



PENLEIGH AND ESSENDON GRAMMAR SCHOOL

POSITION DESCRIPTION

POSITION: Secondary Teacher

REPORTS TO: Head of Section

LOCATION: Keilor East campus

PURPOSE

To provide the best possible education for each student in line with the School's values and educational objectives.

SCHOOL OVERVIEW

Penleigh and Essendon Grammar School is a school for boys and girls from Kindergarten to Year Twelve. The school operates on three campuses with a student population of about 3,000. The Kindergartens and Junior School (boys) are located in Essendon, the Junior School (girls) in Moonee Ponds and Gottliebsen House Middle School (boys), McNab House Middle School (girls) and the Larkin Centre (coeducational Senior School) are located in Keilor East.

The school has an excellent record for the academic achievement of its students in all areas. The curriculum is designed to challenge students intellectually, to develop their knowledge within particular disciplines and to gain an appreciation of contemporary society and its history. The academic programme is complemented by a diverse co-curricular program of Drama, Dance, Music and Sport.

The school actively promotes the safety, wellbeing and participation of all students, including supporting children from culturally diverse backgrounds and those with learning diversity and inclusion needs and encourages every student to thrive in the classroom and beyond.

SCHOOL VALUES: REACH

RESPECT: We acknowledge the dignity and intrinsic worth of individuals and our world. We demonstrate fairness, kindness, and an awareness of diverse perspectives, recognizing the impact of our actions on others.

EXCELLENCE: In education and all that we do, we pursue the highest standards with focus and a commitment to continuous growth. We embrace challenges, learn from mistakes, and cultivate a culture of mastery and exceptional outcomes.

ACCOUNTABILITY: We act with integrity and take responsibility for ourselves, others, and the world around us. We demonstrate honesty, reliability, and ethical behavior in all we do.

CURIOSITY: We learn and grow through questioning, exploring, and deepening understanding, stimulating wonder and innovation. We value intellectual engagement and lifelong learning.

HEART: We show kindness, courage, and empathy in our actions and relationships. We stand for what is right, support others, and build meaningful connections based on trust and compassion.

POSITION CONTEXT

The teacher is at all times responsible to the Principal, the Deputy Principal and the Head of Section for duties relating to effective teaching and the performance of student welfare and other duties. The incumbent is expected to support the school's values, policies and procedures and the philosophy of an independent school associated with the Uniting Church and support Equal Employment Opportunity principles, including support for an equitable, safe, and productive environment for all staff and students and treating all school community members with dignity and respect.

POSITION GUIDELINES

DIRECT RESPONSIBILITIES

Teaching practice

To teach classes as required, and:

- Conduct lessons which are thoroughly prepared and designed to engage and challenge all students in learning;
- Ensure that lessons meet school and Australian curriculum requirements;
- Organise and sequence the skills, content and concepts to ensure student learning;

- Understand and accommodate the learning needs of all students, including those with a disability or special learning need;
- Maintain a positive environment in the classroom which is respectful of all present and fosters student learning;
- Maintain accurate records of student attendance;
- Maintain accurate records of the teaching and learning program and of student assessments;
- Provide prompt and regular feedback to students on their progress within the subject(s) taught;
- Monitor and report on student progress and report any matters of concern in accordance with school procedures;
- Take responsibility for dealing with disciplinary matters and report any matters of concern;
- Meet VIT and national standards of teaching and regularly review personal professional knowledge and practice; and
- Work collaboratively with all relevant staff members, ensuring information is communicated in an appropriate and timely manner and supports improved student learning outcomes.

Professional learning

- Annually prepare, implement and evaluate a professional learning plan in accordance with school priorities and individual learning needs;
- Actively participate in professional learning activities and research on an ongoing basis in order to keep up to date professionally;
- Support school wide professional learning through the sharing of professional knowledge and practices with colleagues.
- Use professional standards to evaluate regularly one's professional knowledge; and
- Participate in a cyclical review process to continuously improve knowledge and practice;

Curriculum and resource development

- Contribute to the development of curriculum, teaching and assessment materials within the subject(s) taught; and
- Design and implement programs based on research and collaboration with colleagues;

Student welfare

- Undertake student welfare duties, being sensitive to students experiencing personal, social, or organizational problems and liaise with relevant colleagues;
- Monitor and report on students' well being, if concerns arise, in accordance with school procedures;
- Liaise with parents in relation to student issues as required at parent teacher interviews and as discussed with the Head of Section; and
- Actively support and promote school policies and procedures relating to student welfare;

Co-curricular activities

- Participate in co-curricular activities, including the school sport program (ie. Saturday sport), Outdoor Education Program and other events as required.

General, administrative and other activities

- Consult with Student Coordinators, Year Level Coordinators, Heads of Learning Area, Curriculum Coordinators and the Head of Section as necessary;
- Attend and contribute to subject, faculty and staff meetings;
- Undertake rostered supervisory duties outside of the classroom and exercise responsibility for the welfare of students;
- Supervise student teachers as required;
- Act as a mentor for staff members as required;
- Support a range of school events and activities as required;
- Work safely and report any hazards in accordance with school procedures;
- Ensure adherence to and demonstrate behaviours in accordance with the School's Child Safety Code of Conduct, including the Child Safe Standards;
- Attend meetings as required; and
- Other duties as required.

SELECTION CRITERIA

The incumbent will demonstrate the following attributes:

- Appropriate tertiary qualifications and VIT registration
- Professional curriculum and pedagogical knowledge
- Experience in the effective delivery of teaching and learning programs and practices
- An understanding of and commitment to student wellbeing
- A commitment to child safety, demonstrating an understanding of appropriate behaviours when engaging with children with diverse needs and backgrounds

- Effective interpersonal and communication skills, with a demonstrated ability to work collaboratively with colleagues, students, parents and the broader school community
- Skills in the use of Information and Communication Technologies, especially as they relate to teaching and learning
- Effective organizational and planning skills
- A commitment to co-curricular activities
- A commitment to ongoing professional learning
- Support for the philosophy and values of the school

CONDITIONS

Salary according to qualifications and experience, and as per the *Penleigh and Essendon Grammar School (Teacher, Kindergarten Teacher, Kindergarten Assistant and School Assistant Staff) Agreement 2022*.

CONCLUDING REMARKS

The position description should not be seen as limiting and is open to review, by negotiation, by either party.