



# SUCCESS PROFILE – Chaplain

*Setting your career for success at Geelong Grammar School*

<b>ROLE TITLE:</b>		Chaplain
<b>DIVISION:</b>		Residential Education, Care & Community
<b>CAMPUS:</b>		Timbertop
<b>REPORTS TO:</b>		Head of Campus   Timbertop
<b>DIRECT REPORTS:</b>		Not Applicable
<b>EMPLOYMENT STATUS:</b>	<b>Tenure</b>	Full Time Maximum Term
	<b>Hours</b>	38 hours per week averaged (flexible options may be offered)
	<b>Working Weeks</b>	Yet to be determined
<b>CLASSIFICATION:</b>		Yet to be Classified

THE ROLE	
<b>General Description and Role Purpose</b>	
<p>The School takes seriously its Anglican foundation, and Christian life is shown not just in worship but in the wider life of the School. The Chaplain is a residential position at the Timbertop campus that has a significant role as an active member of the teaching staff and the School's community. The Chaplain must be an active participant in all aspects of the educational programme and the campus community. The role is unique as it requires a combination of a love of the outdoors, a commitment to participate in the physical activity required of the Timbertop co-curricular programme (running, hiking, skiing and other related co-curricular and outdoor activities) and the ability to take on an academic teaching role.</p> <p>The Anglican Church is a broad Church and our worship practice reflects this. Our worship style ranges from moderately Anglo Catholic to a more relaxed style. There is genuine recognition that given the wide-ranging backgrounds of our students, there is a need to be inclusive in our approach. One of the strengths of our situation is the student involvement in the many different aspects of the life of the Chapel and this is encouraged. There is active support from the Head of Campus and other staff.</p> <p>The role of the Chaplain is to provide a focus and means by which the Timbertop community can enact its Anglican tradition and faith through Chapel services, pastoral care and teaching.</p>	
<b>Key Responsibilities/Accountabilities</b>	
<ol style="list-style-type: none"> <li>1. With respect to the life of the Chapel, it is the responsibility of the Chaplain to: <ul style="list-style-type: none"> <li>- Celebrate the Eucharist on occasions</li> <li>- Prepare and officiate at weekday and 'Sunday' chapel services</li> <li>- Prepare for major Liturgical and School festivals, such as Good Friday and Easter services, Christmas Carol Service, Confirmation and where necessary work closely with the Music Co-ordinator in the preparation of services</li> <li>- Prepare students for their Baptism, Confirmation and First Communion</li> </ul> </li> <li>2. Where employed as a Teacher, undertake a teaching role with students.</li> <li>3. Actively participate in both the activities and co-curricular programmes of the School.</li> </ol>	



# SUCCESS PROFILE – Chaplain

*Setting your career for success at Geelong Grammar School*

4. Consult regularly with the Senior Chaplain, Principal and Vice Principal, Head of Campus and Chaplaincy team on the direction and provision of Chaplaincy.
5. Oversee the general maintenance of the Chapel and development and management of the Chapel budget.
6. Maintain links and encourage a strong and open relationship with the Anglican Diocese.
7. Undertake other duties as directed by the Head of Campus and Deputy Head of Campus.

## Out of hours contact/ other role requirements

- The incumbent will likely to be required to work public holidays which fall during Term time, where the School is operational.
- The attendance at School events, such as family day, is encouraged.
- Travel is a requirement of this role. Travelling between campuses will be required.
- Onsite- term time only.
- Depending on the agreed contract type, the Chaplain may be required to participate in hikes and the running program with students.

## Physical, Environmental and Psychosocial requirements

PHYSICAL	Expectation	Rarely	Occasional	Frequent	Not Applicable
Mobility	Ability to move around the workplace, including stairs and uneven ground	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mobility Endurance	Hiking across rugged, uneven, steep or slippery terrain, often while carrying a pack	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sitting /Standing	Capacity to sit or stand for extended periods	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Manual Handling	Ability to lift/carry items up to 20 kg Loading trailers, including lifting above shoulder height. Pushing/pulling heavy items such as bike trailers, boats, stretchers Setting up and packing down large equipment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Operate Vehicles	Operate vehicles or heavy machinery Drive long distances on both sealed and unsealed roads, often with limited breaks Towing and reversing trailers of various sizes	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Work at Heights	Using ladders, scaffolding or other objects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Fine Motor Skills	Use of keyboard, writing instruments, equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Visual Capacity	Reading screens, documents, and observing surroundings	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Auditory Capacity	Communicating in person/phone, responding to alarms	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Water-based Activities	Paddling canoes, kayaks, or rafts Carrying boats and gear around water access points Working in wet environments (e.g. Rivers or rainy weather)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Fatigue Capacity	Working non-business hours shifts Overnight supervision of students Being on-call Possible sleep disruption	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Travel	Off-site travel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



# SUCCESS PROFILE – Chaplain

Setting your career for success at Geelong Grammar School

ENVIRONMENTAL	Expectation	Rarely	Occasional	Frequent	Not Applicable
Noise Exposure	Working in moderate noisy environments	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Workspace Layout	Open-plan or shared workspace	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Screen-Based Work	Prolonged computer use	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Biological/Chemical Exposure	Exposure to cleaning agents, laboratory materials (if applicable)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Shift or Extended Hours	Work outside standard hours (if applicable)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Outdoor work	Work in hot, cold, wet conditions	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Working alone	Work alone or in isolation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Confined Spaces	Work in confined spaces where only one egress (escape route) exists	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PSYCHOSOCIAL	Expectation	Rarely	Occasional	Frequent	Not Applicable
Interpersonal Engagement	Regular interaction with staff, clients, students or stakeholders	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Emotional Regulation	Managing conflict, sensitive matters, or distressed individuals	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Workload Management	Managing competing priorities and deadlines	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Change Adaptability	Responding to operational change	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Decision-Making	Exercising judgment within delegated authority	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Confidentiality	Handling sensitive or personal information	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Autonomy	Working independently with accountability	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Resilience	Managing pressure and ambiguity	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

## THE PERSON – Key Selection Criteria

### Knowledge/Skills/Qualifications | *What you need to KNOW*

#### Knowledge / Skills:

- An ordained (or eligible to be ordained) Anglican Chaplain, who is able to lead and implement the chaplaincy programme and services within an educational setting
- Proven commitment to traditions of the Anglican Church
- Proven ability to provide engaging and enlightening services and stimulate classroom discussion
- Well-developed interpersonal and communication skills, including the ability to advise and liaise across all levels of an organization and within a community
- Well-developed report writing and analytical skills
- A love of the outdoors and a commitment to physical activity required of the Timbertop co-curricular programme e.g., running, hiking, skiing and other related co-curricular and outdoor activities

#### Qualifications:

- Appropriate degree and qualifications required for ordination
- Current driver license is essential to the role
- Anaphylaxis Course (22578VIC - Course in First Aid Management of Anaphylaxis) Essential



# SUCCESS PROFILE – Chaplain

*Setting your career for success at Geelong Grammar School*

- Asthma Course (22702VIC - Course in the Management of Asthma Risks and Emergencies) Desirable
- First Aid Course (HLTAID011 Provide First Aid Course) Essential
- CPR Course (HLTAID009 - Provide cardiopulmonary resuscitation Desirable
- Victorian Institute of Teaching (VIT) Membership (preferred)
- Applicants must provide evidence that they fulfil the Proficient Level in all of the AITSL Australian Professional Standards for Teachers (if employed as a Teacher).

## Experience | *What you HAVE DONE*

- Experience with and knowledge of individual academic learning programmes for students with diverse abilities and needs.
- Previous experience and/or ability to teach religious studies.
- Proven experience and success in working with children and adolescents.
- Demonstrated experience in providing pastoral care and chaplaincy services within an organisation (preferably within a school environment).

## Personal Attributes/Attitude | *Who you ARE*

- Strong Communication Skills
- Emotional Intelligence
- Patience
- Adaptability
- Resilience
- Good Judgement
- Courageous
- Curious
- Compassionate
- Civility
- Connection

## Competencies | *How you behave and what you CAN DO*

- Demonstrates exemplary ethical standards
- Acts with integrity
- Builds positive and professional relationships with staff, students, and parents
- Open to new ideas and approaches
- Collaborates effectively with individuals and teams
- Commits to the development of self and others
- Aligns personal and organisational purpose
- Committed to evidence-based practice (substantiation)

## WORKING AT GGS

- The Success Profile (SP) should be read in conjunction with the School's Ligh Blueprint, individual performance and development plan, employment contract or relevant agreement etc.
- The SP outlines key responsibilities only. Other duties consistent with the position purpose may be expected.
- Geelong Grammar School is committed to the safety of all students and has a zero tolerance of student abuse.



# SUCCESS PROFILE – Chaplain

*Setting your career for success at Geelong Grammar School*

- Geelong Grammar School is committed to providing a safe and healthy environment. All Employees, contractors, students, volunteers, and visitors share a mutual responsibility to adhere to safety guidelines and contribute to this safe environment, in accordance with the *Occupational Health and Safety Act 2004 (Vic)*.
- Employment is conditional upon obtaining a Victorian Working with Children Check (Employment) and a National Police Check, or current VIT registration.
- Where applicable, employment as a Teacher is conditional upon maintaining a current VIT registration (inc. Police Check), proficiency in all of the AITSL Standards, First Aid qualifications and have current Anaphylaxis Management Accreditation in accordance with Ministerial Order 706 and the School's Anaphylaxis Management Policy. Teachers are expected to participate fully in the School's academic, pastoral and co-curricular programmes.
- Geelong Grammar School is committed to experiential learning with and through nature and Creative and Positive Education. Employees are required to attend a Discovering Positive Education training course.

<b>Reviewed by:</b>	Nicole Sablyak	<b>Title:</b>	Director of Employee Engagement
<b>Effective Date:</b>	13 April 2026		