



SUCCESS PROFILE – Head of Co-curricular | Drama and Dance (Teacher)

Setting your career for success at Geelong Grammar School

ROLE TITLE:		Head of Co-curricular Drama and Dance (Teacher)
DIVISION:		Residential Education, Care & Community
CAMPUS:		Corio
REPORTS TO:		Director of Student Engagement & Experience Co-curricular
DIRECT REPORTS:		Not Applicable
EMPLOYMENT STATUS:	Tenure	Position of Responsibility 5 years fixed term Teacher Full time ongoing
	Hours	1.0 FTE Teacher with 0.29 Time Release 10% Position of Responsibility (POR) Allowance *Allowance based on Senior Teaching Level of GGS Enterprise Agreement
	Working Weeks	Teachers Averaged over 52 weeks
CLASSIFICATION:		Teaching Salary Scales GGS Enterprise Agreement

THE ROLE

General Description and Role Purpose

To lead the planning, coordination, and delivery of high-quality school productions, combining strong administrative, creative, and technical leadership to support a safe, engaging, and inclusive experience for students. This role is responsible for overseeing all aspects of production, from initial planning and rehearsal through to performance and pack-down, while fostering student development, cross-team collaboration, and a positive school environment.

Key Responsibilities/Accountabilities

Planning, Admin & Coordination

- Show selection and script editing
 - Licensing and rights negotiations
 - Managing rehearsal schedules
 - Managing all staff involved in productions, Pastoral care of cast
 - Handling risk assessments and duty of care
 - Managing ticketing
 - Coordinating the promotion and marketing of performances
 - Approve timesheets for staff
 - Lead program vision, planning, and continuous improvement
 - Identify growth and engagement opportunities
- Manage budgets,



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Creative & Technical Leadership

- Developing the dramatic vision and style
- Conducting script analysis and structural planning
- Blocking, vocal coaching, and character development
- Choreographing or liaising with choreographers
- Sound design and sourcing of sound effects
- Creating microphone plots and cue sheets with techs
- Designing and plotting lighting states with tech
- Organising props and set logistics
- Leading creative team meetings across multiple departments
- Collaborating with AV, music, tech, and operations staff
- Organising FOH and backstage teams

During & Post-Rehearsals

- Rehearsal leadership, warm-ups, and feedback
- Student support, pastoral care, and wellbeing checks
- Production-week leadership (tech, dress, performance)
- Pack-down, evaluation, and thank-you
- Opening/Closing -first to arrive, last to leave

Stakeholders

- Producer
- Musical Director
- Vocal Coach
- Choreographer
- Set Designer
- AV team
- Dance Staff
- Students
- Volunteers

Out of hours contact/ other role requirements

- The incumbent will likely be required to work public holidays which fall during Term time, where the School is operational.
- The incumbent will be required to work flexible hours, for example, rehearsals on Sunday.
- Additional hours may be required for some school events such as family day.
- Travel at times may be a requirement of this role.



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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 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 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 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 (eg Rivers or rainy weather)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Fatigue Capacity	Working non-business hours shifts Overnight supervision of students Being on-call Possible sleep disruption	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Travel	Off-site travel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ENVIRONMENTAL	Expectation	Rarely	Occasional	Frequent	Not Applicable
Noise Exposure	Working in moderate noisy environments	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Workspace Layout	Open-plan or shared workspace	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>
Outdoor work	Work in hot, cold, wet conditions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working alone	Work alone or in isolation	<input type="checkbox"/>	<input checked="" 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"/>



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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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Workload Management	Managing competing priorities and deadlines	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Change Adaptability	Responding to operational change	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Decision-Making	Exercising judgment within delegated authority	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Confidentiality	Handling sensitive or personal information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Autonomy	Working independently with accountability	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Resilience	Managing pressure and ambiguity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

THE PERSON – Key Selection Criteria

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

Knowledge / Skills:

- Experience in script selection, editing, and licensing negotiations
- Ability to plan and manage rehearsal schedules, staff, and cast communication
- Strong coordination of volunteers, FOH operations, and ticketing systems
- Sound understanding of risk management, duty of care, and student wellbeing in a school environment
- Proven ability to develop and deliver a clear artistic vision
- Experience directing and supporting students, including blocking, character development, and coaching
- Ability to collaborate across creative, technical, and school staff teams (sound, lighting, AV, operations)
- Strong leadership during rehearsals and production, including pack-down and evaluation

Qualifications:

- Victorian Institute of Teaching (VIT) Membership
- Current driver license is essential to the role
- Anaphylaxis Course (22578VIC - Course in First Aid Management of Anaphylaxis) [Essential]
- Asthma Course (22702VIC - Course in the Management of Asthma Risks and Emergencies) [Essential]
- First Aid Course (HLTAID011 Provide First Aid Course) [Essential]
- CPR Course (HLTAID009 - Provide cardiopulmonary resuscitation) [Essential]

Experience | *What you HAVE DONE*

- Proven experience in delivering highly successful productions.



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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:	Paul La Cava	Title:	14 May 2026
Approved by:	Employee Engagement	Title:	18 May 2026
Effective Date:	1 January 2027		