

Teacher

Position Details

Position title:	Teacher
Reports to (position title):	Program Director – Teaching & Learning
Direct reports:	No
Organisation:	Saints College, BlendED
Contract tenure:	Fixed term until end of school year 2026
FTE:	Full time (1.0 FTE)
Expected level of contact with Children: <i>(In accordance with Child Safeguarding Standards Framework)</i>	Direct Contact
Location:	Melbourne VIC
Approved:	August 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 Teacher is responsible for planning, preparation and delivery of effective learning and teaching programs for young people in middle phases of secondary education; contributing to the development and implementation of the school's objectives and planning; and contributing to the establishment and maintenance of a supportive school environment.

Duties and Responsibilities

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

Operation by Principles	<ul style="list-style-type: none"> • Model best practice in Operation by Principles and other key practices as articulated in the practice Framework.
Compliance	<ul style="list-style-type: none"> • 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 • All employees must adhere to Saints College and EREA Victorian Schools Limited policies and procedures and where applicable EREA frameworks and policies. <p>Child Safety Obligations All employees must adhere to the following:</p> <ul style="list-style-type: none"> • Saints College's Policies and Procedures implemented as part of compliance with Ministerial Order 1359: Implementing the Child Safe Standards – Managing the risk of child abuse in schools • EREA's Code of Conduct • 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'.
Develop and implement learning choices	<ul style="list-style-type: none"> • In collaboration with other teachers and youth workers, plan and implement an educational program that engages young people and offers a range of learning choices including: <ul style="list-style-type: none"> ○ Integrated and applied learning; ○ Accredited learning opportunities; ○ The support of literacy and numeracy development; and ○ Development of individual learning plans in collaboration with young people and youth workers.
Program Provisions	<ul style="list-style-type: none"> • Participate in program provision to ensure wellbeing in an inclusive learning environment. • Collaborate with the team to support a socially inclusive program that responds to the physical, intellectual, social, spiritual and cultural needs of young people. • Work collaboratively with the team to support/develop cultural links, community and family connections which support the engagement and connection of young people to learning and the wider community. • Participate in the daily routines and activities of the school e.g. morning meetings, lunch, bus pick up and drop offs, electives, outings, camps. • When required offer electives to support engagement. • Build connections with families/carers to support learning outcomes for each young person.

Multidisciplinary Practice	<ul style="list-style-type: none"> • Participate in professional supervision. • Participate in daily and weekly staff meetings, and whole team reflective practice sessions. • Operate within the context of Policies and Procedures. • Participate in professional development that is relevant to the work of the school.
Administration	<ul style="list-style-type: none"> • Maintain appropriate records and prepare reports as required. • Maintain the TASS student database (i.e. student attendance roles). • Development of personal learning plans. • Participate in Student Support Group and care team meetings where required. • NCCD data collection.
Other	<ul style="list-style-type: none"> • Carry out duties and tasks that may be reasonably assigned by the Campus Principal or school leadership from time to time. • All staff are expected to implement self-care strategies, and access organisational staff supports wherever needed.

Key Selection Criteria and Requirements

Qualifications	<ul style="list-style-type: none"> • Tertiary qualifications in Teaching, Education or a related field.
Knowledge and Experience	<ul style="list-style-type: none"> • 3 years of experience in a similar role. • Experience and confidence when engaging with parents, and competent in managing complex situations.
Capabilities	<ul style="list-style-type: none"> • Be able and willing to uphold and role model the schools' principles of operation of Respect, Participation, Safe and Legal, and Honesty. • Demonstrated high levels of ability in developing and implementing a range of flexible learning choices which meet the diverse characteristics, needs and learning styles of young people disenfranchised from education. • Ability to develop engaging onsite curriculum. • Knowledge or ability to acquire knowledge of the Victorian Curriculum and/or VCE VM is required. • Collaborative team player with highly developed interpersonal skills in the context of relating to work colleagues, young people and parents in a cross-cultural environment. In particular, demonstrated success in building relationships with disenfranchised young people. • A commitment to ongoing professional learning for self and others to enable further development of skills, expertise and teaching capacity. • Resilient and able to develop resilience in others with a high level of emotional intelligence. • Ability and willingness to travel to school sites and attend professional development as required. • Previous experience and/or qualifications relevant to supporting and/or leading an organisations commitment to being a child safe organisation.

<p>Probity checks and Certification</p>	<ul style="list-style-type: none"> • Hold a current Victorian Institute of Teaching (VIT) registration, or ability to obtain. • Hold appropriate Australian Work Rights. • Valid First Aid Certificate or willingness to obtain. • Valid Australian Driver’s Licence and willingness to drive school vehicles when required.
<p>Physical Requirements</p>	<ul style="list-style-type: none"> • 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. • Some lifting of supplies and materials may be required from time to time, practicing safe manual handling.