



POSITION DESCRIPTION

POSITION:	Early Childhood Teacher
DEPARTMENT:	Learning and Teaching
CAMPUS:	Junior School
REPORTS TO:	Head of Early Learning/ Director of the Early Learning Centre (ELC)
DIRECT REPORTS:	Not Applicable
EMPLOYMENT STATUS:	Part time - Maximum term
APPROVAL:	February 2026

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.

Department: Junior School Early Learning Centre we aspire to provide a rich and meaningful holistic learning environment engaging the heads, hands and hearts of our youngest learners thus activating learning experiences that form the foundation for the enablement of wisdom. Our philosophy is based on the image of the child as curious and capable; intrinsically motivated to explore, discover and construct learning. The Reggio Emilia Educational Project and the International Baccalaureate (IB) Primary Years Program (PYP) shape our philosophy to learning. At their core, both educational approaches and frameworks, recognize young people as active participants in their own learning.

POSITION OBJECTIVE

To care for and provide enriched educational experiences to ELC students.

KEY RESPONSIBILITIES:

The Early Childhood Teacher is responsible for the following key tasks and duties.

Curriculum

- Provide a nurturing, interesting and stimulating learning environment which caters for the needs of all children within the group
- Document clear planners for the curriculum
- Provide for and understand the needs of children's different cultural and social backgrounds and respect their individuality
- Use a variety of teaching strategies to meet the needs of all individuals within the group
- Plan with the team to develop, implement and evaluate the curriculum
- Be aware of the Philosophy of Reggio Emilia, The Primary Years Programme of the International Baccalaureate, learning opportunities with and through nature and current best practice theories in the early years 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
- Plan a consistent and coherent learning programme that will foster independence, inquiry and learning progression
- Document ongoing monitoring of children's development and progress in accurate and detailed ways that are consistent with the existing practices of the team
- Regularly use a range of documentation techniques which track the learning of the individual and the group
- Teach the curriculum as directed by the Head of School, the Head of Teaching and Learning and the Director of ELC.
- Differentiate the program to meet the needs of all children and where appropriate to provide an IEP for particular children in need

Classroom

- Attend to the pastoral care of all students
- Maintain an effective learning environment
- Provide a consistent and effective role model for children and classroom Co-Educators at all times
- Provide a clean, safe, and secure environment for children, parents, and staff at all times
- Supervise and manage the duties and responsibilities of the classroom Co-Educator
- Supervise the implementation of the learning program for all children within the group
- Attend to the health and safety of the children in your care
- Ensure all legally required documents (enrolment records, attendance register, incident forms, medication register, collection authorisation etc) are maintained
- Ensure all children requiring After Care are signed into the Extended Hours Care register by a qualified person
- Adhere to the school guidelines with regard to curriculum, sun smart, behaviour guidance, early intervention,

and protective behaviours

- Provide proactive supervision of children at all times
- Formally communicate with parents about children's progress through parent/teacher interviews and written reports

Professionalism

- Maintain positive and supportive interactions with parents and visitors
- Work as a co-operative member of the team ensuring harmonious relationships are maintained
- Adhere to Regulations (Department of Education and Early Childhood Development/School)
- Carry out delegated responsibilities within the team
- Attend team and school meetings where necessary
- Plan and host relevant information events throughout the year
- Maintain student staff and parent confidentiality
- Maintain professional and co-operative collegial relations

School Expectations

- Reflect and uphold the values of the School at all times
- Contribute to the co-curricular programme of the School
- Contribute to the ongoing constructive evaluation of the School organisation, policy, and activities
- Supervise student teachers
- Take an active role in the general life of the School and support and evaluate the policies, aims and objectives

ORGANISATIONAL RELATIONSHIPS:

Internal Liaisons

- Students
- Heads of 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 Junior School
- Suppliers and Contractors
- Government agencies
- Student welfare professionals
- Victorian PYP network

KEY SELECTION CRITERIA:

The Early Childhood Teacher requires the following key skills and experience;

- The ability to demonstrate a thorough knowledge of current Early Childhood teaching practice and theory within (familiarity with the theory of the International Baccalaureate Primary Years Programme, the principles of Reggio Emilia and a variety of educational experiences, including Bush Kinder will be highly regarded)
- A proven ability to be responsible for a class of children in a caring and nurturing manner
- The ability to make sound judgements and decisions regarding the needs and progress of the students in their care, in consultation with the Director ELC
- Well-developed interpersonal skills and the ability to communicate effectively at an appropriate level with

students, other staff, parents and guardians

- Sound organisational and conceptual skills
- A proven ability to work effectively and collaboratively within a team environment
- A commitment to professional development and a willingness to continually develop new skills and enhance educational and teaching knowledge
- A desire and willingness to participate in all aspects of the Geelong Grammar School activities (including co-curricular activities) and to be a part of the School community as required

QUALIFICATIONS AND EXPERIENCE:

- An appropriate teaching qualification which is approved by the Department of Education and Early Childhood Development, The Australian Children's Education and Care Quality Authority (ACECQA) and registration with the Victorian Institute of Teaching (V.I.T.), which includes a National Police Check undertaken by VIT
- Teaching experience in Early Childhood Education (for recent graduates this may be part of their placements)
- It is a condition of employment that Teachers must possess First Aid and Asthma 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.

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

- The Attendance at School events, such as family day, is encouraged.