



## Position Description

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<b>Position:</b>	<b>7-12 Subject Teacher</b>
<b>Appointed by:</b>	<b>The Principal</b>
<b>Responsible to:</b>	<b>Head of Department/The Principal</b>
<b>Location:</b>	<b>Garnsey Campus, Sale</b>

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### School Overview

Gippsland Grammar provides an outstanding contemporary, holistic education where our Community has a shared understanding of what we learn, how we learn and who we teach. Our School culture is centred around our core values of Compassion, Leadership, Excellence, Responsibility and Respect and develops people of character who act with integrity and wisdom.

At Gippsland Grammar responsibility for the protection of children is shared because children are safeguarded only when all individuals accept responsibility and work together and play their part in keeping children and young people safe from harm and abuse.

All staff are required to:

- Comply with the School's Student Protection Program (including the Student Protection and Safety Policy, Student Protection Staff Code of Conduct, and Make a Report Procedure), as well as their legal and professional obligations with respect to the prevention and reporting of actual or suspected child abuse and reportable conduct.
- It is each such staff member's individual responsibility to be aware of key risk indicators of child abuse or reportable conduct, to be observant, and to raise any concerns they may have with one of the Principal, the Executive Leadership Team, the School's Student Protection Officers (and/or with external agencies, where required). In this regard, staff are encouraged to voice their concerns, no matter how minor, trivial or insignificant.
- All contractors and volunteers involved in student-connected work are required to adhere to the School's Student Protection and Safety Policy and Student Protection Staff Code of Conduct and are responsible for contributing to the safety and wellbeing of students in the school environment. They too have obligations with respect to the reporting of actual or suspected child abuse or reportable conduct allegations.

Again, it is the School's expectation that contractors and volunteers are attuned to their individual responsibilities and act in accordance with their internal and external reporting obligations, and the School's policies and procedures (including the Student Protection Program).

### Position Overview

Subject teachers are responsible for inspiring, encouraging and supporting the learning of students and for promoting their subject area. As a member of the teaching staff, a Subject Teacher is responsible for planning, preparing and delivering curriculum as well as general supervision duties.

The Subject Teacher reports to his/her Head of Department and is responsible to the students in his/her class for ensuring that high expectations and standards are set for all students with regard to learning the Australian Curriculum. Subject Teachers must have a broad and deep understanding of their subject specific content and that they use appropriate pedagogical practices.

The subjects and Year Levels a Subject Teacher takes may change each year in accordance with the needs of the School.

**Objective:**

That the students in your care maximise their learning opportunities and achieve their absolute best in everything they undertake at our School.

**Requirements, Duties and Responsibilities:**

**1. To implement the School's educational model- Academic Care at Gippsland Grammar.**

Principles of Academic Care at Gippsland Grammar:

Academic Care at Gippsland Grammar promotes our five core values of compassion, leadership, excellence, respect and responsibility.

Academic Care, where students are understood not just as learners but as part of a caring community of learners, requires teachers to develop curriculum and approaches to teaching and learning that are made visible and **enhance student learning, well-being and resilience and to embed these in classroom experiences.**

Academic Care at Gippsland Grammar builds positive self-esteem, connectedness and self-efficacy through pedagogies and organisational structures, and through adults' relationships with students in and beyond the classroom.

Academic Care activates personal growth. This mindset enables one to cope with challenges and struggle; to endure and persist; and to create and develop a range of strategies and skills which can be used in a flexible way to flourish.

Academic Care is underpinned by our teachers' passion to the ongoing development of their professional learning, collegiality and collaborative practices, and their commitment to students at the centre of everything we do.

**2. Curriculum**

The Gippsland Grammar educational model outlines curriculum implementation which ranges from the organisation to the practice of education. It is an engaging curriculum which seeks to meet the educational needs, interests, talents and aspirations of our students.

At Gippsland Grammar:

- a. the Australian Curriculum provides our curriculum framework F-10; and the Victorian curriculum for VCE, VCAL and VET programs;
- b. teachers access a planned curriculum which is fully mapped, current and dynamic;
- c. a variety of programs and support structures meet diverse student needs;
- d. learning opportunities enable students to connect to virtual and real world situations and environments;

- e. students have service opportunities and collaborate to make a difference in both local and global contexts;
- f. well defined and valid assessment practices are used;
- g. teachers analyse quantitative and qualitative data to monitor student achievement, progress and connectedness and to inform their teaching; and
- h. an engaging, stimulating, challenging and diverse variety of co-curricular opportunities is available.

### **3. Teaching and Learning**

The Gippsland Grammar educational model outlines best practice pedagogy in the classroom. At Gippsland Grammar:

- a. we provide engaging and stimulating classroom environments where our students feel safe and willing to take risks in their learning;
- b. we ensure that teacher clarity is paramount;
- c. our classrooms are places where our students can succeed and there is an understanding between our students and teachers of what success looks like;
- d. learning is made visible using visible learning and Visible Thinking precepts
- e. learning strategies are developed to intervene, extend or encourage our students to achieve their best;
- f. data is used purposefully to inform teachers
- g. our teachers demonstrate expertise and lead our students to develop their own understandings, skills and knowledge;
- h. students benefit from effective and frequent formative feedback from their teachers, peers and others;
- i. learning is challenging and our students are supported to become resilient and persistent learners;
- j. our classrooms are places where learning can be collaborative, creative and fun; and
- k. our teachers use contemporary Digital Technologies to enhance teaching and learning and to promote flexibility and independence.

### **4. Wellbeing**

The School has a clearly defined educational model that outlines our best practice approach to student wellbeing. This Academic Care model seeks to promote wellbeing using positive education approaches and to ensure that it is evident across all areas from the ELC to Year 12. At Gippsland Grammar:

- a. the inextricable connection between wellbeing and learning is evident in everything we do;
- b. students feel safe and supported by teachers;
- c. our students learn in a calm and focussed environment;
- d. there are clear and consistent behavioural and learning expectations made explicit to all students, and teachers have a duty of care for the behaviour of all students;
- e. behaviours and relationships are managed in a restorative way;
- f. relationships are respectful and characterised by positive dialogue and active listening;
- g. teachers know their students, and use positive education strategies in the classroom and beyond;
- h. a growth mindset is evident in all aspects of School life;
- i. students learn in spaces which reflect the enjoyment and value of learning; and
- j. a personal development program is explicit and based around the core pillars of Wellness, Achievement, Relationships and Community Involvement.

## **5. Child Safety**

Staff are responsible for supporting the safety and wellbeing of the School's students as follows:

- a. Behave as a positive role model to students, including through words, conduct and actions.
- b. Actively promote the safety, welfare and wellbeing of students.
- c. Provide a learning experience which is consistent with the School's and relevant professional or occupational codes of conduct, which supports students to achieve their personal best, and takes into account individual learning and behavioural needs.
- d. Act consistently (both in person and in the online environment) with the School's student safety and wellbeing strategies.
- e. Be vigilant and proactive with regard to student safety and child protection concerns, and take all reasonable steps to protect students from such harm (examples of which include, but are not limited to bullying, discrimination, grooming, harassment, neglect, sexual misconduct, sexual offences, physical violence, reportable conduct and victimisation).
- f. Encourage and support students who raise safety concerns (including about actual and suspected child abuse or reportable conduct).
- g. Provide age-appropriate supervision for students.

- h. Comply with any directions, guidelines, policies, procedures and rules promoted by the School with respect to student safety.
- i. Knowledge understanding and adherence to all School and staff obligations regarding student safety, including Ministerial Order 1359 – Child Safe Obligations other child safe requirements mandated by legislation (as amended from time to time).
- j. Commitment to providing a child safe environment and child safe conduct in all aspects of employment at the School.
- k. Comply with all aspects of the School's Child Protection Program, including the School's Child Safe Policy Statement and Child Safety Staff Code of Conduct.
- l. Willingness, understanding and ability to report student safety concerns in line with the School's policies (such as the Make a Report Procedure) and applicable mandatory reporting requirements.
- m. Complete annual training in Child Safety as required.

## **6. Professional Responsibilities**

- Actively seek pedagogical knowledge through own professional reading, research and collegial partnerships.
- Genuine interest in working with young people and learning about their education and development.
- Work collaboratively as a member of the relevant team team to ensure best possible outcomes for students/staff/school.
- Actively engage in professional development activities and contribute to improved teaching methods, pastoral skills and knowledge.
- Actively engage in Team and Staff meetings.
- Adhere to and abide by the expectations set out in the Gippsland Grammar Guidelines for Professional Behaviour.
- Willingness to participate in and also encourage students to fully participate in the life of our School.
- Compliance with the School's OHS requirements and other requirements (including in respect to anti-discrimination), as mandated by legislation.
- Fulfil the duty of care for the appearance of students and model appropriate dress by adhering to the staff dress code.
- Attendance at parent-teacher interviews, school assemblies, House events, liturgies and participation in the School's duty roster.
- Participation in Retreat/Spiritual programs and/or a Year Level Camp as required by the school, on at least an annual basis
- All responsibilities attached to teaching class/es, including use of Information and Communication Technologies to enhance administration.

- Willingness to participate in and also encourage students to fully participate in the life of our School.
- Compliance with the School's OHS requirements and other requirements (including in respect to anti-discrimination), as mandated by legislation.
- Oversee the revision and care of relevant equipment, materials and first aid requirements

## **7. Pastoral**

- a. This position includes duties associated with a teaching role, including demonstrated empathy and skills in providing pastoral support to students within the pastoral care framework.
- b. Liaise with Heads of Year/Heads of Department and teachers on the progress of each student to ensure a holistic approach to well-being and development.

## **8. Co-curricular**

- a. Be routinely involved in the co-curricular program, which may include activities that extend beyond the 'normal' school day.
- b. Keep accurate records of student attendance and participation within the activity
- c. Where appropriate, nominate participating students for awards or school colours

### **Key Selection Criteria:**

#### Qualifications

- a. Current and valid registration with the Victorian Institute of Teaching (**VIT**)
- b. Evidence of completed First Aid Training – Apply First Aid HLTAID003 or higher level (or willingness to obtain)
- c. Evidence of completion of Anaphylaxis Management Training (ASCIA eLearning VIC, 22300VIC or 10710NAT) and CPR qualifications (as approved by a Registered Training Organisation)

#### Essential Criteria

- d. Exhibit personal behaviour reflective of the Anglican ethos of the School, and which aligns with the School's Vision, Mission and Values

#### Desirable Criteria

- e. Be a passionate and inspirational teacher and an expert in your chosen area of teaching
- f. Be an effective and compassionate communicator
- g. Ability to work with children with additional needs
- h. Ability to work well under pressure
- i. Ability to work independently, but also as part of a dynamic, creative and collaborative team.
- j. Professional memberships in the education sector.

- k. Be willing to participate in and also encourage students to fully participate in the life of our School

### **Statement of Commitment to Child Safety**

Creating and maintaining a student safe culture requires input from the entire School community. Our aim, is to provide a safe environment that aligns with the core values of academic care at Gippsland Grammar; compassion, leadership, excellence, respect and responsibility.

To achieve this, we promote a model of education where students are understood not just as learners, but as an integral part of the School and broader community. As such, we value wellbeing and resilience, celebrate diversity, and embrace a growth mindset, through classroom experiences, and in our approach to academic care, practices policies and procedures.

The commitments, values and principles which guide the School are further outlined in the School's Student Protection and Safety Policy (a copy of which is available on the School's website).

*Gippsland Grammar is a student safe environment. Every student has a right to be safe, and at the School, we take a zero-tolerance approach to any behaviours that jeopardise student safety and wellbeing (including child abuse and reportable conduct). As such, preferred applicants will be subject to child protection screening, background and reference checks, verification of identity checks and must adhere to the School's student safe practices, as outlined in the Student Protection Program policies on the School's website.*

All prospective employees will be informed about the School's student safety and wellbeing practices, including the Student Protection Staff Code of Conduct.

*This Position Description is a guide only, and is not intended to be an exhaustive or exclusive list of duties for this position.*