



SUCCESS PROFILE – Primary Classroom Teacher

Setting your career for success at Geelong Grammar School

ROLE TITLE:		Primary Classroom Teacher
DIVISION:		Learning, Teaching and Academic Innovation
CAMPUS:		Toorak
REPORTS TO:		Head of Campus Toorak
DIRECT REPORTS:		Not Applicable
EMPLOYMENT STATUS:	Tenure	Full Time Maximum Term
	Hours	1.0 FTE
	Working Weeks	Teachers Averaged over 52 weeks
CLASSIFICATION:		Teaching Salary Scales GGS Enterprise Agreement

THE ROLE

General Description and Role Purpose

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

Key Responsibilities/Accountabilities

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



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- 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

- 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

Organisational Relationships - External

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

Out of hours contact/ other role requirements

- The incumbent may 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.



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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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 ie Laptop/books. 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 checked="" type="checkbox"/>	<input 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 type="checkbox"/>	<input checked="" type="checkbox"/>
Work at Heights	Using ladders, scaffolding or other objects	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input checked="" type="checkbox"/>
Water-based Activities	Paddling canoes, kayaks, or rafts Carrying boats and gear around water access points Working in wet environments (eg Rivers or rainy weather)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input checked="" type="checkbox"/>
Travel	Off-site travel	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ENVIRONMENTAL	Expectation	Rarely	Occasional	Frequent	Not Applicable
Noise Exposure	Working in moderate noisy environments	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input 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 type="checkbox"/>	<input checked="" type="checkbox"/>
Outdoor work	Work in hot, cold, wet conditions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Working alone	Work alone or in isolation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Confined Spaces	Work in confined spaces where only one egress (escape route) exists	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>



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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:

- 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.

Qualifications:

- 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 (HLTAID011 Provide First Aid Course) and have current Anaphylaxis Management Accreditation (22578VIC - Course in First Aid Management of Anaphylaxis) 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.
- Previous experience teaching the International Baccalaureate Primary Years Programme and a thorough understanding of the principles of Reggio Emilia [Desirable, not essential].

Experience | *What you HAVE DONE*

- You have demonstrated excellence in primary teaching and learning, supported student wellbeing, and contributed positively to school life. Your experience reflects strong classroom practice, collaborative engagement with colleagues, and a commitment to continuous professional growth within a values-driven educational environment.



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Personal Attributes/Attitude <i>Who you ARE</i>
<ul style="list-style-type: none"> • Courageous • Curious • Compassionate • Civility • Connection
Competencies <i>How you behave and what you CAN DO</i>
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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. • 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 <i>Occupational Health and Safety Act 2004 (Vic)</i>. • 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.

Reviewed by:	Nicole Ginnane	Title:	Head of Campus Toorak
Approved by:	Employee Engagement Department	Title:	
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