

Position Description

Religious and Values Education Teacher (RAVE)

Berwick Campus

2026

RELATIONSHIPS AND NETWORKS

LED BY	• Head of Section • Deputy Head of Section • Head of Teaching and Learning
--------	--

COLLABORATES WITH	• Year level team • Support staff • Individual Programs staff
-------------------	---

LEADS	• Students
-------	--

KEY WORKING GROUPS	• Year level planning • Transition planning • Section meetings
--------------------	--

EXTERNAL GROUPS	• Parents • Networks • VIT
-----------------	--

POSITION CONDITIONS	This is a part time (0.80 FTE) position commencing 22 January 2026.
---------------------	--



REFERENCE DOCUMENTATION

- *Education BluePrint*
 - *Beaconhills Teaching Standards and Instructional Model*
 - *Curriculum Framework (VCE, Victorian Curriculum, Understanding By Design)*
 - *Student Learning Mindset*
 - *Report Timelines*
 - *Teacher Handbook*
 - *Staff Code of Conduct*
 - *College Policies and Practices*
 - *Report Style Guide*
 - *Curriculum documentation (curriculum site).*
-

PRIMARY PURPOSE OF THE POSITION (LEADING EFFECTIVE STUDENT LEARNING)

The purpose of the teacher is to promote high quality student learning and utilise effective teacher practices to support student growth. The role of the Teacher is to teach students how to effectively learn, promote student wellbeing, and to facilitate and evaluate a learning program consistent with the Beaconhills six pillars of learning that matters and the Victorian Curriculum. The teacher will collaboratively develop and design curriculum, learning, teaching practices and evidence of learning within the understanding by design framework to inspire students to fulfil their potential.

The primary role of any teacher is to support our students in their learning through:

- continually engaging in informed reflective practice and professional learning activities that support personal and professional growth as well as support of ongoing innovations of the College
- continually designing Learning That Matters for our students
- acting as a positive role model for young people
- supporting learning outcomes of students through well designed curriculum, effective teaching pedagogy and the provision of a positive learning environment
- providing meaningful feedback on learning to the learner and designing instruction that provides feedback to the teacher that informs the next steps in learning and instructional design
- continually supporting the wellbeing of members of the Beaconhills Learning Community



KEY RESPONSIBILITIES FOR THE POSITION

- Teaching Religious and Values Education to students from Prep to Year 10
- Establishing trusting and respectful relationships with students and parents that ultimately supports the student wellbeing
- Use feedback on learning to support reflection and inform future planning and practice
- Communicating with members of the school community in a timely and professional manner:
 - providing an environment that is conducive to learning
 - encouraging students to become better learners and take responsibility for their *Learning Mindset*
- Support the learning outcomes of students through well designed curriculum, effective teaching pedagogy and practice and the provision of a safe learning environment that provides meaningful feedback
- Continually support the wellbeing of our students and colleagues
- Communicating with members of the school community in a timely and professional manner
- Supporting all aspects of the *Learning That Matters* curriculum which includes participation in the Experiential Program
- Supporting the learning of all students to meet individual student learning needs.

TEACHER AS LEARNER

In this position, the teacher is required to learn how to:

- design curriculum in alignment with the Beaconhills Curriculum Framework which includes the use of Understanding By Design
- effectively develop and implement evidence of learning and feedback practices including the use of continuous reporting
- use effective teaching pedagogy and practices (Beaconhills College effective teaching practices)
- engage in professional learning cycles through the design of a problem of practice that supports reflective practices and collaborative dialogue
- use technology to support teaching and learning in the classroom
- support the wellbeing of students within our programs
- support the individual learning needs of our students
- develop and implement teaching strategies that support the development of our students' Learning Mindset

TEACHER IN TRAINING

The training needs for this position are:

- College protocols and procedures (eg Operoo for excursions and risk management, Synergetic, duty of care)
- College policies and compliance requirements
- Digital Learning Platforms (Microsoft Teams, OneNote, M365, and Seesaw)

KEY TASKS FOR THE POSITION

CURRICULUM

- Consistently in line with classroom teaching practice update curriculum documentation
- Design effective knowledge based and contextual curriculum utilising Understanding by Design and Learning That Matters
- Collaboratively work with colleagues to design effective curriculum, teaching practices and evidence of learning
- Design evidence of learning that is for, as and of learning
- Effectively plan evidence of learning that supports feedback practices of our continuous reporting and feedback cycles
- Use relevant data to reflect on the effectiveness of curriculum design
- Contribute to new curriculum initiatives
- Contribute to the development and identification of effective learning resources

TEACHING PRACTICE

- Design learning and curriculum that meets the needs of students
- Use effective teaching practices in line with our Education Blueprint and Instructional Model
- Actively participate in the Professional Learning Cycle by designing a problem of practice goal in relation to teaching practices
- Active engagement in our Continuous Engagement and Development Program
- Use evidence of student learning to inform teaching practices
- Design and document lesson plans
- Provide meaningful feedback, feed forward and feed up opportunities for students
- Supporting individual student learning needs in line with the requirements of NCCD and the College's approach to personalised learning
- Integrate aspects of student wellbeing into teaching practice and classroom management
- Use the gradual release of responsibility model in line with our instructional practices
- Leverage a range of technologies to facilitate learning and support evidence of learning practices
- Maintain a positive learning environment conducive to learning in the classroom
- Facilitate age appropriate behavioural strategies in the classroom to support student learning

PROFESSIONAL LEARNING AND GROWTH

- Attend College professional learning workshops
- Attend relevant external workshops
- Participate in section-based professional learning and reading
- Conduct student surveys/feedback
- Develop professional growth goals
- Routinely engage in reflective practice as part of the CEAD Program
- Seek feedback from colleagues

STUDENT MANAGEMENT



- Communicate with parents around student learning when necessary
- Attend student progress meetings (parent-teacher interviews)
- Update communication records in Synergetic
- Maintain up-to-date attendance records
- Provide feedback on students of concern
- Develop student IEPs as required

GENERAL DUTIES

- Attend information nights as required
- Attend yard duty
- Attend supervision as required
- Take extras
- Attend assemblies
- Carry out duties as directed

QUALIFICATIONS

The successful application must hold (or be in the process of obtaining):

- A current registration with the Victorian Institute of Teaching (VIT)
- A current *National Police Check* (NPC)
- A current first aid certificate (or a willingness to obtain)
- Tertiary qualifications in education

PHYSICAL CAPABILITIES

- Sitting (occasional 1-33%)
- Standing (frequent 34-66%)
- Walking (frequent 34-66%)
- Talking (frequent 34-66%)
- Listening (occasional 1-33%)
- Steps/stairs (frequent 34-66%)
- Carrying (occasional 1-33%)

WORKPLACE HEALTH AND SAFETY RESPONSIBILITIES

- Ensure that any hazards, incidents (including near misses) and injuries are reported immediately to relevant management
- Co-operate in relation to activities taken by the College to comply with Work Health and Safety (WHS) legislation
- Participate in consultation, meetings, training and other health and safety activities where required
- Ensure only authorised, adequately trained staff undertake assigned tasks
- Take reasonable care for personal health and safety and the health and safety of others in the workplace

CHILD SAFETY AND EQUAL OPPORTUNITY STATEMENT

Beaconhills College has zero tolerance for child abuse. Beaconhills is a child safe employer and is committed to the welfare of children and their protection.



Beaconhills has systems to protect children from abuse, and will take all allegations and concerns very seriously and respond to them consistently, in line with our policies and procedures.

All potential employees and volunteers will be required to comply with the College's *Child Safe Policy* and *Code of Conduct*, which are available on our website [here](#). Beaconhills performs thorough assessments of potential and existing employees in accordance with the legislated Child Safe Standards. The assessments will be used to ascertain whether the potential or existing employee is a fit and proper person and is suitable for work in a school environment and in the position applied for or held. The screening process includes, but is not limited to, criminal record checks, *Working with Children Check* (WWC Check) and checks of social media accounts.

Beaconhills College is committed to Equal Employment Opportunity principles and is committed to the principles of merit-based selection, equity, diversity and procedural fairness in our recruitment process.

Aboriginal and Torres Strait Islander peoples are encouraged to apply for all positions at Beaconhills College.

