



SUCCESS PROFILE – Campus Head of Learning and Teaching | Timbertop

Setting your career for success at Geelong Grammar School

ROLE TITLE:		Campus Head of Learning and Teaching Timbertop
DIVISION:		Residential Education, Care & Community
CAMPUS:		Timbertop
REPORTS TO:		Head of Campus Timbertop
DIRECT REPORTS:		
EMPLOYMENT STATUS:	Tenure	Choose an item.
	Hours	1.0 FTE Teacher with 14 Periods per cycle Time Release 15% 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 Learning and Teaching | Timbertop is responsible for the leadership, development and operational management of Timbertop's academic program. Working closely with campus leaders, teaching staff, students, parents and the wider School community, the role ensures strong academic outcomes through effective curriculum oversight, learning support, assessment and reporting practices, staff development, regulatory compliance and the implementation of contemporary teaching and learning programs. The position also plays a key role in supporting student transitions, promoting educational innovation and contributing to whole-school learning and teaching initiatives.

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

Academic Leadership & Curriculum

- Lead and oversee the Timbertop academic program.
- Maintain and monitor curriculum documentation, scope and sequence, and course resources.
- Ensure curriculum delivery aligns with Victorian and National Curriculum requirements.
- Lead implementation of study skills, creativity, innovation, and Positive Education initiatives.



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- Promote a culture of academic excellence, curiosity and student engagement.
- Represent Timbertop in cross-campus curriculum and professional learning forums.

Student Learning & Academic Support

- Monitor academic progress using assessment and achievement data.
- Identify and coordinate support, intervention, extension and learning adjustment programs.
- Manage Individual Learning Plans, curriculum modifications and learning accommodations.
- Coordinate specialist support services and learning support funding processes.
- Oversee NCCD data collection and support for students with additional learning needs.
- Liaise with students, parents and staff regarding educational progress and support strategies.

Assessment, Reporting & Student Achievement

- Oversee assessment, examination, NAPLAN and reporting processes.
- Ensure consistent application of assessment and reporting standards across subjects.
- Monitor student achievement trends and address concerns regarding underperformance.
- Coordinate catch-up and academic support programs to maximise student success.
- Oversee Year 9 to Year 10 subject selection processes.

Academic Transition & Stakeholder Engagement

- Support smooth academic transitions into, through and beyond Timbertop.
- Collaborate with Corio and Middle School leaders to ensure continuity of learning.
- Review incoming student information and establish appropriate support structures.
- Provide academic data and advice to support student transition planning.
- Foster strong partnerships with parents and key educational stakeholders.

Staff Leadership & Professional Development

- Contribute to campus leadership and strategic planning.
- Support teacher induction, mentoring and professional growth.
- Encourage innovative and effective teaching practices, including appropriate use of technology.
- Provide guidance to provisionally registered teachers toward full registration.
- Assist with staff recruitment, classroom observation and feedback processes.
- Advise on professional learning priorities and opportunities.

Compliance & Operations

- Oversee academic compliance with school, government and regulatory requirements.
- Manage Hive Learning Management System engagement and academic administration.
- Coordinate examination logistics, academic surveys, census requirements and reporting obligations.
- Ensure accurate maintenance of student records, learning support documentation and curriculum compliance.
- Coordinate academic resources, including textbooks and library integration.
- Support campus operations, including relief teaching coordination when required.

Leadership



SUCCESS PROFILE – Campus Head of Learning and Teaching | Timbertop

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- Demonstrate and model Courage, Compassion and Curiosity.
- Contribute positively and collaboratively to the Timbertop Leadership Team.
- Provide guidance and support to the Inclusive Learning Facilitators and Library teams
- Committed to the rigors of the School's Light Blueprint

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 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	☐	☐	☒	☐



SUCCESS PROFILE – Campus Head of Learning and Teaching | Timbertop

Setting your career for success at Geelong Grammar School

	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, ambiguity and intensity	☐	☐	☒	☐

THE PERSON – Key Selection Criteria

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

Mandatory

- 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



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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

- Degree or recognised equivalent qualification in the field of Special Education.
- Experience in similar roles focusing on development of individual academic learning programs for students with diverse abilities and needs.
- Current First Aid Certificate (Senior First Aid qualification or above).
- Current driver's licence (bus licence would be desirable).
- Experience in driving a four-wheel drive vehicle in remote off road conditions and/or attended a four wheel driving course.

Experience | *What you HAVE DONE*

- Experience in and/or capacity to work in a remote and isolated community and educational setting.
- Experience and well-developed skills in academic support and developing learning and academic programmes with adolescent students (Year 9).
- Highly developed interpersonal skills and a proven capacity to work with teaching, support staff and adolescents in an educational setting.
- Well-developed report writing, data analytical and oral communication skills
- Knowledge and experience in the assessment of student abilities.
- Excellent organisational and coordination skills.
- Well developed knowledge and understanding of secondary school academic curriculum, including the capacity to offer guidance regarding subject selection (such as IB and VCE) and provision of career advice.
- Excellent people management and people development skills and experience in coordinating teams and groups of people within academic settings.
- Proficient user of IT, including software such as Microsoft Office and related Word, Excel and PowerPoint programs.
- Capacity and drive to progress the Timbertop curriculum and Creative Education portfolio
- As a member of the Campus Leadership Team, requiring constant leadership of staff and students the candidate must be available and accessible to deal with the myriad of issues that can and do arise in their portfolio and across the broader Leadership Team on a daily basis.

Personal Attributes/Attitude | *Who you ARE*

- Courageous
- Curious
- Compassionate
- Civil
- Connected

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



SUCCESS PROFILE – Campus Head of Learning and Teaching | Timbertop

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- 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 Light 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: Head of Campus | Timbertop

Approved by: Employee Engagement

Effective Date: 4 August 2026