

Position Description – Mentor Teacher	
<b>Organisation</b>	Workers' Educational Association Illawarra
<b>Team</b>	Novo Education Space (Teaching and Learning)
<b>Hours of Work</b>	1.0 Teaching Load
<b>Employment Status</b>	Full – Time
<b>Employment Type</b>	Temporary or Permanent
<b>Location</b>	Shoalhaven Campus (Located in Nowra)
<b>Reporting Line</b>	Head of Campus
<b>Industrial Instrument</b>	WEA Illawarra Enterprise Agreement 2019
<b>Classification</b>	Schedule C: Band 1 – Band 3 (subject to NESA Accreditation)
<b>Total Remuneration Package</b>	\$82,224 - \$126,755 per annum (Excluding Superannuation) Salary Packaging Available ( <i>WEA Illawarra is a Public Benevolent Institution and as such can offer Fringe Benefits Tax exempt salary packaging up to \$15,900 per annum which has the potential to increase an employee's take home pay by reducing the amount of tax paid.</i> )
<b>Benefits</b>	Access to Employee Assistance Program Laptop/ Computer Motor Vehicle Allowance for approved work journeys (conditions apply) Professional Learning opportunities supported through the year. Flexible working arrangement (conditions apply)
<b>Date of Approval</b>	March 2025

### WEA Illawarra Vision

Connected and thriving communities of lifelong learners.

### WEA Illawarra Purpose

Empowerment through learner-centred education and training.

### WEA Illawarra Values

**Integrity:** We assess our practices openly and honestly. We learn from our mistakes and meet our commitments. We value integrity: our actions match our words (we walk the talk), and our work contributes to a greater whole (our sum is greater than our parts).

**Inclusion:** We embrace the work necessary to create equity for all. We acknowledge painful histories, confront biases, change our policies and hold each other accountable.

**Collaboration:** We embrace working together in partnership with each other, students and a wide range of stakeholders. We value bringing together a spectrum of expertise, backgrounds and perspectives which fuels a culture of creativity and innovation.

**Innovation:** We do it the WEA Illawarra way. Our success – and much of the fun – lies in developing new ways of doing things.

### Key Objectives of the Position

The primary focus of the mentor teacher is the planning, preparation, teaching and evaluation of programs to develop student skills and achieve specific student outcomes. The mentor teacher engages in critical reflection and inquiry in order to improve their own knowledge and skills to effectively engage students and assist them to grow in their learning and achieve their personal goals. The teacher works

with a range of students and classes and is accountable for the effective delivery of their teaching and learning program.

### Personal Attributes

- Excellent interpersonal, problem-solving, crisis-management and negotiation skills.
- Ability to communicate effectively with colleagues, young people, parents/carers, and others outside the organisation.
- Ability and desire to work collaboratively with others in a multidisciplinary team as well as work independently.
- Enthusiasm, self-motivation, flexibility, and ability to use initiative.
- Emotional resilience and ability to foster positive attitudes in an environment of continuous change.
- Respect for diversity with inclusive and culturally safe practice.
- Ability to exercise compassion, sensitivity, discretion and manage confidential information.
- Proficient with technology, including using a personal computer and MS Office programs, G-Suite for Education, Internet, e-mail, iPads, student management systems/databases and other educational technology for teaching and learning and administrative purposes.

### Key Responsibilities

#### Has Deep knowledge of every learner:

- Strengths
- Current knowledge & skills
- Diagnostic profile
- Learning style
- Learning needs
- Sensory needs
- Personality & Interests
- Behaviours (and what these communicate)
- Regulation needs
- Social supports- family, carers, friends, work

#### Leads measurable growth for every learner:

- Co-constructs a personalised learning journey for each student in the areas of:
  - Academic knowledge and skills
  - Socio-Emotional Learning (SEL)
  - Behavioural & Life skills
- Utilises student interests
- Uses data to assess what students know and can do, articulates what they need to be able to do next
- Teaches using evidence-based methods
- Adjusts learning for individual needs
- Leads SLSO strategic support of students
- Designs and delivers meaningful, creative, learning experiences using ASDAN
- Gives specific, timely feedback in various forms
- Keeps excellent records, including Sentral

### **Leads a safe, supportive learning environment:**

- Regulates own emotions using adaptive strategies and co-regulates with students
- Models SEL skills
- Creates a clean, low-visual noise learning environment
- Uses consistent, predictable routines
- Co-constructs expectations
- Models and facilitates meeting of campus expectations, follows up when expectations are not met
- Utilises the language, values, and processes of Restorative Practice
- Is calm, curious, fair, and objective when 'unpacking' behaviour
- Leads implementation of Positive Behaviour Support (PBS) plans
- Co-constructs Ready to Learn Plans with SWO and leads implementation
- Prioritises child safety, recognises issues, and undertakes mandatory reporting responsibilities

### **Works professionally:**

- Operates 'The Novo Way'
- Utilises inclusive language and Relationship Practice in daily interactions
- Engages in school-led and independent professional learning
- Develops positive relationships with parents/carers and relevant members of the community
- Reflects upon practice and strives for improvement
- Seeks feedback for improvement

### **General Responsibilities**

- Be an innovative self-starter who actively participates in growth, development, and self-evaluation processes.
- Continue to develop personally and professionally to meet the evolving needs of the position, career, and industry.
- Stay informed about emerging trends and best practices in education.
- Abide by and work in accordance with all legislative requirements, guidelines, and policies and procedures of Novo Education Space.
- Undertake additional duties and responsibilities as directed by the Principal or the Principal's delegate.
- Support the whole of organisation success through developing and maintaining a positive relationship with all other members of the Teaching and Learning Team.

## **Selection Criteria – Education and Experience**

### **Essential**

- Bachelor of Education, bachelor's degree with postgraduate teaching qualification (primary or secondary), or other equivalent teaching qualification recognised by NSW Education Standards Authority (NESA).
- Demonstrated experience in planning for and implementing high impact teaching strategies within the classroom and in the community, guided by how students learn, and evaluating the impact of teaching and learning programs on student learning growth.
- Demonstrated experience in monitoring and assessing student learning, using data to inform teaching practice and provide feedback to students and caregivers on learning growth and achievement.

- Cultural sensitivity and experience in using specific educational strategies to support Aboriginal and/or Torres Strait Islander young people to engage and progress in their learning.
- Demonstrated experience in establishing and maintaining collaborative relationships with students, caregivers, colleagues, and the broader school community to support student learning, agency, wellbeing and engagement.

#### **Desirable**

- Experience and/or training in Trauma-Sensitive Positive Education practices, working effectively with young people with barriers to education, at risk of disengaging from education, trauma backgrounds or with challenging behaviours.
- Other qualification/training in youth welfare, mental health, adult education, special education or experience in alternative education settings.

### **Selection Criteria – Knowledge and Skills**

#### **Essential**

- Demonstrated ability and willingness to program and teach across a range of key learning areas (English, Math's, Science, HSIE, PDHPE, Creative Arts), including integrated/cross-curricular units of learning, project-based and online learning experiences.
- Demonstrated ability to use Individual Learning Plans to provide differentiated content and incorporate adjustments in teaching and assessment through the use of evidence-based strategies, in order to maximise student engagement, individual progress and meet special learning needs.
- Ability to incorporate the teaching of literacy and numeracy skills into curriculum areas.
- Knowledge of positive behaviour support strategies and ability to effectively implement them to support classroom management and skill development for individual students.
- Understanding of growth mindset principles and ability to apply to own professional practice and implement strategies in student individual learning programs.
- Demonstrated ability to flexibly manage competing priorities and stressful situations, monitoring own stress levels and practicing and promoting self-care strategies.
- Demonstrated ability to reflect upon own professional practice and engage collaboratively with others in processes to continually improve the quality of teaching and student outcomes.

### **Selection Criteria – Other**

#### **Essential**

- Valid NSW Working with Children Check Clearance (please provide Clearance number and date of birth for verification purposes).
- Australian work rights (Valid passport, Australian Birth Certificate or Australian Citizenship Certificate).
- Accreditation with the NSW Education Standards Authority (please provide NESA accreditation number).

## Desirable

- Unrestricted NSW driver's licence with access to own registered and comprehensively insured motor vehicle.

## Other Requirements

### Child Protection

This position is classified as child-related employment. Employment is conditional upon obtaining and maintaining a valid employment Working With Children Check Clearance and giving a Child Protection Undertaking as outlined in your letter of offer of employment. For information on how to apply please visit <https://ocg.nsw.gov.au/working-children-check>

### NSW Police Check

For positions at our Shoalhaven Campus, which is currently located on the premises of our partner organisation PCYC, it is a mandatory requirement to submit results of the National Criminal History Check and identification documents to PCYC in order to work regularly on their premises. Employment, participation and presence at PCYC is conditional upon recommendation from the NSW Police Force and any decision based on such recommendation is not subject to appeal. For information please see here: [https://www.police.nsw.gov.au/online\\_services/national\\_police\\_check](https://www.police.nsw.gov.au/online_services/national_police_check)

### Teacher Accreditation and the Australian Professional Standards for Teachers

From 1 January 2018 all teachers in NSW must be accredited with the NSW Education Standards Authority and meet maintenance of accreditation requirements. All teachers are expected to meet the Australian Professional Standards for Teachers appropriate to their career stage. The seven Standards outline what teachers should know and be able to do. The Standards can be found at <http://www.aitsl.edu.au/teachers>.

### Use of Private Motor Vehicle

From time to time you may be required to use your private motor vehicle for the purpose of carrying out the responsibilities of your position. On these occasions, WEA Illawarra will pay a motor vehicle allowance on a per kilometer basis, according to WEA Illawarra's Policies and Procedures. Evidence of your unrestricted driver's licence, the current registration of your private motor vehicle, CTP Green Slip insurance and Comprehensive Motor Vehicle Insurance must be provided prior to using your private motor vehicle for work purposes

## Inherent Requirements

This position description outlines the major accountabilities/responsibilities and the selection criteria against which you will be assessed as suitable for the position. As such there will be specific job requirements that we refer to as Inherent Requirements.

Inherent Requirements refer to your ability to:

- Perform the essential duties and functional requirements of the job;
- Meet the productivity and quality requirements of the position;
- Work effectively in the team or other type of work organisation concerned; and
- Do the job without undue risk to your own or others' health, safety and welfare at work.

It is a requirement that you advise WEA Illawarra if you have any injuries, illness, disorder, impairment, condition or incapacity which could be aggravated by the type of employment for which you are applying. The existence of a pre-existing condition will not preclude you from employment unless you are unable to perform the Inherent Requirements of the position. We encourage you to discuss this with WEA Illawarra to assist in the process of identifying any reasonable adjustments which could be made to enable you to perform the duties of the position. WEA Illawarra wants to place you in the best situation to use your skills effectively in the position.

Following is a table which outlines the main physical and psychological Inherent Requirements of the position.

Element	Key Activity	Frequency
<b>Work Environment</b>	<ul style="list-style-type: none"> <li>Manage demanding and changing workloads and competing priorities</li> </ul>	Daily
	<ul style="list-style-type: none"> <li>Work in a team environment with people from differing professional backgrounds</li> </ul>	Daily
	<ul style="list-style-type: none"> <li>Work independently, manage time effectively and respond flexibly to meet requirements of the position</li> </ul>	Daily
	<ul style="list-style-type: none"> <li>Take direction from Team Leader and Leadership Team members</li> </ul>	Daily
	<ul style="list-style-type: none"> <li>Work in different geographic locations and unstructured environments</li> </ul>	Occasionally
	<ul style="list-style-type: none"> <li>Work within the span of hours from 7:00am – 9:00pm</li> </ul>	As required
	<ul style="list-style-type: none"> <li>Work extended hours in response to need, scheduled project activities or emergent situations</li> </ul>	Occasionally
	<ul style="list-style-type: none"> <li>Work in an open plan office environment with distractions and noise</li> </ul>	Daily
	<ul style="list-style-type: none"> <li>Sit at desk and use a computer or sit in meetings for extended periods</li> </ul>	Daily
	<ul style="list-style-type: none"> <li>Use a variety of body postures including reaching overhead or forward, bending of back, rotating of neck, lifting and carrying equipment or resources over short distances</li> </ul>	Daily
<b>People Contact</b>	<ul style="list-style-type: none"> <li>Work with students who have been impacted by trauma, may have a mental health, substance use or behavioural disorder, learning difficulties, are neurodivergent or who may have another physical, sensory, cognitive, or social-emotional disability</li> </ul>	Regularly
	<ul style="list-style-type: none"> <li>Be exposed to information regarding student personal history and experiences that could be emotionally distressing, requiring you to respond effectively and manage your own emotional resilience</li> </ul>	Regularly

	<ul style="list-style-type: none"> <li>Participate with colleagues and team leaders in the giving and receiving of feedback for the purpose of improving skills and professional practice</li> </ul>	Daily
	<ul style="list-style-type: none"> <li>Undertake performance planning, training, and professional development activities</li> </ul>	Regularly
<b>Administrative Tasks</b>	<ul style="list-style-type: none"> <li>Undertake administrative tasks which may include the following: computer work, making telephone calls, filing, and updating student records, organising, and participating in face-to-face and online meetings and concentrating for long periods of time</li> </ul>	Daily
	<ul style="list-style-type: none"> <li>Use technology, including photocopier, printer, telephones, laptops, iPads, data projector, speakers, online learning platforms</li> </ul>	Daily
<b>Transport</b>	<ul style="list-style-type: none"> <li>Use public transport, including trains and buses</li> </ul>	Occasionally
	<ul style="list-style-type: none"> <li>Drive vehicle privately owned or company vehicle over short and long distance and in all traffic and weather conditions</li> </ul>	Occasionally

## Work Health and Safety

WEA Illawarra is committed to providing a safe and healthy workplace for its workers, students, and visitors. All members of the WEA Illawarra have a collective and individual responsibility to work safely and be engaged in activities to help prevent injury and illness.

In addition to the major accountabilities and responsibilities required for your position, you also hold the following roles and responsibilities in relation to Workplace Health and Safety:

- Take reasonable care for your health and safety as well as others.
- Comply with any reasonable instruction given by WEA Illawarra.
- When and if required identify, assess, and eliminate risk or reduce risk within the Colleges places of work.
- Report, record and follow-up on all reported hazards accurately and in a timely manner. Ensure hazards are effectively controlled.
- Demonstrate a commitment to continuous Health and Safety improvements.