

Reporting to:

Head of Section

Prepared:

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Position Context

Hume Anglican Grammar is an independent, multi-campus, co-educational and Anglican Diocesan School offering education from Prep to Year 12 in the Northern growth corridor of Melbourne. The School aims to provide its students with an education that prepares them for the challenges of life, equips them to contribute to the community in an environment based on Christian values and at a cost affordable to as many families as possible. It is Hume's fundamental belief that young people who are genuinely happy will engage, aspire and thrive within our learning community. By establishing high standards in all that it does, every student is encouraged and supported to discover and fulfil their unique potential.

Hume Anglican Grammar has an open enrolment policy so educates children from many faiths and with a diverse range of backgrounds and abilities. It has a strong sense of inclusivity and a community-minded focus. Hume is a progressive school, not just in the development of buildings and grounds, but also in innovative thinking and advancements in its approach to teaching and learning. This is led by a group of dedicated and expert teachers who practise their craft with skill, and by building the strongest of relationships with students. It is not by chance that Hume has young people who readily display warmth, humour and respect for one another and their teachers.

After 3 years located elsewhere, in 2011 the School commenced in Mickleham the Prep to Year 12 Freier campus on 10 hectares. In 2019, it opened another Prep to Year 12 campus in Donnybrook on an 8-hectare site. Starting with junior Primary year-levels, this campus will ultimately have an enrolment of 1,596. At Donnybrook, the Secondary school commenced in 2023 year so next year will have 616 Year 7 to 10 students. Each year as additional classes and year levels are added, it will progress to offer Year 12 in 2028.

In 2023, the School opened its third campus in Kalkallo, as a Primary and a feeder to the Freier and Donnybrook Secondary schools, it will follow a similar growth pattern to Donnybrook with 588 students in 2027. In 2026 it will have 560 students from Prep to Year 6.

In 2026, the school will have 3,220 students and employ over 370 staff - 245 teaching and 125 non-teaching. The student enrolment at each campus will be at Freier 1,456, Donnybrook 1,204 and Kalkallo 560. Ultimately, by 2029, will have some 3,640 students (Freier 1,456, Donnybrook 1,596 and Kalkallo 588) with a corresponding cohort of teaching and general staff totalling over 400 across its three campuses, with plans for further expansion. It is expected to be one of the largest non-government schools in the State.

Purpose of the Position

Teachers share a significant responsibility in preparing young people to lead successful and productive lives. The quality of the teacher is the single-most important in-school factor influencing student achievement. Teachers can be a source of inspiration and, equally importantly, provide a dependable and consistent influence on young people as they grow and flourish, and ultimately make choices about their future.

Nature of the Position

The position of Teacher will commence at the allocated campus. However, in the future may be required to perform part or all of the work at other locations.

Responsibilities and Duties

Subject to the discretion of the Principal, a teacher is responsible for exemplary teaching within their section and for forming the strongest of relationships with students, colleagues and parents.

All teachers are expected to abide by the Victorian Teaching Profession Code of Conduct developed by the Victorian Institute of Teaching (VIT).

Hume Anglican Grammar is absolutely committed to **zero tolerance of child abuse**.

The following criteria are based upon the National Professional Standards for Teachers.

Professional Knowledge:

- Teach the agreed curriculum and adhere to all Australian Curriculum, Victorian Certificate of Education (VCE) and Victorian Certificate of Applied Learning (VCAL) requirements as appropriate.
- Respond to the needs of students within their educational contexts.
- Know students well, including their diverse academic, linguistic, cultural and social backgrounds.
- Structure lessons to meet the physical, social and intellectual development and characteristics of students.
- Know the content of subjects and curriculum, and understand the fundamental concepts, structure and enquiry processes relevant to the programs taught.
- Understand what constitutes effective, developmentally appropriate strategies in learning and teaching programs and use this knowledge to make content meaningful to students.
- Develop students' literacy and numeracy within their subject areas, and use information and communication technology to contextualise and expand students' modes and breadth of learning.

Professional Practice:

- Operate effectively at all stages of the teaching and learning cycle, including planning for learning and assessment, developing learning programs, teaching, assessing, providing feedback on student learning and reporting to parents.
- Make learning engaging, valued, and create and maintain a safe, inclusive and challenging learning environment and implement fair and equitable behaviour management plans.
- Use sophisticated techniques to foster unique learning experiences for students by differentiating instruction
- Utilise a repertoire of effective teaching strategies and implement them to offer well-designed teaching programs and lessons.
- Evaluate all aspects of teaching practice to ensure they are meeting the learning needs of students.
- Manage challenging behaviour by establishing and negotiating clear expectations with students and address discipline issues promptly, fairly and respectfully

Professional Engagement:

- Adhere to all School Management Policies.
- Model effective learning by identifying own learning needs and analyse, evaluate and expand professional learning, both collegially and individually.
- Demonstrate respect and professionalism in all interactions with students, colleagues, parents and the community.
- Display sensitivity to the needs of parents and communicate effectively with them about their children's learning.

- Value opportunities to engage with the school community within and beyond the classroom to enrich the educational context for students.
- Contribute to collegial discourse and apply constructive feedback from colleagues to improve professional knowledge and practice.
- Embrace pastoral care responsibilities as determined by the Head of Section of School
- Support the Curriculum Focus Group by assisting with programming and development of assessment
- Actively participate and assist in the conduct of Open Days, Presentation Nights and other special events.
- Undertake excursions, competitions and other relevant curricular and co-curricular activities.
- Attend School Assemblies and staff meetings, and be responsible for nominated supervisory duties.
- Other duties as assigned from time to time by the Head of Section of School

Qualifications, Skills and Experience:

Essential

- Relevant tertiary qualification
- Satisfactory and current National Police History Check and commitment to adhere to the School's Student Protection Policy
- Understanding of, and experience with, education at the appropriate age group; including pastoral care, pedagogy, curriculum development and student learning
- Commitment to the School's Christian ethos in the Anglican tradition
- Understanding of, and experience with, the needs and safety of children with a disability, Aboriginal background, and/or from culturally and/or linguistic diverse backgrounds
- Obligation to the principles and practices of OHS, Equal Opportunity and Risk Management.
- Current registration, or eligibility for registration with the Victorian Institute of Teachers

Desirable

- Experience in teaching at a like school
- Post graduate qualifications
- Previous leadership experience in a school setting
- First Aid Certificate
- Involvement in professional communities
- Experience with external assessment

Personal Qualities

Essential

- A passion for personal growth in young people.
- Pastoral skills and personality which demonstrates a loving concern for the wellbeing of others
- Demonstrated organisational and time management skills.
- Interpersonal skills of a high order, particularly in supporting and motivating young people.
- Personal sense of initiative, energy and enthusiasm.
- A resourceful team member willing to operate in a collaborative environment.
- Outstanding communication and interpersonal skills to build relationships with key stakeholders
- Commitment to professional learning and continuous improvement
- Contribution to the co-curricular program.

Desirable

- Demonstrated interest in ongoing personal professional development.

Key Selection Criteria

1. Knowledge: understanding of concepts, structure and enquiry processes relevant to the subject/area.
2. Practice: ability to operate effectively at all stages of the teaching and learning cycle, including planning for learning and assessment, developing learning programs, teaching, assessing, providing feedback on student learning and reporting to parents.
3. Engagement: demonstrated respect and professionalism in interactions with students, colleagues, parents and the community.

This Position Description may be altered from time to time to meet the operational needs of the School.