



GEE LONG GRAMMAR SCHOOL®
EXCEPTIONAL EDUCATION

POSITION DESCRIPTION

POSITION:	Upper Primary Classroom Teacher
DEPARTMENT/CAMPUS:	Corio Campus Middle School
DATE PREPARED:	August 2025
REPORTS TO:	Head of Middle School Corio Campus

WORKING ENVIRONMENT

Geelong Grammar School is one of the world's leading coeducational 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:

Corio Junior School (approximately 100 students). Situated on the Corio Campus, the Junior School caters to day students from Early Learning to Year 4. After Year 4, students from the Junior School proceed to the Middle School, also located on the Corio Campus. The Junior School has approximately 17 full-time and part-time teaching and support staff.

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 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), a chapel and maintenance workshops, and a comprehensive educational infrastructure. The campus also provides high-level sport, 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.

Teaching staff are part of an energetic and dedicated group that work in area teams to support the learning of the children in their care. They are required to have involvement in teaching Literacy and Numeracy and to be actively involved in team teaching, which is an essential part of the curriculum and teaching programme, and a proven ability to teach from Prep to Years 5&6. They must also fulfil the Proficient Level in all of the AITSL Australian National Standards for Teachers. Teachers report directly to the Head of Middle School, who in turn reports directly to the Vice Principal of Geelong Grammar School.

POSITION OBJECTIVE:

To provide a caring and exceptional educational environment for all students within the designated class assigned.

KEY RESPONSIBILITIES:Curriculum

- Provide a nurturing, interesting, and stimulating learning environment that caters to the needs of all children within the group
- Plan and teach collaboratively according to the Standards and Practices of the IBPYP program
- Use a variety of teaching strategies to meet the needs of all individuals within the group, and where appropriate to provide an IEP for particular children
- Plan with the team to develop, implement and evaluate the curriculum and provide a consistent and coherent learning program that will foster independence, inquiry and learning progression
- Apply current best practice theories when designing the learning environment and curriculum
- Have an ongoing commitment to and participation in professional development activities that generate an awareness of current trends and development in education and enhance children's learning
- Provide information on the programme and learning outcomes of the children for parents and the wider school community
- Document ongoing monitoring of children's development and progress in accurate and detailed ways that are consistent with the existing practices of the team

Classroom

- Maintain an effective learning environment and attend to the pastoral care of all students
- Provide a consistent and effective role model for children and classroom assistants at all times
- Provide a clean, safe, and secure environment for children, parents and staff at all times and attend to the health and safety of the children
- Supervise the implementation of the learning program for all children within the group
- Ensure all legally required documents (attendance register, incident forms and pastoral documentation) are maintained
- Adhere to the school guidelines about curriculum, sun smart, behaviour guidance, and protective behaviours
- Regularly communicate with Head of Middle School and Head of Learning and Teaching/PYP Coordinator, as well as parents, about children's progress informally and through parent/teacher interviews and written reports

Professionalism and Teamwork

- Maintain positive and supportive interactions with parents and visitors
- Work as a collaborative team member, ensuring harmonious relationships are maintained and delegated responsibilities are fulfilled
- Adhere to School teaching and OH&S regulations and policies
- Attend team and school meetings where necessary
- Assist in planing and hosting relevant information events throughout the year
- Maintain student, staff and parent confidentiality
- Contribute to the co-curricular programme of the School as required

Additional School Responsibilities

- Reflect and uphold the values of the School at all times and take an active role in the general life of the School
- Contribute to the ongoing constructive evaluation of the School programme, policies and activities where required
- Supervise student teachers
- Fulfil the necessary requirements in regard to pastoral care
- Demonstration of Courage, Compassion and Curiosity and application of the Strategic Imperatives.

ORGANISATIONAL RELATIONSHIPS:

On a day-to-day basis the position reports to the Head of Campus (Bostock House) and requires liaison with the following:

Internal Liaisons

Head of Learning & Teaching/PYP Coord
Other teaching staff and teams
Administrative and support staff
Specialist Teachers
Teaching and specialist staff from other campuses

External liaisons

Professional Associations
Parents and families
Student welfare professionals

KEY SELECTION CRITERIA:

Amongst many skills, candidates should possess:

1. A variety of educational experiences and the ability to demonstrate a thorough knowledge of current teaching practice and theory, and be familiar with the needs of primary students across all year groups
2. Well-developed problem-solving and conceptual skills that can be applied to a variety of Primary learning environments.
3. Well-developed interpersonal skills and effective communication skills.
4. The ability to be responsible for a class of children in a caring and nurturing manner.
5. A proven ability to work effectively and constructively within a team.
6. Well-developed report writing and curriculum documentation skills.
7. Competent organisational and administrative skills.
8. A commitment to professional development.
9. Proven ability to integrate IT into the curriculum and teaching practice (including knowledge of software such as Microsoft Office and related Word, Excel, and PowerPoint programmes).
10. A willingness and ability to participate fully in the School's academic, co-curricular, spiritual, and pastoral programmes.

QUALIFICATIONS AND EXPERIENCE

Mandatory

- An appropriate 4-year teaching qualification and registration with the Victorian Institute of Teaching (VIT), which includes a National Police Check undertaken by VIT
- Applicants must provide evidence that they fulfil the Proficient Level in all of the AITSL Australian Professional Standards for Teachers
- It is a condition of employment that Teachers must possess First Aid qualifications and have current Anaphylaxis Management Accreditation in accordance with the new 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 are provided by the Head of Campus.

Highly desirable

- Experience in inquiry-based learning
- Experience working in the context of PYP Framework
- Current driver's licence

OTHER REQUIREMENTS AND OUT OF HOURS EXPECTATIONS:

- The incumbent will be required to attend to student pastoral matters outside of usual work hours, which may include weekends and overnight (e.g. Camps)
- Attendance at School events outside of usual work hours is required (for example, Athletics Carnival)
- Work on public holidays within Term time will be required, with alternate exeat days provided as leave

COMMITMENT TO POSITIVE, ADVENTURE, AND CREATIVE EDUCATION:

Geelong Grammar School is committed to experiential learning with and through nature and Creative, Adventure, 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.