



SUCCESS PROFILE – Middle School Secondary Teacher (Year 7 and 8) | Learning and Teaching Innovation Leader

Setting your career for success at Geelong Grammar School

ROLE TITLE:	Middle School Secondary Teacher (Year 7 and 8) Learning and Teaching Innovation Leader	
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

Geelong Grammar School are seeking a passionate, innovative and future-focused educator to lead an exciting new Years 7–8 programme at the School’s Toorak Campus. This role offers a unique opportunity to shape a contemporary Middle Years learning model that integrates rigorous classroom teaching with rich, real-world experiences that prepare learners for a complex and rapidly changing world.

Year 7 will commence in 2027, and Year 8 in 2028. The successful candidate will be provided the time and resources to play a lead role in the design and delivery of an exceptional educational programme grounded in strong pedagogical practice, while extending learning beyond the classroom through meaningful partnerships and immersive “Urban Adventures” with strategic and community partners.

The role will involve collaboration with colleagues across English, Humanities, STEM and the wider curriculum to develop integrated learning experiences that connect knowledge, skills and authentic application.

Central to this position is the capacity to work alongside GGS leadership along with leading external partners, including universities, cultural institutions, and community organisations, to co-design learning that is relevant, engaging, and connected to the world beyond school. In doing so, students will collaborate with experts, participate in workshops and field-based learning, and explore real-world challenges across locations such as research institutions, libraries, museums, and civic organisations.

The role also contributes to building strong cross-campus connections, ensuring students experience a cohesive and collaborative Middle Years journey. Working within a dynamic and evolving programme, the teacher will be expected to



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contribute to curriculum design, pedagogical innovation, and the ongoing development of a distinctive learning model that fosters curiosity, agency, community engagement, and academic excellence.

Key Responsibilities/Accountabilities

Curriculum

- Design, deliver and continuously refine an innovative Years 7–8 curriculum that integrates English, Humanities, STEM and other learning areas through inquiry-based and interdisciplinary approaches.
- Develop authentic learning experiences that connect classroom learning to real-world contexts, including the design and facilitation of “Urban Adventures” and partner-based learning opportunities.
- Collaborate with colleagues and external experts (e.g. universities, cultural institutions, community organisations) to co-design rich, future-focused learning sequences.
- Implement contemporary, evidence-informed pedagogical practices that promote student agency, curiosity, creativity and critical thinking.
- Use formative and summative assessment data to inform teaching, provide targeted feedback, and monitor student progress and achievement.
- Contribute to the ongoing development and evaluation of The Glamorgan Initiative’s pedagogical model, ensuring continuous innovation and improvement.
- To use formative and summative assessments in an appropriate manner that is consistent with School policy. To maintain accurate records of all assessments.
- To engage in the application and delivery of the School’s Three Pillars: Positive Education; Adventure Education and Creative Education.
- Other duties as required commensurate with your teaching role
- To demonstrate Courage, Compassion, Civility, Connection and Curiosity

Pastoral

- Build strong, positive relationships with students to support their wellbeing, engagement and sense of belonging within a dynamic middle years environment.
- Actively contribute to a pastoral care programme that fosters resilience, independence, collaboration and personal responsibility.
- Monitor and support individual student progress, working closely with families and relevant staff to address academic, social and emotional needs.
- Promote inclusive practices that ensure all students can access, participate in, and succeed within the programme.
- Model and reinforce positive behaviours, attitudes and values aligned with the school’s culture and expectations.

Additional School Responsibilities

- Contribute to the co-curricular life of the school, including involvement in sport, arts, service learning or other programmes that enrich student experience.
- Participate in cross-campus initiatives and collaborations that strengthen connections between campuses and student cohorts.
- Engage in professional learning and actively contribute to a culture of reflective practice, innovation and collaboration.
- Support the development and maintenance of strong partnerships with external organisations, contributing to planning and delivery of partnership-based learning.
- Undertake administrative, organisational and supervisory duties as required to support the effective operation of the programme and the broader school.

Professionalism and Teamwork

- Represent the school professionally when engaged in offsite learning with partner organisations
- Maintain positive, professional and supportive interactions with parents, staff and visitors



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- 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
- Head of Campus
- Heads of Middle Senior School
- Teaching staff – all campus
- Operational staff – all campus
- Head of Learning and Teaching/PYP
- Head of Inclusive Learning

Organisational Relationships - External

- Parents and Guardians
- Visitors to Toorak campus
- Suppliers and Contractors
- 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 Athletics Day, is also required.

THE PERSON – Key Selection Criteria

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

Knowledge

- Deep understanding of contemporary middle years pedagogy, including inquiry-based, interdisciplinary and student-centred learning approaches.
- Strong knowledge of curriculum design, assessment practices and reporting in a Years 7–8 context.
- Understanding of how to effectively integrate real-world learning experiences, partnerships and experiential education into a school programme.
- Knowledge of adolescent development, including social, emotional and wellbeing needs of middle years learners.
- Familiarity with inclusive education practices and strategies to support diverse learners.



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- Awareness of emerging educational trends, innovation in teaching, and the role of cross-disciplinary learning in preparing students for the future.

Skills

- Highly developed curriculum design and planning skills, with the ability to create engaging, integrated learning experiences across subject areas.
- Strong pedagogical practice, including the ability to differentiate instruction and use a range of effective teaching strategies.
- Ability to design and facilitate authentic, real-world learning opportunities, including excursions, partnerships and project-based learning.
- Excellent collaboration and teamwork skills, with the capacity to work across faculties and with external partners.
- Strong relationship-building skills with students, staff, families and community stakeholders.
- Effective communication skills, both written and verbal, including the ability to provide clear feedback and engage diverse audiences.
- High level organisational and time management skills, with the ability to manage complex programmes and multiple learning experiences.
- Reflective practice and a commitment to continuous professional growth and innovation.
- Flexibility and adaptability, with the capacity to thrive in a dynamic and evolving programme environment.

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*

- **Middle Years / Secondary Teaching Experience (Years 7–8)**
Proven experience teaching in the middle years, with a strong understanding of how to engage adolescent learners and support their academic and personal development.
- **Curriculum Design and Innovation**
Experience designing and implementing integrated, inquiry-based or interdisciplinary programmes, particularly across areas such as English, Humanities, and/or STEM.
- **Experiential and Real-World Learning**
Demonstrated ability to plan and deliver learning beyond the classroom, including project-based learning, excursions, or partnerships with external organisations (e.g. universities, cultural institutions, community groups).
- **Collaboration and Cross-Disciplinary Practice**
Experience working collaboratively within teaching teams, including co-planning, co-teaching, and contributing to whole-program initiatives.



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- **Pastoral Care Experience**
Experience in a pastoral role, supporting student wellbeing, building relationships with families, and contributing to a positive learning culture.
- **Assessment and Data-Informed Practice**
Experience using a range of assessment strategies to monitor student progress, provide feedback, and inform teaching.
- **Co-Curricular Involvement**
Willingness and experience contributing to co-curricular programmes such as sport, arts, service learning or clubs, enriching student engagement beyond the classroom.
- **Innovation or Programme Development (Highly Regarded)**
Experience contributing to the development or implementation of new initiatives, programmes or pedagogical models within a school setting.

Personal Attributes/Attitude | *Who you ARE*

- 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.
- 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



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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:	Luke Mandouit	Title:	22/05/2026
Approved by:	Employee Engagement	Title:	29/05/2026
Effective Date:	1 May 2026		

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 checked="" 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 up to 8 kg (role-specific) 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fatigue Capacity	Working non-business hours shifts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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	Overnight supervision of students Being on-call Possible sleep disruption				
Travel	Off-site travel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 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"/>