

<b>Position Description</b>
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<b>Position Title</b>	SEDA Group Teacher
<b>Department</b>	Operations
<b>Reports To</b>	SEDA Group Program Coordinator

**Overview:**

SEDA Group Pty Ltd delivers senior secondary and VET curriculum using an applied learning pedagogy, which means hands-on learning happens both inside and outside of the classroom. Through this applied learning model, students have a deeper connection to their education, resulting in enhanced engagement levels. The program was established in 2006 to meet the needs of young people whose education preference is for applied, context relevant, learning experiences. SEDA Group Pty Ltd achieves quality learning outcomes by tapping into students' interests and building a curriculum that is hands on and embedded in an industry that they are passionate about. This results in mature, resilient and capable young men and women who on completing their secondary education are empowered with a range of pathway choices, be it further education or employment pathways.

Students also undertake industry placement and community development project work as part of the program, to develop their work readiness and community awareness.

SEDA Group promotes strong relationships between students and staff. The 'one teacher, one classroom' model allows the teacher to know each young person, their personal circumstances and their career aspirations. The teacher works with each student to develop their confidence as learners and skills for life.

Our vision is that students benefit from being exposed to a range of learning opportunities, allowing them to develop their personal and career aspirations.

It is our intention to produce graduates who are confident learners, care for and about others and are optimistic about their future. Our hope is that they will be well-rounded individuals who want to make a difference on both the local and global stage.

What makes for an engaging education? For us, the key component is interest-based learning. SEDA promotes a model of learning that places the student and their life choices at the centre of everything we do. Young people and their families choose SEDA because it connects their interest to their education.

SEDA Group is committed to Child Safety and the creation of an environment in which all young people feel safe, included and welcome. All staff have a responsibility to contribute to this environment and ensure that they interact with students in a manner that actively promotes the rights of young people. As part of induction staff are trained and informed of their obligations with respect to the safety of young people.

## SEDA Group Teachers

SEDA Group teachers have the autonomy to fully control the quality of the teaching and learning environment and directly impact the outcomes of a small group of students.

SEDA Group teachers are afforded a flexible working environment in which they adopt the mindset of a small business owner with the responsibility of preparing their young students with the skills ready for work.

SEDA Group teachers have access to the latest educational and industry resources in order to bring the learning experience to life in real life industry settings.

SEDA Group teachers are active promoters of the SEDA program and contribute enormously to the engagement, retention, completion and attendance levels of the students.

The SEDA Group teachers are the key influencer of student's outcomes, they own and lead class culture, and consistently manage standards and expectations.

SEDA Group teachers develop important relationships with sporting partners and community partners to best link students learning outcomes with industry.

SEDA Group offers industry leading employment conditions

SEDA Group is committed to the following shared values:

- Integrity
- Innovation
- Professionalism
- Collaboration

## Position Overview

SEDA Group teachers are responsible for facilitation, training and assessment within the Sport Development Programs. The position is based at an approved venue within the local community.

## Expectations

THE PROGRAM	
Key Accountabilities	Overview
myPLAN	<ul style="list-style-type: none"> <li>• Lead each student through the development of the student development plan, 'My Plan', which is designed to monitor their attainment of skill development milestones throughout the program.</li> <li>• My Plan is a crucial element of the SEDA Model. Your role is to drive this plan and actively engage each student in all aspects of their plan.</li> <li>• The plan incorporates:               <ul style="list-style-type: none"> <li>- Attainment of curriculum milestones</li> <li>- Attainment of SEDA Group core skills</li> <li>- Maintenance of professional standards</li> <li>- Evaluation of WPL</li> <li>- Career and Pathway Planning</li> <li>- Evaluation of Volunteer work</li> </ul> </li> </ul>

	*Refer to relevant section of Staff Handbook
<b>Annual industry partner work plans</b>	<ul style="list-style-type: none"> <li>• Execute, evaluate and report on industry partner work plans <ul style="list-style-type: none"> <li>- Schools programs</li> <li>- SEDA Student Ambassadors</li> <li>- Community/Industry Events</li> <li>- Volunteers</li> <li>- Other</li> </ul> </li> </ul> <p>*Refer to relevant section of Staff Handbook</p>
<b>Student Work Placement</b>	<ul style="list-style-type: none"> <li>• Utilise planning phase to assist students in establishing meaningful work placements</li> <li>• Establish connections with work place supervisors to ensure positive student outcomes</li> <li>• Liaise with work place supervisors quarterly to support the success of the student work placement <ul style="list-style-type: none"> <li>- Ensure students attain signed reports from work place supervisors for curriculum assessment purposes incorporated into the Workplace Learning Skills Journals</li> </ul> </li> </ul> <p>*Refer to relevant section of Staff Handbook</p>
<b>Professional Standards</b>	<ul style="list-style-type: none"> <li>• Maintain program professional standards in line with industry expectations <ul style="list-style-type: none"> <li>- Student code of conduct</li> <li>- Student professional presentation</li> </ul> </li> </ul>
<b>Volunteering</b>	<ul style="list-style-type: none"> <li>• Create a culture within the class where students enthusiastically volunteer their time to add to their skill sets, experience levels and connection with the industry and community.</li> <li>• Teachers are required to monitor these learning experiences and ensure students are keeping a log of their commitments and adding evidence and testimonials to their portfolio each semester.</li> </ul>
<b>Social Media</b>	<ul style="list-style-type: none"> <li>• Oversee the quality assurance of class generated social media content</li> <li>• Ensure content highlights key program areas in line with Social Media Plan.</li> </ul> <p>*Refer to relevant section of Staff Handbook</p>
<b>MySEDA</b>	<ul style="list-style-type: none"> <li>• Utilise the functions within MySEDA to assist you with the successful delivery of the SEDA program</li> <li>• Utilise functions within MySEDA to access and support the maintenance of student enrolment information, curriculum management and student reporting.</li> <li>• Utilise MySEDA functions for internal and external program communications including management of calendar for parent information and duty of care.</li> </ul>
<b>School Based Apprenticeship (if applicable)</b>	<ul style="list-style-type: none"> <li>• Supervise and support SBAT students in the delivery of their position descriptions in line with relevant section of staff handbook (if applicable)</li> </ul>
<b>Child safe</b>	<ul style="list-style-type: none"> <li>• Follow SEDA Group policy on Child safe and Mandatory reporting</li> <li>• Adhere to the expectations described in the staff code of conduct</li> </ul>
<b>Colleagues</b>	<ul style="list-style-type: none"> <li>• Develop and maintain positive working relationships with SEDA Group staff at all levels.</li> <li>• Actively share best practice</li> </ul>
<b>Students</b>	<ul style="list-style-type: none"> <li>• Develop and maintain a positive rapport with each student</li> <li>• Understand their individual personality traits, favored learning styles, interests and aspirations.</li> </ul>

<b>Parents</b>	<ul style="list-style-type: none"> <li>• Develop strong relationships with parents to establish and maintain consistent expectations between the classroom and students work habits outside.</li> <li>• Adhere to the SEDA Group parent communications guidelines. *Refer to relevant section of Staff Handbook</li> </ul>
<b>Industry staff</b>	<ul style="list-style-type: none"> <li>• Develop and maintain positive relationships with relevant industry staff to ensure best possible skill development outcomes for students and implementation of the SEDA Model.</li> </ul>
<b>Local community/council staff</b>	<ul style="list-style-type: none"> <li>• Establish positive relationships with members of the local community that link with the SEDA model and its curriculum.</li> </ul>
<b>PERFORMANCE MEASUREMENT</b>	
<b>Key Accountabilities</b>	<b>Overview</b>
<b>Student Outcomes</b>	SEDA Group Staff will be measured against the outcomes of student My Plan
<b>Key Stakeholder Surveys</b>	Students and parents will be surveyed bi-annually to determine program satisfaction, including net promoter score
<b>Manager assessment</b>	Spot assessment of students to measure progress of My Plan's conducted by PC's and other relevant SEDA Group staff
<b>Active Promotor</b>	As a SEDA Group teacher you are required to actively promote the program.
<b>SUPPORT</b>	
<b>Key Areas</b>	<b>Overview</b>
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>• Staff will receive targeted professional development based on: <ul style="list-style-type: none"> <li>- curriculum areas of study</li> <li>- student management</li> <li>- industry knowledge</li> </ul> </li> </ul>
<b>Assistance</b>	<ul style="list-style-type: none"> <li>• Staff will receive professional support from PC's with a focus on continuous improvement of staff skill sets</li> <li>• More specific support and development is provided by, ICT, partnership managers and other SSA staff/industry staff.</li> </ul>

<b>GENERAL DUTIES</b>	
<b>Associated Duties</b>	<ul style="list-style-type: none"> <li>• Attend and participate in relevant department meetings, planning workshops and professional development</li> <li>• Undertake other duties which are appropriate to the level of the position, as directed by SEDA Group Management</li> <li>• Act in accordance with SEDA Group values, policies and procedures</li> <li>• Cooperate with all health and safety policies and procedures and take all reasonable care for their own and others health and safety.</li> <li>• Maintain adequate facilities, equipment and material to create an environment that is safe and conducive to successful learning and the requirements of the Training Package/Accredited Courses.</li> <li>• Other duties as directed by management which are appropriate to the level of the position and in accordance with incumbent's skills and competence.</li> <li>• Maintain Working with Children's Check or TRBWA registration</li> </ul>

<b>Key Selection Criteria</b>
<p><b>Skills and Experience</b></p> <ul style="list-style-type: none"> <li>• Capacity to carry about the duties listed above</li> <li>• Experience in teaching and mentoring young people in WACE and VET in sports and related fields.</li> <li>• Sport and Recreation Industry experience preferable</li> <li>• Demonstrated capacity to work with and build professional relationships with all stakeholders including young people, parents and colleagues.</li> <li>• Knowledge and understanding of curriculum, assessment and reporting requirements</li> <li>• Effective presentation and facilitation skills, and ability to use a range of teaching methods to engage students</li> <li>• Well-developed verbal communication and interpersonal skills, with proven ability to build rapport, and interact effectively with a broad range of people at all levels. This includes an ability to liaise directly with parents/carers.</li> <li>• Strong written communication skills, with an ability to plan and write curriculum for both WACE and VET.</li> <li>• Ability to work independently and contribute effectively as a team member to achieve goals</li> <li>• Strong organisational, planning and time management skills with an ability to prioritise and manage workload, meet deadlines and adapt to changing circumstances</li> <li>• Ability to use problem solving skills to identify problems and establish an appropriate solution.</li> <li>• Proficiency in using ICT and relevant software and database packages.</li> </ul> <p><b>Qualifications</b></p> <ul style="list-style-type: none"> <li>• <b>Tick</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Western Australia Teacher Registration</li> <li><input type="checkbox"/> Certificate IV in Training and Assessment TAE40110 (or willingness to work towards)</li> </ul> </li> </ul>



- Current First Aid qualification (including CPR and Anaphylaxis Training)
  - Current Driver's License
  - National Police History Check (NPHC) clearance
  - Working with Children Check (WWC)
- A six-month probation period applies to full and part time positions of more than 6 months

The list of responsibilities herein is not intended to be all-inclusive, and may include additional responsibilities as required and assigned. It may become necessary to modify/change these position responsibilities from time to time.

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**Position Description Acceptance**

I \_\_\_\_\_ (Incumbent Name) have read and, understood the above Position Description and agree to carry out the duties listed in my position description.

Signed ..... Date .../...../.....

