



SUCCESS PROFILE – Head of Digital Learning & Practice

Setting your career for success at Geelong Grammar School

ROLE TITLE:		Head of Digital Learning & Practice
DIVISION:		Learning, Teaching and Academic Innovation
CAMPUS:		Corio
REPORTS TO:		VICE PRINCIPAL LEARNING, TEACHING & ACADEMIC INNOVATION
DIRECT REPORTS:		TBC
EMPLOYMENT STATUS:	Tenure	Position of Responsibility 5 years fixed term Teacher Full time ongoing
	Hours	1.0 FTE Teacher with 0.76 Time Release *Time Release may change as program is developed 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

The Head of Digital Learning is a strategic whole-school leadership role responsible for shaping and embedding a coherent, future-focused vision for teaching and learning in a digital and AI-enabled world. The role leads the integration of pedagogy, curriculum, technology, and information services to enhance student learning outcomes and ensure alignment with contemporary educational frameworks, including the Australian Curriculum and the principles of system-wide transformation.

This position supports a connected ecosystem that brings together digital learning, information services, and curriculum design to develop students as critical, creative and ethical users of technology and information. It plays a central role in ensuring that digital literacy, research capability and emerging technological fluency are explicitly and consistently embedded across all learning areas.

Combining an ongoing teaching role with significant leadership responsibility, the Head of Digital Learning models exemplary practice while leading innovation at scale. The role builds staff capability, drives coherent whole-school improvement, and ensures alignment between teaching practice, digital tools and student outcomes.



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Ultimately, this position prepares students to thrive in a rapidly changing world shaped by digital technologies, artificial intelligence and new forms of work—developing their capacity to adapt, think critically, collaborate effectively and apply knowledge in complex, technology-rich environments.

The time release associated with the POR will be adjusted as the scope of the role is refined further.

Key Responsibilities/Accountabilities

Curriculum and Pedagogy

- Lead and implement a whole-school digital learning strategy that enhances teaching, learning and student engagement.
- Champion high-quality digital pedagogy, including inquiry-based, blended and online learning approaches.
- Lead the integration of Digital Literacy capability across the Australian Curriculum, ensuring students develop critical, creative and ethical use of technology.
- Embed capabilities including information literacy and data literacy, supporting students to work effectively in digital and AI-enabled environments.
- Integrate emerging technologies, including artificial intelligence, into curriculum design to enhance learning outcomes and student capability.
- Partner with curriculum leaders and teachers to design innovative, interdisciplinary and technology-rich learning experiences.
- Model exemplary teaching practice, including the purposeful use of digital tools, differentiation, and assessment for learning.
- Oversee and continuously improve whole-school learning platforms (e.g. LMS) to enhance communication, feedback and assessment.
- Lead the development of digital citizenship, including ethical use of information, online safety, and critical engagement with digital and AI-generated content.
- Evaluate and refine digital learning initiatives through evidence-informed practice and ongoing review.

Pastoral

- Promote safe, responsible and balanced use of technology, supporting student wellbeing in digital environments.
- Embed digital citizenship and ethical participation in digital communities, including responsible engagement with AI technologies.
- Build positive, inclusive relationships with students, supporting engagement, agency and confidence in digital and information-rich environments.
- Support pastoral leaders in addressing issues related to digital behaviour, online safety, and student wellbeing.
- Ensure equitable access to digital tools, resources and library services to support all learners.

Leadership and Additional School Responsibilities

- Provide strategic leadership for digital learning across the School, ensuring coherence between pedagogy, curriculum, technology and organisational systems.
- Collaborate with Library and Information Services, ensuring alignment with learning priorities and the development of strong research and inquiry capabilities.



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- Drive the evolution of Information Services as dynamic learning hubs that support reading, research, critical thinking and knowledge creation in a digital and AI-influenced world.
- Lead and collaborate with Digital Learning Leaders and teaching staff to build collective capability and consistency of practice.
- Design and deliver high-impact professional learning to strengthen staff expertise in digital pedagogy, information literacy and emerging technologies.
- Lead innovation and improvement initiatives in partnership with senior leaders and key stakeholders.
- Advise on the selection, implementation and evaluation of digital platforms, tools and information resources.
- Develop and maintain strategic partnerships with external organisations (e.g. universities, industry, cultural institutions, ed-tech providers).
- Contribute to whole-school planning, policy development and future-focused initiatives.
- Engage with and communicate with the broader school community regarding digital learning, innovation and research capabilities.
- Contribute actively to the co-curricular life of the School.

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.
- Additional hours may be required for some school events such as family day.
- Travel at times may be a requirement of this role.

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 up to 5kg 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 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"/>



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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 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 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 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 checked="" type="checkbox"/>	<input 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"/>
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 type="checkbox"/>	<input checked="" 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

- Deep understanding of contemporary digital pedagogy and its impact on teaching and learning.



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- Strong knowledge of the Australian Curriculum General Capabilities, particularly Digital Literacy and Critical and Creative Thinking.
- Understanding of artificial intelligence and emerging technologies, and their implications for education and the future of work.
- Knowledge of information literacy, research processes, and library/information services in educational contexts.
- Understanding of digital citizenship, online safety, and data privacy.
- Knowledge of learning management systems and integrated digital learning environments.

Skills

- Exceptional leadership and the ability to inspire, influence and build staff capability.
- Strategic thinking and the ability to lead whole-school change and innovation.
- Advanced digital and technological competence, including emerging and AI-enabled tools.
- Highly developed collaboration, communication and stakeholder engagement skills.
- Ability to design and deliver high-impact professional learning.
- Strong organisational, project management and evaluative skills.
- Capacity to lead the effective integration of curriculum, digital learning and information services.

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] Training Provided
- 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*

- Extensive experience as an outstanding classroom teacher.
- Proven leadership experience in digital learning, educational technology, or curriculum innovation.
- Demonstrated success in leading whole-school or multi-campus initiatives and driving improvement at scale.
- Experience embedding digital literacy and information literacy across curriculum programmes.
- Proven ability to build staff capability through coaching and professional learning.
- Experience implementing and managing digital platforms and learning technologies.
- Experience working with emerging technologies, including AI, and evaluating their impact on learning.
- Experience developing partnerships or leading future-focused programmes.

Personal Attributes/Attitude | *Who you ARE*

- Courageous
- Curious
- Compassionate
- Civility
- Connection

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

- Demonstrates exemplary ethical standards



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- 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 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: Vice Principal of Learning and Academic Innovation

Approved by: Employee Engagement

Effective Date: 1 January 2027