feedback about content delivery and learning tasks.
- Support student personal growth and development in accordance with the principles and values in the Village High School Philosophy.
- Actively communicate and collaborate with other staff members on the Village High School programs and learning environment
- Participate in all aspects of Village High School, including social functions, camps, staff meetings and planning days as required
- Liaise with other staff to develop special programs including camps, Out and About itineraries and other specialist functions
- Proactively establish and maintain respectful and collaborative relationships with parents/carers regarding their children's learning and well-being
- Proficient use of Village High School digital platforms for staff and family communication

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### *Qualifications & Requirements*

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- Registration with the Victorian Institute of Teaching (or another State/Territory body in Australia).
- A Bachelor's Degree or higher in Secondary Education
- Conduct themselves in a way that is consistent with the expectations that are held for staff and students and in-line with the School's Philosophy.
- Commit to ongoing personal and professional development that enhances the effectiveness of the school's Philosophy.
- Responding to and checking emails and messages via school communication systems in a timely manner on work days and periodically checking for urgent matters during non-work periods.
- Participation in and creation of a positive workplace culture.
- Proficient use of VHS Village School digital platforms for learning programs.
- Hold and maintain a relevant Driver's License.
- Abide by any current and future mandatory Pandemic orders or health directives.

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*Child Safety & Wellbeing*

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- Notify the Principal of any change in circumstances relevant to the conditions of employment, for example, if they have been charged or found guilty of a new relevant offence or if their VIT registration or permission to teach, has been suspended or includes conditions, limitations, or restrictions, as soon as they occur.
- Have or acquire prior to commencement successful attainment of Protecting Children – Mandatory Reporting module provided online by Department of Education.
- Act, seek advice or report on all cases of suspected child abuse in order to comply with Duty of Care obligations.
- Act in accordance with the school's Child Safety Code of Conduct.
- Participate in the school's child safety and wellbeing training.
- Take reasonable steps to minimise the risk of reasonably foreseeable harm to students.
- Ensure students' views are taken seriously and their voices are heard about decisions that affect them.
- Build respectful relationships with students and actively engage them in their learning and development.
- Treat all students within the school with care and equality and show no favourability towards any students or groups of students.
- Create safe, supportive learning environments where all students experience success through active participation and engagement in purposeful learning. This includes creating a learning environment that respects and values diverse cultures and identities and characteristics.
- Identify and consider the needs of Aboriginal students, students from culturally and linguistically diverse backgrounds, students with disabilities, students unable to live at home, students who identify as lesbian, gay, bisexual, transgender and gender diverse, intersex and queer (LGBTIQ+) and students experiencing risk or vulnerability.
- Be aware of visitors to school grounds and provide appropriate supervision of visitors engaged in child-related or child-connected work.
- Implement Individual Anaphylaxis Management Plans that are in place for any student.
- Know responsibilities in relation to risk minimisation for class activities, excursions and camps with regards to Anaphylaxis.
- Prior to an excursion, activity or camp, ensure all consent emails are returned to the school, that a first aid kit is taken on the excursion or camp along with students' emergency contact details and medical management plans.
- Administer medications to students as per Medical Management Plans.
- Record first aid incidents in the school's student management system.



- Consider the potential for bushfire in the locations of any planned activities, excursions or camps, and any factors which may heighten the risk of danger from bushfire.
- Evaluating materials and programs, taking into account the age and developmental stage of students, ensure they are appropriate, inclusive and respectful and meet the educational needs of the student group.
- Seek parent / carer / guardian permission prior to creating online accounts for students if the program or application falls outside of standard educational platforms that a parent would reasonably expect their child to have access to.

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*Wage Banding Core Traits*

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- The relevant Wage Banding Level Core Traits apply in conjunction with above details