



# SUCCESS PROFILE – Teacher | Secondary

*Setting your career for success at Geelong Grammar School*

<b>ROLE TITLE:</b>		Teacher   Secondary
<b>DIVISION:</b>		Learning, Teaching and Academic Innovation
<b>CAMPUS:</b>		Corio
<b>REPORTS TO:</b>		Head of Faculty
<b>DIRECT REPORTS:</b>		Not Applicable
<b>EMPLOYMENT STATUS:</b>	<b>Tenure</b>	Full Time Ongoing
	<b>Hours</b>	1.0 FTE
	<b>Working Weeks</b>	Teachers   Averaged over 52 weeks
<b>CLASSIFICATION:</b>		Teaching Salary Scales   GGS Enterprise Agreement

## THE ROLE

### General Description and Role Purpose

- To inspire students to learn, and to maximise each learning opportunity.
- To encourage and provide opportunities for all students to flourish and develop their potential.
- To create the necessary academic support structures for students that cater for their individual learning needs.
- To work in partnership with all Campus staff members to create a work environment that is conducive to academic growth and success.

Secondary Teachers join a largely residential community and are involved in supporting students in a variety of different ways. The role provides opportunities to develop a very full relationship with students and a chance to play a significant role in their overall education and wellbeing. Teaching staff are involved in the academic, co-curricular and pastoral programmes (within Day and Boarding Houses) and are actively involved in enhancing the resiliency and wellbeing of students through the delivery of Positive Education, based on the principles of Positive Psychology.

### Key Responsibilities/Accountabilities

- Assist the relevant subject area Head of Faculty to review and develop the academic curriculum to reflect an engaging and innovative pedagogical approach. This will include the annual update of curriculum documentation.
- Teach students competently in specified subject area(s) as required. This includes the compilation of test papers, examination papers, assignments, projects and investigations.
- Meet regularly and/or when required with their relevant Head of Faculty.
- Attend and participate in subject meetings to develop term and lesson plans.
- Use formative and summative assessments in an appropriate manner that is consistent with School policy.
- Maintain accurate records of all assessments.
- Engage in the application and delivery of the School's Positive Education programme.
- Assist in the investigation and application of new teaching resources, including information technology that would complement the curriculum objectives and the School notebook programme.
- Support and guide students in the development of appropriate learning strategies as required.
- Work in partnership with other teaching and support staff to ensure all students develop their potential.
- Participate fully in the School's academic, co-curricular pastoral and spiritual programmes.



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- Engage in professional development activities regularly and as required by the School.
- Other duties as required commensurate with your teaching role

## ORGANISATIONAL RELATIONSHIPS:

A Teacher | Secondary at Corio reports to a Head of Faculty and has regular liaison with their allocated Head of House (Day or Boarding) and the following staff.

### Internal Liaisons

Principal  
 Vice Principal(s)  
 Head of Learning and Teaching  
 Heads of Senior/Middle School  
 Head Academic Operations, Strategy (ELC to Year 12)  
 Assistant Head of Academic Operations (Corio)  
 Assistant Heads of Faculty  
 Teaching staff  
 Campus Chaplain  
 Assistants (GAP and Language)  
 Support staff  
 Coaches and sessional staff  
 Students

### External Liaisons

Parents and guardians

## Out of hours contact/ other role requirements

- Teachers' hours are averaged over the year and salaries cover out of hours expectations.
- The incumbent is required to work public holidays which fall during Term time, where the School is operational.
- The incumbent will be required to attend to student pastoral matters outside of core work hours, including weekends and overnight (e.g. Camps).
- The attendance at School events is required, such as Family day, employee PLD, Athletics Carnival, and House/Valedictory Dinners.
- Travel is a requirement of this role, such as overnight School camps.
- Cocurricular hours have been built into salaries; however additional Cocurricular hours are paid in accordance with the EBA

## 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 ___ 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 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"/>



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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 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"/>
<b>ENVIRONMENTAL</b>	<b>Expectation</b>	<b>Rarely</b>	<b>Occasional</b>	<b>Frequent</b>	<b>Not Applicable</b>
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 checked="" 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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>PSYCHOSOCIAL</b>	<b>Expectation</b>	<b>Rarely</b>	<b>Occasional</b>	<b>Frequent</b>	<b>Not Applicable</b>
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"/>



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## THE PERSON – Key Selection Criteria

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

#### Knowledge / Skills:

- Demonstrated skills in teaching within a specific subject area to secondary students (Years 7 to 12), including contemporary knowledge of curriculum, pedagogy, learning resources, teaching methods and assessment.
- Excellent interpersonal skills and communication, including a proven capacity to work effectively with other teaching and support staff.
- Proven ability to integrate IT into the curriculum and teaching practice (including knowledge of software such as Microsoft Office and related Word, Excel and PowerPoint programmes).
- Well-developed report writing and curriculum documentation skills.
- Competent organisational and administrative skills.
- A willingness and ability to participate fully in the School's academic, co-curricular, spiritual and pastoral programmes, which may include work outside of normal hours.
- Experience working within a Boarding School environment. [Desirable]
- Previous experience teaching the International Baccalaureate (IB) Diploma program. [Desirable]
- Experience and knowledge of individual academic learning programmes for students with diverse abilities and needs.
- A willingness and ability to travel/be away overnight on occasion to attend School camps.
- A capacity to work on Public Holidays that fall during term-time.

#### Qualifications:

- Registration as a Teacher with the Victorian Institute of Teaching, 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.
- Current driver license is essential to the role (a bus license is highly desirable)
- 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*

- Experience in teaching within a specific subject area to secondary students (Years 7 to 12), including contemporary knowledge of curriculum, pedagogy, learning resources, teaching methods and assessment.

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

- Courageous
- Curious
- Compassionate
- Civility
- Connection



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## 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 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.

## TEACHING AT GGS

Secondary Teachers at Corio choose to join a largely residential community and are involved in supporting students in a host of different ways. This provides an opportunity to develop a very full relationship with students and a chance to play a significant role in their overall education – academic, physical, spiritual and moral – and in doing so give them the opportunity to recognise and develop their talents. More importantly, we hope that the students can develop courage in themselves and foster the courage in others to love and to use their talents productively. Through this comes hope and direction.

These opportunities arise out of teaching, games, house duty, religious and co-curricular activities and also indirectly through social events – connections that develop from formal links and the interaction that comes from being part of such a residential community.

Although it is impossible to set down exact duties as they may vary from year to year and in some cases between teachers, in general, Secondary Teachers at Corio are involved in:

1. Teaching classes. The normal teaching load at present is 35 hours of face-to-face normal classroom teaching in a ten-day cycle. As in all schools, staff are also involved in the normal administrative tasks, membership of subject committees and have a commitment to professional development. These activities are part and parcel of being a good classroom teacher.



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2. Cocurricular activities. Sport and activities are an important component of our programme at the Corio campus. They provide opportunities for physical, social and emotional development and are viewed as part of what is important in the broad liberal education of young people. Staff should be involved in such activities throughout the academic year. At present this means involvement in games and/or activities during the week and on Saturdays. Some staff take up the opportunity of being in charge of various sports and activities.

3. House duty. The Corio campus is based on the House System. Teaching staff are involved in pastoral and administrative duties in houses. These duties vary between boarding and day boarding houses and between Senior and Middle School. Staff who reside on campus are typically involved in some weekend and weekday/evening duties. Teaching staff may undertake the care of a House Mentor group of approximately 12 students.

The above represents a full and busy life. It also represents an opportunity to be part of a community. A community of teachers living and working together offers a remarkable opportunity for education. All the ways that we learn are made possible in such an environment. More importantly, it provides the time and variety of contact necessary to join the important traditions of our society. Our tradition both in words and practice must be one of respect for every member of our community. That is the foundation of our moral life and it creates an environment in which learning and hope can thrive. We must also acknowledge our great intellectual and spiritual inheritance. We must recognise that the education we offer is an apprenticeship in its ways. This is not to accept bigotry or stagnation. To join that tradition is to take on questioning, dispute and change. It is to recognise authority, but authority that demands investigation, discovery and invention.

<b>Reviewed by:</b>	Employee Engagement	<b>Title:</b>	19 May 2026
<b>Approved by:</b>	Michael Krause	<b>Title:</b>	19 May 2026
<b>Effective Date:</b>	19 May 2026		