



SUCCESS PROFILE – Teacher | Timbertop

Setting your career for success at Geelong Grammar School

ROLE TITLE:		Teacher Timbertop
DIVISION:		Residential Education, Care & Community
CAMPUS:		Timbertop
REPORTS TO:		Head of Campus Timbertop
DIRECT REPORTS:		Not Applicable
EMPLOYMENT STATUS:	Tenure	Full Time Ongoing
	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 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.

Teachers join a 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 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

- To assist the Campus Head of Learning and Teaching and the Coordinators of subject areas to review and develop the academic curriculum to make creative use of the unique campus location.
- To teach Year 9 in the specified subject area(s) as requested, including compilation of test papers, exams, assignments, projects and investigations.
- To provide timely and constructive feedback designed to support student learning and engagement and inform parents through continuous reporting.
- To attend and participate in subject meetings at the commencement of each term and throughout the term to develop curriculum plans and topic details.
- Utilize documentation of topic objectives, unit outlines and work requirements with weightings and to maintain appropriate mark data repository and breakdown by assessment type for each subject area.
- To assist in the delivery and application of the School's Positive Education programme



SUCCESS PROFILE – Teacher | Timbertop

Setting your career for success at Geelong Grammar School

- To engage in professional learning in order to maintain effective practice which is substantiated and inclusive.
- To support and guide students according to their individual learning pathways.
- To work in partnership with other teaching and support staff to ensure all students reach their potential.
- An ability to participate fully in the School's outdoor, academic, running, co-curricular, boarding and wellbeing programmes.

ORGANISATIONAL RELATIONSHIPS:

Internal Liaisons

- Timbertop Leadership Team
- Teaching staff – Timbertop
- Operational staff – Timbertop
- Outdoor Education staff
- Students
- Assistants (Gap and Language)

External liaisons

- Parents and Guardians
- Visitors to Timbertop campus

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	☐	☐	☒	☐
Mobility Endurance	Hiking across rugged, uneven, steep or slippery terrain, often while carrying a pack	☐	☐	☒	☐
Sitting /Standing	Capacity to sit or stand for extended periods	☐	☐	☒	☐
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	☐	☐	☒	☐



SUCCESS PROFILE – Teacher | Timbertop

Setting your career for success at Geelong Grammar School

	Setting up and packing down large equipment				
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	☐	☐	☒	☐
Work at Heights	Using ladders, scaffolding or other objects	☒	☐	☐	☐
Fine Motor Skills	Use of keyboard, writing instruments, equipment	☐	☐	☒	☐
Visual Capacity	Reading screens, documents, and observing surroundings	☐	☐	☒	☐
Auditory Capacity	Communicating in person/phone, responding to alarms	☐	☐	☒	☐
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)	☐	☐	☒	☐
Fatigue Capacity	Working non-business hours shifts Overnight supervision of students Being on-call Possible sleep disruption	☐	☐	☒	☐
Travel	Off-site travel	☐	☒	☐	☐
ENVIRONMENTAL	Expectation	Rarely	Occasional	Frequent	Not Applicable
Noise Exposure	Working in moderate noisy environments	☐	☒	☐	☐
Workspace Layout	Open-plan or shared workspace	☐	☐	☒	☐
Screen-Based Work	Prolonged computer use	☐	☐	☒	☐
Biological/Chemical Exposure	Exposure to cleaning agents, laboratory materials (if applicable)	☐	☒	☐	☐
Shift or Extended Hours	Work outside standard hours (if applicable)	☐	☐	☒	☐
Outdoor work	Work in hot, cold, wet conditions	☐	☐	☒	☐
Working alone	Work alone or in isolation	☐	☐	☒	☐
Confined Spaces	Work in confined spaces where only one egress (escape route) exists	☐	☐	☐	☒
PSYCHOSOCIAL	Expectation	Rarely	Occasional	Frequent	Not Applicable
Interpersonal Engagement	Regular interaction with staff, clients, students or stakeholders	☐	☐	☒	☐
Emotional Regulation	Managing conflict, sensitive matters, or distressed individuals	☐	☐	☒	☐
Workload Management	Managing competing priorities and deadlines	☐	☐	☒	☐
Change Adaptability	Responding to operational change	☐	☒	☐	☐
Decision-Making	Exercising judgment within delegated authority	☐	☐	☒	☐
Confidentiality	Handling sensitive or personal information	☐	☐	☒	☐
Autonomy	Working independently with accountability	☐	☐	☒	☐
Resilience	Managing pressure and ambiguity	☐	☐	☒	☐



SUCCESS PROFILE – Teacher | Timbertop

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THE PERSON – Key Selection Criteria

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

Knowledge / Skills:

- Experience in and/or capacity to work in a remote and isolated community and educational setting (including Boarding Schools).
- Highly developed inter-personal skills and proven capacity to work with other teaching and support staff and adolescents in an educational setting.
- Well-developed written and oral communication skills.
- Excellent organisation, teamwork and coordination skills.
- Willingness and ability to participate fully in the School's outdoor, academic, running, co-curricular, spiritual and pastoral programmes.
- 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.
- Experience with and knowledge of individual academic learning programmes for students with diverse abilities and needs.
- It is a condition of employment that Teachers must possess First Aid qualifications and have current Anaphylaxis Management Accreditation 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.
- **Desirable**
- Current driver's licence (a bus licence is highly desirable)
- Experience in driving a four-wheel drive vehicle in remote off-road conditions and/or attended a four-wheel driving course (note training is available and mandatory for all staff involved in transporting students).

Experience | *What you HAVE DONE*

- Experience and demonstrated skills in teaching within a "specific subject area" to secondary students (Year 9), including contemporary knowledge of curriculum, learning resources, teaching methods and assessment.

Personal Attributes/Attitude | *Who you ARE*

- Courageous
- Curious
- Compassionate
- Civility
- Connection



SUCCESS PROFILE – Teacher | Timbertop

Setting your career for success at Geelong Grammar School

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.



SUCCESS PROFILE – Teacher | Timbertop

Setting your career for success at Geelong Grammar School

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.

Reviewed by:	Head of Campus Timbertop
Approved by:	Employee Engagement
Effective Date:	7 th August 2026