



SUCCESS PROFILE – Head of Creative Education

Setting your career for success at Geelong Grammar School

ROLE TITLE:		Head of Creative Education
DIVISION:		Residential Education, Care & Community
CAMPUS:		Corio
REPORTS TO:		Vice Principal Learning, Teaching & Academic Innovation
DIRECT REPORTS:		N/A
EMPLOYMENT STATUS:	Tenure	Position of Responsibility (POR) 5-year fixed term (New Candidates)
	Hours	0.79 Time Release and 15% POR Allowance (Variable to be confirmed at the time of appointment) *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 Creative Education oversees the Creative Education portfolio and is responsible for the development and review of creative and innovative learning and teaching methodologies across all year levels and GGS Campuses. The role leads the Creative Education team in the cultivation of communication, collaboration, critical thinking, problem posing and problem-solving capabilities for students and teachers alike, ensuring that Creative Education is embedded across disciplines and learning experiences to foster innovation, inquiry and student agency, enabling learners to think, connect and enact by design.

Key Responsibilities/Accountabilities

- Lead the development, documentation, implementation and review of a cohesive Creative Education curriculum (explicit and implicit) across all Campuses, aligned with the School's *Light Blueprint* and three educational pillars of Adventure, Positive and Creative Education.
- Coordinate and support the delivery of Creative Education programmes, initiatives and learning experiences across all year levels and disciplines.
- Lead the integration of Creative Education capabilities, including communication, collaboration, critical thinking, problem solving, design thinking and student agency, across curriculum and co-curricular programmes.
- Partner with Heads of Learning and Teaching, Heads of Faculty, and teaching teams and staff to develop and embed evidence-informed pedagogical practices that foster creativity, innovation, inquiry, agency, and authentic learning.
- Lead the evaluation, monitoring and continuous improvement of Creative Education programmes, projects and interventions, informed by emerging research and best practice.
- Build staff capability through professional learning and development, coaching, resources and training that strengthen Creative Education pedagogy and practice.
- Promote awareness, understanding and engagement in Creative Education across the School community, including students, staff, parents and external stakeholders.



SUCCESS PROFILE – Head of Creative Education

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- Develop and maintain strategic partnerships with universities, industry and community organisations to enhance learning opportunities and programme outcomes.
- Represent the School in external networks, conferences, partnerships and professional forums, contributing to the School's profile and thought leadership.
- Manage the Creative Education budget and provide reports on expenditure, strategic priorities, programme effectiveness and future opportunities to relevant School leaders.
- Teach one class (0.21 FTE) as well as facilitating the Navigate programme as timetabled.
- Committed to the rigors of the School's [Light Blueprint](#)

Internal Liaisons

Principal
Vice Principal(s)
Heads of School/Campus
Heads of Learning and Teaching
Heads of House/Heads of Faculty
Teaching and related pastoral care staff

External Liaisons

Parents and guardians
Other schools and educational institutions
University and research scholars

Out of hours contact/ other role requirements

- The attendance at School events, such as family day, is encouraged.

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	☒	☐	☐	☐



SUCCESS PROFILE – Head of Creative Education

Setting your career for success at Geelong Grammar School

	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, ambiguity and intensity	☐	☐	☒	☐

THE PERSON – Key Selection Criteria

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

Knowledge / Skills:

- An experienced Teacher with a high-level understanding of the principles and research theory of Creative Education and the academic and pedagogical needs of students (ELC to Year 12).
- Demonstrated expertise what enhances student learning, and a record of achievement in the development of pedagogy, curriculum and the implementation and evaluation of relevant educational programmes for students (ELC to Year 12).
- A thorough knowledge of the principles of Creative Education and Character Education, and the ability to apply these principles within an educational setting.



SUCCESS PROFILE – Head of Creative Education

Setting your career for success at Geelong Grammar School

- Well-developed research and analytical skills and a proven ability to develop innovative educational curriculum, programmes and activities.
- Excellent interpersonal and communication skills, including the ability to facilitate groups and to liaise with people from a variety of professional backgrounds and across all levels of an organisation.
- Exemplary leadership skills and a proven ability to lead teams, along with professional learning and development for staff.
- A proven capacity to collaborate and work effectively within a team environment.
- Capacity for strategic planning and thinking and well-developed problem solving and change management skills.
- Experience of teaching within and/or knowledge of teaching within a boarding environment is desirable.

Qualifications:

- Victorian Institute of Teaching (VIT) Membership, which includes a National Police Check undertaken by VIT [Essential]
- Completed postgraduate study, professional certifications or significant professional learning in education, curriculum leadership, educational leadership, creativity, innovation, design thinking or a related field [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*

- Successfully taught in a school environment, with a strong understanding of contemporary learning, teaching and curriculum design.
- Held leadership responsibility for developing and implementing innovative teaching and learning initiatives that have influenced practice beyond a single classroom.
- Led teams of educators through curriculum, pedagogical or organisational change, building commitment, capability and sustained improvement.
- Developed and implemented strategic plans, frameworks or programmes that have resulted in measurable improvements in student engagement, learning outcomes or teaching practice.
- Demonstrated success in embedding capabilities such as creativity, critical thinking, collaboration, communication and problem-solving within curriculum and learning design.
- Worked collaboratively across multiple learning areas, faculties or year levels to design and deliver interdisciplinary or inquiry-based learning experiences.
- Utilised research and evidence-informed practice to guide decision-making, programme development and organisational improvement.
- Established and maintained productive partnerships with universities, educational organisations, industry partners or professional networks to enhance teaching and learning outcomes.

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



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- 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 Learning, Teaching & Academic Innovation
Approved by:	Employee Engagement
Effective Date:	16 September 2026