

## Junior Literacy Support Teacher

### Position Details

<b>Position title:</b>	Junior Literacy Support Teacher
<b>Reports to (position title):</b>	Literacy Specialist
<b>Direct reports:</b>	No
<b>Organisation:</b>	Saints College, BlendED
<b>Contract tenure:</b>	Ongoing
<b>FTE:</b>	Full time (1.0 FTE)
<b>Expected level of contact with Children:</b> <i>(In accordance with Child Safeguarding Standards Framework)</i>	Direct Contact
<b>Location:</b>	Melbourne VIC
<b>Approved:</b>	March 2025

**Aboriginal and Torres Strait Islander people, people from culturally and linguistically diverse (CALD) backgrounds and people with disabilities are encouraged to apply**

### About Us

#### Our Organisation

Saints College provides a safe, inclusive, and flexible learning environment for young people who have become disengaged from mainstream education. Our team is committed to supporting young people in re-engaging with learning through a personalised and trauma-informed approach that meets their individual needs.

We prioritise building honest and authentic relationships with young people, their families, and communities, fostering a culture that values, supports, and celebrates the dignity and uniqueness of each person.

Guided by the vision of Edmund Rice and the transformative power of education, we empower young people to achieve personal growth, academic success, and social connection, enabling them to build positive futures.

#### Our Structure

Saints Education is an initiative of Edmund Rice Education Australia (EREA), and operates as part of EREA Victorian Schools Ltd. It oversees a diverse range of educational services, including Saints College, Saints Knowledge Institute and Saints Early Years. Saints College operates across multiple campuses in metropolitan Melbourne and regional Victoria, including BlendED and Fitzroy North College, providing flexible, inclusive, and trauma-informed education.

As part of the EREA network, Saints Education is committed to fostering a supportive and empowering learning environment that reflects the values and vision of Edmund Rice. We offer a full-time, multi-year secondary

education program tailored to meet the needs of young people who have disengaged from mainstream education, ensuring every individual is supported on their path to personal growth and success. We work closely with families, community organisations, and support services to provide wraparound care that addresses both educational and personal development needs.

### **Our Young People**

The young people we work with come from diverse backgrounds and may face a range of barriers to education, including:

- Experiences of trauma or adversity
- Mental health challenges, disability and/or neurodivergence
- Significant gaps in learning
- Experiences of exclusion or suspension from mainstream education
- Experiences of school can't/ school refusal
- Involvement in out-of-home care or the child protection system
- Experiences of homelessness or housing instability
- Responsibilities as young parents
- Generational cycles of poverty, early school leaving or unemployment
- Interaction with the youth justice system

We recognise that each young person's journey is unique. Our staff are committed to providing a safe, respectful, and empowering learning environment where young people can develop confidence, reconnect with education, and work towards their goals.

### **Our Values**

Saints College operates under four key principles that guide our daily interactions and community culture:

- **Respect** – Valuing each person's dignity, voice, and lived experience
- **Honesty** – Fostering trust and truthfulness through open and authentic communication
- **Participation** – Encouraging young people to actively engage in their learning and personal growth
- **Safe and Legal** – Creating a secure and structured environment where all community members can thrive

This framework, known as Operation by Principles, is a defining feature of our approach. It establishes a common ground foundation for all members of our community—young people, staff, and families—ensuring that relationships, learning experiences, and conflict resolution are built on mutual understanding and shared responsibility. Through the use of Unconditional Positive Regard, strength based neuroaffirming practice with a trauma informed lens, we create an inclusive, safe, and empowering learning environment where young people can thrive academically, socially, and emotionally.

### **Our Commitment to the EREA Charter and Touchstones**

As part of the Edmund Rice network, Saints Education is committed to the principles of the **EREA Charter** and its four Touchstones:

- **Liberating Education** – Providing innovative and inclusive learning opportunities
- **Gospel Spirituality** – Fostering a culture of compassion, hope, and social justice
- **Inclusive Community** – Welcoming and valuing diversity, ensuring all young people feel a sense of belonging
- **Justice and Solidarity** – Advocating for fairness, equity, and the dignity of all

The EREA Charter and Touchstones guide our mission and reflect our commitment to providing a high-quality education that is responsive to the needs of young people. More information can be found on the [EREA website](#).

## About the Role

The Junior Literacy Support Teacher works within a multidisciplinary team to support young people who experience barriers to mainstream education. This role focuses on re-engaging students in learning through trauma-informed, relationship-based approaches and flexible curriculum delivery.

The role will ensure high-quality curriculum is brought to life on the learning management system through best-practice online delivery models, and that staff are equipped to deliver engaging, inclusive, and digitally enabled literacy instruction.

## Duties and Responsibilities

Typical duties and responsibilities include, but are not limited to:

<b>Operation by Principles</b>	<ul style="list-style-type: none"> <li>Model best practice in Operation by Principles and other key practices as articulated in the practice Framework.</li> </ul>
<b>Compliance</b>	<ul style="list-style-type: none"> <li>This position is subject to compliance with all relevant laws, regulations, and policies governing education in Victoria, including but not limited to the Education and Training Reform Act 2006, and the Child Safe Standards</li> <li>All employees must adhere to Saints College and EREA Victorian Schools Limited policies and procedures and where applicable EREA frameworks and policies.</li> </ul> <p><b>Child Safety Obligations</b> All employees must adhere to the following:</p> <ul style="list-style-type: none"> <li>Saints College's Policies and Procedures implemented as part of compliance with <a href="#">Ministerial Order 1359: Implementing the Child Safe Standards – Managing the risk of child abuse in schools</a></li> <li>EREA's Code of Conduct</li> <li>Ensure legal and mandatory reporting obligations are met, consistent with Saints College's 'Procedure for Responding to and Reporting Allegations of Child Abuse' within the schools 'Child Protection Program'.</li> </ul>
<b>General</b>	<p><b>1. Curriculum Development</b></p> <ul style="list-style-type: none"> <li>Facilitate collaborative teams in designing, sequencing, and refining literacy and English curriculum for the relevant year level band.</li> <li>Ensure curriculum aligns with the Victorian Curriculum F–10 and, where applicable, VCE/VCE-VM study designs.</li> <li>Embed the Science of Learning principles (e.g., explicit instruction, retrieval practice, spaced repetition) into lesson design.</li> <li>Maintain up-to-date knowledge of evidence-based literacy pedagogy, including the Science of Reading and disciplinary literacy approaches.</li> </ul> <p><b>2. Online Learning Design</b></p> <ul style="list-style-type: none"> <li>Translate face-to-face lessons into high-quality online learning experiences that are engaging, accessible, and interactive.</li> <li>Build and maintain literacy curriculum units on the learning management system, ensuring consistency, clarity, and effective use of LMS tools.</li> </ul>

	<ul style="list-style-type: none"> <li>Model best-practice online delivery approaches, including both asynchronous and synchronous literacy instruction.</li> </ul> <p><b>3. Digital Pedagogy and Literacy Tools</b></p> <ul style="list-style-type: none"> <li>Integrate digital literacy tools (e.g., text-to-speech, speech-to-text, annotation tools, collaborative writing platforms) to enhance student engagement and learning outcomes.</li> <li>Promote use of technology to support reading, writing, speaking, and listening in online and blended contexts.</li> </ul> <p><b>4. Professional Learning &amp; Team Development</b></p> <ul style="list-style-type: none"> <li>Facilitate professional learning for teaching teams on literacy pedagogy, online delivery, and curriculum alignment.</li> <li>Facilitate regular team reflection cycles on teaching effectiveness, assessment outcomes, and student engagement.</li> </ul> <p><b>5. Assessment &amp; Data Literacy</b></p> <ul style="list-style-type: none"> <li>Develop and implement effective assessment strategies for reading, writing, and oral communication, both formative and summative.</li> <li>Support teachers in interpreting literacy data (including NAPLAN, PAT-R, and internal assessments) to inform teaching and differentiate for diverse learner needs.</li> </ul> <p><b>6. Student Engagement &amp; Inclusion</b></p> <ul style="list-style-type: none"> <li>Promote high engagement in literacy through relevant, meaningful, and inclusive learning experiences.</li> </ul>
<b>Other</b>	<ul style="list-style-type: none"> <li>Carry out duties and tasks that may be reasonably assigned by the Campus Principal or school leadership from time to time.</li> <li>All staff are expected to implement self-care strategies, and access organisational staff supports wherever needed.</li> </ul>

## Key Selection Criteria and Requirements

<b>Qualifications</b>	<ul style="list-style-type: none"> <li>Bachelor of Education (Primary/Secondary) or equivalent, with a Literacy/English specialisation.</li> </ul>
<b>Knowledge and Experience</b>	<ul style="list-style-type: none"> <li>Proven track record of excellence in literacy teaching in relevant year level bands (Junior / Middle / Senior Years).</li> <li>In-depth knowledge of the Victorian Curriculum F–10 Deep understanding of evidence-based literacy instruction (including the Science of Reading, writing instruction, and comprehension strategies).</li> <li>Demonstrated ability to translate curriculum into an engaging online learning environment.</li> </ul>
<b>Capabilities</b>	<ul style="list-style-type: none"> <li>High-level proficiency in digital literacy tools and online learning technologies.</li> <li>Ability to build teacher capacity and fostering collaborative teams.</li> <li>Understanding of trauma-informed education and youth engagement.</li> </ul>

	<ul style="list-style-type: none"> <li>• Ability to differentiate literacy curriculum.</li> <li>• Excellent interpersonal and communication skills.</li> <li>• Commitment to equity, inclusion, and continuous improvement.</li> <li>• Skilled in identifying barriers to engagement and co-designing practical solutions.</li> <li>• Collaborative team player with the ability to influence and support colleagues in making adjustments.</li> </ul>
<b>Probity checks and Certification</b>	<ul style="list-style-type: none"> <li>• Hold a current Victorian Institute of Teaching (VIT) registration, or ability to obtain.</li> <li>• Hold appropriate Australian Work Rights.</li> <li>• Valid First Aid Certificate or willingness to obtain.</li> <li>• Valid Australian Driver's Licence and willingness to drive school vehicles when required.</li> </ul>
<b>Physical Requirements</b>	<ul style="list-style-type: none"> <li>• This role will involve frequent sitting and standing, walking or moving within a school and office environment across multiple levels, complete fine motor skills such as typing or writing, and requires auditory and visual ability.</li> <li>• Some lifting of supplies and materials may be required from time to time, practicing safe manual handling.</li> </ul>