



## POSITION DESCRIPTION

|                           |                           |
|---------------------------|---------------------------|
| <b>POSITION:</b>          | Primary Classroom Teacher |
| <b>DEPARTMENT:</b>        | Teachers                  |
| <b>CAMPUS:</b>            | Toorak                    |
| <b>REPORTS TO:</b>        | Head of Campus   Toorak   |
| <b>DIRECT REPORTS:</b>    | Not Applicable            |
| <b>EMPLOYMENT STATUS:</b> | Casual Relief Teacher     |
| <b>PUBLISHED:</b>         | October 2025              |

### 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:

**Junior School** (approximately 120 students). Situated in Corio, this campus caters for day students from Early Learning to Year 4. After Year 4, students from the Junior School proceed to Corio Middle School. Junior School has approximately 25 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** (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 and maintenance workshops and 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.

## THE TOORAK SCHOOL ENVIRONMENT

At Toorak, every member of our community is valued, respected and committed to providing our students with the highest quality teaching and learning programmes, designed to improve student outcomes, including levels of achievement and wellbeing. Students at the Toorak Campus study the Primary Years Programme (PYP) which is part of the International Baccalaureate (IB). Teaching and learning approaches are based on the philosophies of Reggio Emilia and the PYP framework and standards and practices. Teaching staff work collaboratively in professional learning teams to support their development and the learning of students in their care. Our contemporary learning spaces promote team teaching, positive relationships, creativity and differentiated learning experiences.

## POSITION OBJECTIVE

To provide a caring, engaging and exceptional educational environment for all students within a specific class during an academic year

## KEY RESPONSIBILITIES

The Teacher is responsible for the following tasks:

### Curriculum

- Provide a nurturing, engaging and stimulating learning environment which caters for the needs of all children
- Use inquiry as a leading pedagogical approach and a diverse range of teaching strategies to meet the needs of all individuals
- Collaboratively 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 evidence-based, contemporary practice and the philosophy of Reggio Emilia and the International Baccalaureate, Primary Years Programme when designing learning opportunities and experiences
- Demonstrate an ongoing commitment to and participation in professional learning opportunities that generate an awareness of current trends and development in education and enhance children's learning
- Provide timely 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
- Organise relevant excursions and activities that are related to and support the Classroom Programme for students.

### Classroom

- Maintain an effective learning environment and attend to the pastoral care and specific learning needs of all students
- Provide a compelling and effective role model for children parents and staff at all times
- Provide a stimulating, safe and secure environment for children, parents and staff at all times and attend to the health and safety of the children
- Work with colleagues to achieve the best conditions for student learning
- Ensure all legally required documents (attendance register, incident forms, medication register collection authorisation etc.) are maintained and upheld
- Adhere to the school guidelines with regard to curriculum, behaviour management, sun smart, behaviour guidance, early intervention and protective behaviours
- Regularly communicate with parents about children's progress informally and through parent/teacher interviews, portfolios and written reports

### Professionalism and Teamwork

- Maintain positive, professional and supportive interactions with parents, staff and visitors
- Work as a cooperative member of the team ensuring harmonious relationships are maintained and delegated responsibilities are fulfilled
- Adhere to School teaching and OH&S regulations and policies
- Attend and contribute to team and staff meetings where necessary
- Plan and host 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

### **ORGANISATIONAL RELATIONSHIPS:**

#### **Internal Liaisons**

- Students
- Heads of Senior School
- Teaching staff – all campus'
- Operational staff – all campus'
- Head of Learning and Teaching/PYP
- Head of Inclusive Learning and team

#### **External liaisons**

- Parents and Guardians
- Visitors to Toorak campus
- Suppliers and Contractors
- Government agencies
- Student welfare professionals
- Victorian PYP network

### **KEY SELECTION CRITERIA:**

Amongst many skills candidates should possess:

- A variety of educational experiences and the ability to demonstrate a thorough knowledge of current teaching practice and theory and be familiar with the pedagogy of the International Baccalaureate Primary Years Programme and the principles of Reggio Emilia
- A passion for and commitment to developing the whole child through Positive Education philosophies
- Excellent interpersonal and communication skills
- High level of organisational and conceptual skills
- The ability to be responsible for a class of children in a caring and nurturing manner but also have the ability to be a willing and enthusiastic team member and learner
- Proven commitment to professional development and a willingness to participate in all aspects of the Geelong Grammar community, including co-curricular activities.
- Demonstration of Courage, Compassion and Curiosity and application of the Strategic Imperatives.

### **QUALIFICATIONS AND EXPERIENCE:**

- An appropriate 4-year teaching qualification and registration with the Victorian Institute of Teaching (V.I.T.), 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.

### **Desirable**

- Previous experience teaching the International Baccalaureate Primary Years Programme and a thorough understanding of the principles of Reggio Emilia.

### **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](mailto: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.