



POSITION DESCRIPTION

POSITION:	English Additional Language (EAL) Teacher and Student Coordinator
DEPARTMENT:	English
CAMPUS:	Corio
REPORTS TO:	Head of English Faculty
DIRECT REPORTS:	Not applicable
EMPLOYMENT STATUS:	EAL Teacher- Full-Time Ongoing International Student Coordinator- POR 3 years
APPROVAL:	July 2025 Vice Principal (Learning, Teaching and Academic Innovation)

WORKING ENVIRONMENT

Geelong Grammar School is one of the world's leading co-educational boarding and day schools offering exceptional education to all of its students, from Early Learning to Year 12. Geelong Grammar School seeks to inspire its students and community to thrive and make a positive difference through its unique and transformational education. Geelong Grammar School has four campuses:

Bostock House (approximately 100 students). Situated in the Geelong suburb of Newtown, this campus caters for day students from Early Learning to Year 4. After Year 4, students from Bostock House proceed to Corio. The Bostock campus has approximately 17 full-time and part-time teaching and support staff. In 2026, the Bostock House Junior School will be moving to the Corio Campus.

Toorak (approximately 320 students) is located in Melbourne. It caters for day students from Early Learning to Year 6. After Year 6, most students proceed to Corio. The Toorak campus has approximately 50 full-time and part-time teaching and support staff.

Corio (approximately 920 students) offers day, day boarding, weekly boarding, and full boarding in Years 5 to 8 (Middle School) and day and full boarding in Years 10 to 12 (Senior School). About 70% of Corio students are full boarders. Approximately 100 staff (nearly all teaching) reside on the campus, with 30 accommodation units being connected to boarding houses, and the remainder consisting mostly of free-standing residences. The campus is like a small community with its own (large) kitchen/dining facilities, a medical centre (9 beds), chapel, maintenance workshops, and a comprehensive educational infrastructure. The campus also provides high-level sports, recreational, training, and performance facilities used by the School community. The Handbury Centre for Wellbeing provides a gymnasium, indoor swimming pool, dance studio, and multi-purpose playing courts, and the (SPACE) provides state-of-the-art auditoriums, performance theatres, creative education hubs, and display spaces that utilise the latest in technology.

Timbertop (approximately 245 students) is a boarding campus for all Year 9 students, located near Mt Buller in Victoria's Alps. All teaching staff live on the campus and students spend the entire year at Timbertop taking part in hiking, recreational, and community service activities.

English Department: EAL Teacher and Student Coordinator

Teachers at Corio choose to join a largely residential community and are thus involved in supporting students in a variety of different ways. This provides opportunities to develop a very full relationship with students and thus a chance to play a significant role in their overall education and wellbeing, teaching staff are involved in the academic, co-curricular and pastoral programmes (within Day and Boarding Houses) and are actively involved in enhancing the resiliency and wellbeing of students through the delivery of Positive Education, based on the principles of Positive Psychology.

POSITION OBJECTIVE

The objective of this role is to deliver high-quality teaching and targeted support for EAL learners, ensuring their academic success and smooth integration into the school community. This includes developing engaging curriculum, fostering cultural awareness, and building strong connections with students, families, and staff. The role aims to create an inclusive learning environment through collaboration, assessment, and pastoral care while actively contributing to the school's academic and co-curricular programs.

KEY RESPONSIBILITIES

English Additional Language (EAL) Teacher responsibilities:

- To assist the Head of English Faculty in reviewing and developing the academic curriculum for EAL learners to reflect an engaging and innovative pedagogical approach. This will include the annual update of curriculum documentation
- To teach students competently in specified subject area(s) as required
- To meet regularly and/or when required with their relevant Head of Faculty
- To attend and participate in year-level team meetings to assist in the development of curriculum and assessment
- To use formative and summative assessments in an appropriate manner that is consistent with School policy. To maintain accurate records of all assessments
- To support and guide students in the development of appropriate learning strategies as required
- To partner with other teaching and support staff to ensure all students develop their potential
- To participate fully in the School's academic, co-curricular, pastoral, and spiritual programmes
- To engage in professional development activities regularly and as required by the School
- Other duties as required, commensurate with your role
- To demonstrate Courage, Compassion, and Curiosity, and the application of the Strategic Imperatives

Student Coordinator responsibilities:

- Liaise with Overseas Student Manager to coordinate the development of targeted support for EAL learners and international students. This may include tasks such as:
 - Assistance with new student orientation and transition
 - Collaboration with Heads of House, House Mentors, and Teaching Staff to support student pastoral and learning needs
 - Meet regularly with EAL and international students, facilitating connections within and across year levels
 - Cultivate and maintain strong connections with families and other stakeholders, such as homestay providers
 - Refer and enable additional external language acquisition support for students as required
 - Organise cultural activities for students
 - Educate the GGS Community more broadly on matters impacting our EAL students and enhance general cultural awareness
- Undertake administrative tasks associated with the role, including but not limited to:
 - Conducting language acquisition assessments
 - Liaison with the timetabler, Academic Office regarding subject choices

- Liaison with Admissions regarding intake- flagging students and referring for assessment
- Program development and resourcing to ensure sustainability and scalability

ORGANISATIONAL RELATIONSHIPS:

Internal Liaisons

A Corio Teacher reports to a Head of Department/Faculty and has regular liaison with their allocated Head of House (Day or Boarding) and the following roles:

- Principal
- Vice Principals
- Head of Learning and Teaching
- Heads of Senior/Middle School
- Director of Student Engagement and Experience
- Year Level Team Leaders
- Teaching colleagues
- Campus Chaplains
- Assistants (GAP and Language)
- Operational staff

External liaisons

- Parents and guardians
- Coaches and sessional staff

KEY SELECTION CRITERIA:

- Experience and demonstrated skills in teaching English as an Additional Language to Middle and Senior School students (Years 5 to 12), including contemporary knowledge of curriculum, pedagogy, learning resources, teaching methods, and assessment.
- Excellent interpersonal skills and communication, including a proven capacity to work effectively with other teaching and support staff.
- Well-developed report writing and curriculum documentation skills.
- Competent organisational and administrative skills.
- A willingness and ability to participate fully in the School's academic, co-curricular, spiritual, and pastoral programmes.
- Proven ability to integrate ICT into the curriculum and teaching practice (including knowledge of software such as Learning Management Systems, Microsoft Office, and online tools for teaching and learning).

QUALIFICATIONS AND EXPERIENCE:

- Registration as a Teacher with the Victorian Institute of Teaching, which includes a National Police Check undertaken by VIT.
- Tertiary qualification in teaching English or English as an Additional Language and demonstrated experience teaching additional language learners.
- Experience teaching VCE English as an Additional Language.
- Applicants must provide evidence that they fulfil the Proficient Level in all of the AITSL Australian Professional Standards for Teachers.
- Experience and knowledge of individual academic learning programs for students with diverse abilities and needs.
- It is a condition of employment that Teachers must possess First Aid qualifications and have current Anaphylaxis Management Accreditation in accordance with Ministerial Order 706 and the School's Anaphylaxis Management Policy (2015). Information regarding First Aid and Anaphylaxis Management Accreditation requirements, training courses, and compulsory briefings scheduled by the School is provided.

Desirable

- Previous experience teaching International Baccalaureate English Language B.

- Demonstrated experience developing school-wide approaches and Academic Support programs for additional language learners.
- Experience working within a Boarding School environment.

COMMITMENT TO POSITIVE, ADVENTURE, AND CREATIVE EDUCATION:

Geelong Grammar School is committed to experiential learning with and through nature and Creative and Positive Education.

All staff are required to attend our Discovering Positive Education training course within their first two years of employment at the school. Staff also have the opportunity to participate in ongoing Positive Education training throughout the year.

OUR COMMITMENT TO STUDENT SAFEGUARDING

Geelong Grammar School is committed to the safety of all students and has a zero tolerance of student abuse.

The School's Student Safeguarding Framework, which includes the Student Safeguarding Strategy, Student Safeguarding Policy and Student Safeguarding Code of Conduct, is available on the [GGS website](#), under 'Student Safeguarding'. The School's expectation is that all staff members (and School Community members) comply with the Student Safeguarding Framework policies and procedures and the [Child Safe Standards](#), as applicable to their role. Any queries in respect of this Framework or the School's expectations should be directed to safeguarding@ggs.vic.edu.au.

WORKING WITH CHILDREN CHECK & NATIONAL POLICE CHECK

All employees of Geelong Grammar School must hold a Victorian Working with Children Check (Employment) prior to appointment, and National Police Check completed within three (3) months prior to appointment.

OTHER REQUIREMENTS AND OUT OF HOURS EXPECTATIONS

- Current driver's licence (a bus licence is highly desirable).
- Anaphylaxis
- First Aid
- CPR
- The incumbent will likely to be required to work public holidays which fall during Term time, where the School is operational.
- Attendance at School events, such as Family Day, is encouraged.