

Role Profile



Role Details

Job title:	Teacher	Reports to:	Head of Campus
Tenure:	Permanent	Classification:	Teacher
Weeks Per Year:	41	Hours Per Week:	38
Grade:	Teacher Level 2-12	Review Date:	1 April 2026

Role Purpose

The Teacher reports to the Head of Campus and works in collaboration with hub core teams. They are responsible for the learning growth of SASY's young people and aligned to SASY's holistic learning framework. The position requires effective participation within the hub team including mentoring, supporting and actively engaging in the academic care and wellbeing of young people.

The Teacher partners with youth workers to facilitate effective learning underpinned by ACARA and SACE curriculum requirements and through SASY's learning framework in support of students' individual learning and wellbeing needs. Teachers are in a unique position to enhance outcomes through the delivery of rich and meaningful learning experiences for students, with a focus on authentic mixed method assessment, conceptual inquiry, and project-based learning.

Key Areas of Work

- Work collaboratively with other teachers, education leaders and youth workers to implement the SASY Learning Framework.
- Work collaboratively to contribute to the evaluation of student learning needs and design and implement differentiated learning programs and resources with a focus on authentic mixed method assessment, conceptual inquiry, and project-based learning
- Liaise with the Teaching team and education leaders on progress towards learning outcomes.
- Work collaboratively within and across hub groups to implement programs and resources to achieve positive learning and wellbeing outcomes for all students.
- Apply knowledge and effective teaching strategies to develop engaging learning experiences that facilitate understanding, discovery, reflection and application to meet curriculum standards.
- Contribute to the development and implementation of curriculum policies and programs.
- Complete all requirements in relation to the marking of student work assessment tasks and examinations and provide feedback in an effective, professional and timely manner.
- Collaborate with peers to complete all academic and wellbeing reporting requirements.
- Conduct roll marking for attendance in accordance with school procedures and maintain appropriate records.
- Contribute to the implementation of the school operations and policies related to student welfare and student management.
- Contribute to the development of content, processes and strategies to shape individual and school professional learning.

Key Relationships and Areas of Influence

- Hub Team, participate in team meetings, planning sessions and work collaboratively to achieve positive student outcomes both within hub core group and across the school.
- Functional Stream, including educational leaders to share learning, expertise and develop resources and practises aligned to the SASY Learning Framework.
- School community, communicate with parents and caregivers, input and deliver meetings, workshops and seminars.
- SASY Partners, develop working relationships and maintain links as required.
- Students, build positive relationships with boundaries that build trust and assist in their understanding of classroom procedures.

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- Business Operations, to provide data, manage compliance reporting (including writing and uploading student ILP's and load to the database).

Selection Criteria: Qualifications, Skills and Experience

Essential

You must demonstrate understanding of SASY's vision and values to be successful in this role, in addition to:

- Working knowledge of Middle School Australian Curriculum and/or subject specific SACE curriculum development and delivery.
- Competent ability to design, implement and measure project-based learning.
- Competent skills in integrating technology into learning outcomes.
- Specific understanding of the complexities working with vulnerable youth and trauma.
- Advanced problem solving and conflict resolution skills.
- Advanced communication and influencing skills working with a diverse range of students, staff and stakeholders.
- Competent application of the Microsoft Office Suite of products.
- Working knowledge of cross-cultural diversity.
- Competent ability to plan, prioritise and adapt to change.
- Bachelor's degree in teaching.
- Proven history as a teacher working in a secondary school.
- Registration with the Teachers Registration Board of South Australia.

Desirable

- Understanding of VET.
- Understanding of Positive Psychology principles in teaching practice.
- Understanding principles of Project Based Learning or Project Design.
- Experience working in with disadvantaged youth and trauma.

Specific Requirements

- Current driver's license
- Responding to Abuse and Neglect (RAN)
- WWCC clearance (working with vulnerable children)
- First Aid certificate (this can be completed during the first few weeks at SASY)

Other Conditions

- Participate in professional development that improves staff skills and knowledge related to Trauma informed practices and growth mindset to improve student personal and academic outcomes.
- Maintain Professional Development as per Australian Teachers Professional Standards.
- Shortlisted candidates will be required to undergo satisfactory pre-employment checks, including two professional referees, a pre-existing medical, a criminal record check and proof of identify and qualifications.
- All Terms and conditions of employment are in accordance with your employment agreement and SASY policy and procedures.
- Superannuation will be paid according to Superannuation Guarantee into a compliant fund of your choice or into NGS Superannuation Fund.
- SASY staff are offered the opportunity to participate in Salary Sacrifice through SouthGate.
- All staff have access to the Employment Assistance Program with Edward St Psychology.
- Some out of hours work may be required for school-based activities or professional development.

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About us

Specialised Assistance School for Youth (SASY) is a fee free independent secondary Specialised Assistance School (SAS) operating specifically for disengaged young people who have complex needs between the ages of 13 and 25. We offer a safe place for young people to reignite their learning through holistic practices that support their health and social emotional wellbeing as the precursor to personal growth and community engagement.

SASY is innovative in its practice, flexible and responsive in its delivery, and focuses on providing an environment which enables young people to recognise and achieve their potential. Through research and practice, SASY's unique approach to re-engaging young people is made up of the following four components: holistic learning, restorative practice, trauma informed practice, and an inclusive community.

We acknowledge that academic and personal growth best occurs in a safe and supportive environment where physical, emotional, cognitive and behavioural development is supported as part of a holistic learning approach. As such, wellbeing and education is holistically intertwined throughout all programs, which are personalised and differentiated to encourage, support and maximise student development in emotional regulation, self-awareness and readiness to learn.

We believe that all young people have the right to learn and be supported with personalised care, fair assessment, collaborative learning programs, practice critical and creative thinking, find their voice, and actively engage in the community as an individual with a positive sense of self.

Our Vision, Values, and Culture

Our Vision

To create a caring environment, where disengaged young people, with complex needs, are reconnected through holistic educational experiences that improve wellbeing and reignite their interest in learning.

Our Values

- Build community through kindness and connection.
- Grow lifelong learners.
- Celebrate every step.
- Create safe spaces and welcome every voice.
- Explore with curiosity and act with purpose.

Culture

We are very proud of the culture we have nurtured from SASY's beginnings. At its core is; collaboration, inclusion, an enduring commitment to the wellbeing of young people and a shared passion for learning and teaching.

We focus on a purposeful culture that extends collaboration, builds leadership, has honest conversations, is agile, where everyone feels accountable and empowered to be creative in their work.

As we continue to grow, we will keep on building a place of belonging that encourages, supports and celebrates diversity.

You must demonstrate understanding of SASY's vision, values and culture to be successful in this role.

Ethics and Safety Commitments

All employees are expected to become acquainted with, and work in accordance with all SASY and statutory policies, standards and procedures. This includes any changes or amendments SASY may make to the policies from time to time. This includes, but is not limited to:

- WHS Act and policies

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- Financial authorities and procedures.
- Appropriate use of information and systems.
- Department of Human Services 'Working with children' obligations.
- 'Responding to abuse and neglect' obligations.

This role is deemed to be a Worker under the South Australian Work Health and Safety (WHS) Act 2012.

General Conditions

- This position information document indicates the general nature and level of work performed by the incumbent and is not a comprehensive listing of all responsibilities, tasks and outcomes.
- This position is employed by SASY and may be required to perform duties at any SASY campus according to organisational needs.
- Some out-of-hours work may be required for school-based activities or professional development