



POSITION:	Junior School Teacher – Inclusive Education
AWARD / AGREEMENT:	Girton Grammar School Bendigo Enterprise Agreement 2022 Educational Services (Teachers) Award 2020
REPORTS TO:	Head of Junior School Inclusive Education
EMPLOYMENT TYPE:	Ongoing full-time
SALARY:	In line with experience

PURPOSE OF POSITION

The Inclusive Education Teacher plays a key role in fostering an inclusive learning environment within the Junior School at Girton Grammar School. Working closely with the Head of Junior School Inclusive Education and the Director of Inclusive Education, this position supports the implementation of inclusive education programs by delivering targeted teaching strategies and interventions. The teacher contributes to the advancement of the school's inclusive education strategy, ensuring that every student is supported to reach their full potential, regardless of their individual learning needs.

ABOUT GIRTON GRAMMAR SCHOOL

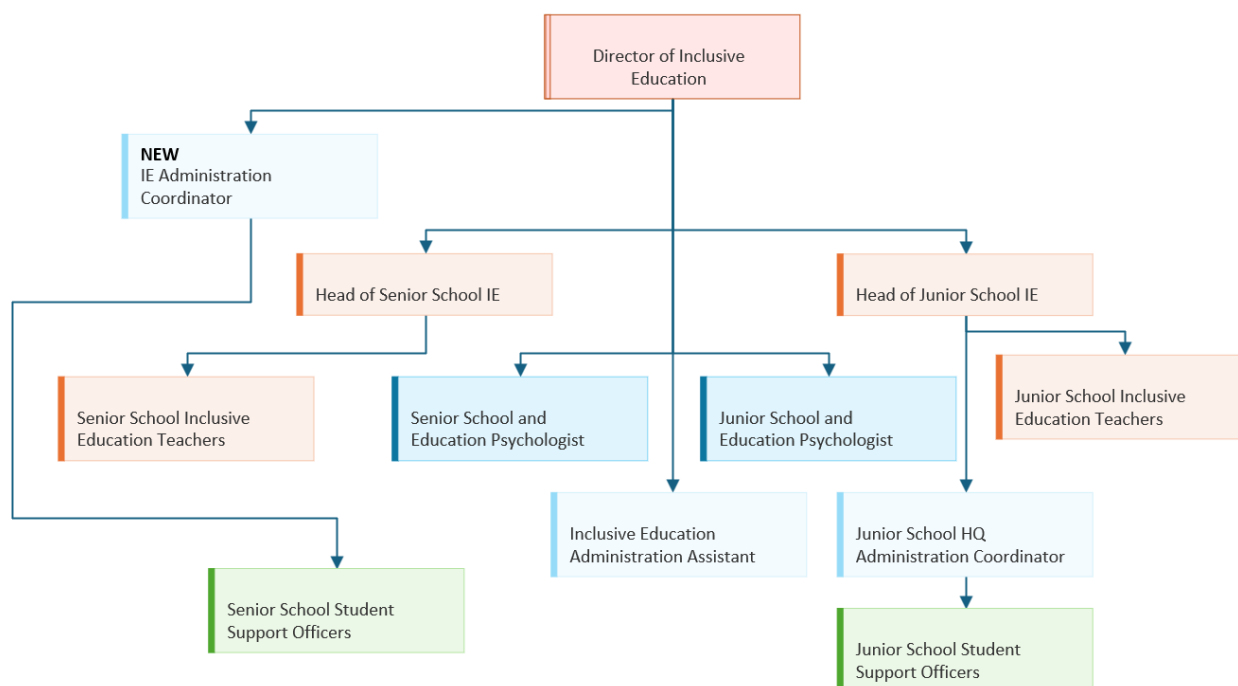
Girton Grammar School in Bendigo is a leading independent school catering for around 1,200 students from Preparatory to Year 12 in an enriching and supportive environment.

With a Junior School campus and separate Senior School campus minutes from the centre of town, this renowned School sits at the heart of the Bendigo community.

The School is proud of its culture of optimism and commitment in both students and staff, translating to personal growth and academic achievement that truly sets the School apart in Regional Victoria.

Our rich history and steadfast values have, over time, built a school culture where we equally value people, character and learning. The behaviour and attitude of our students and staff contributes to a learning environment where every child is known and their individuality is respected.

STRUCTURE OF THE INCLUSIVE EDUCATION DEPARTMENT



KEY DUTIES AND RESPONSIBILITIES

This is a teaching role within Inclusive Education at Girton Grammar School with the following responsibilities:

- delivery of targeted teaching in key intervention areas (eg. Literacy and Numeracy) in either small group, classroom or individual settings.
- management of teaching timetable to allow for all scheduled intervention classes and classroom co-teaching.
- collection and recording of student data to monitor progress and intervention suitability.
- evidentiary collection for the purposes of NCCD reporting.
- completion of student reports for intervention participation and growth each semester.
- conducting of pre- and post-intervention testing to determine student's intervention requirements and/or progress.
- liaise with teachers and parents regarding students' intervention placement and progress as required
- liaise with Junior School Inclusive Education Administration Coordinator regarding student progress and interventions.
- Support teachers with differentiation as required.

NCCD

- Compile and report on evidence to support students' inclusion on NCCD
- Assist with the collation of NCCD evidence prior to annual reporting
- Participate in moderation of NCCD evidence where required

Communication

- Ensure communication with students, teachers, parents and/or guardians is responsive, accurate, appropriate and informative.



- Provide support to the Director, Head of IE and support staff to communicate and discuss the needs and progress of students.
- Attend SSG meetings to support staff and families, when required.

Inclusive Education specific Professional development

- Participate in training sessions to ensure appropriate qualification for the delivery of interventions
- Support the development of accessible “parent/family” educational and information sessions to assist families in supporting the IE programmes for their children.

Curriculum and lesson planning

1. Teach the curriculum and adhere to all Australian Curriculum requirements as appropriate for the subject area(s).
2. Collaborate with the Head of Department and Departmental colleagues to develop and prepare a comprehensive curriculum for the allocated subject(s) intervention.
3. Collaborate with teachers to develop the scope and sequence and deliver the curriculum and interventions as intended, using a technology-rich, integrated approach.
Collaborate with teachers to develop lesson plans for the subject area(s) that cater for the needs and individual differences of students.

Classroom environment and student wellbeing

4. Create a positive, inclusive, caring and vibrant learning environment that supports student learning and encourages pursuit of their own excellence.
5. Promote the cognitive, social, emotional and intellectual wellbeing of all students and ensure the School’s behavioural policies are applied fairly at all times.
6. Develop a knowledge and understanding of the individual learning needs, skills, development and interests of each student.
7. Promote and support the diversity and inclusion of all students and their families.
8. Ensure students are aware and understand the behavioural and social expectations within the classroom and school environment.

Student learning and differentiation

9. Assess and differentiate learning to cater for individual students and their stages of development, including the identification and provision of additional support.
10. Work in collaboration with relevant colleagues (such as, Heads of House, Head of Department/Faculty and teaching colleagues) to facilitate and implement Individual Learning Plans (ILP’s) and associated support programs, where required.
11. Assess student progress through a variety of evidence-based methods, including but not limited to tests, projects, observations and quizzes.
12. Assist in the organisation and running of semesterly exams.

Communication and collaboration:



13. Develop and maintain respectful and professional working relationships and open and regular communication with parents, colleagues.
14. Actively collaborate with the Director, and Head of Department and colleagues to develop and share instructional resources and strategies.
15. Provide regular, timely and positive feedback to each student on their progress,
16. Attend and participate in Parent Teacher Interviews (PTI) and contribute to Student Support Groups (SSGs) meetings, when required.

Administration

17. Maintain and submit reports and records (including attendance) in accordance with the School's legislative requirements, reporting and data management systems (ASTRA).
18. Provide written and verbal reports to parents and students (formal, interim and semester), as defined in the School's reporting policies and guidelines.
Maintain thorough records for each child, including assessment data and meetings as defined by the Nationally Consistent Collection of Data (NCCD) legislation.

School Community Engagement:

19. Contribute to the broader school life beyond the classroom through participation in school events, committees, and activities.
20. Serve as a positive role model for students, demonstrating professionalism and ethical behaviour.

Professional development

21. Actively participate in and contribute to professional development activities and the cyclical Professional Development and Growth appraisal process to ensure teaching expertise is at the leading edge of knowledge and developments in education.

Other duties

In addition to timetabled lessons and activities, teachers are required to undertake and participate in the following

22. Actively supervise students in rostered duties (yard duty, assemblies and other activities).
23. Participate in staff meetings, departmental meetings and other meetings, as scheduled.
24. Undertake "cover" classes for colleagues in accordance with the Junior School Workload guidelines.
25. Actively support the philosophy, directions, goals, policies and values of the School.
- 26.

Duties scheduled outside of timetabled classes

27. Attend Parent/Teacher interviews, Speech Night, information nights, open days, Foundation Day service and other designated significant School activities.
28. Participate in the School's Co-Curriculum program (approximately 2 hours per week for a full-time staff member).
29. Attend School camps or other curriculum camps, if required.



Teachers may be required to undertake other relevant and reasonable duties, as directed by the Head of Junior School Inclusive Education, Director of Inclusive Education, Deputy Principal or Principal.

KEY SELECTION CRITERIA / ESSENTIAL QUALIFICATIONS/SKILLS

1. Demonstrated experience in and passion for teaching students from Preparatory to Year 6
2. A commitment to student wellbeing and child safety, demonstrating an understanding of appropriate behaviours when engaging with children, including children with diverse needs and backgrounds.
3. The flexibility and adaptability to respond to differing learning needs and strengths of students.
4. Ability to create a safe classroom and educational environment that fosters trust and respect
5. A commitment and willingness to participate in co-curricular and pastoral care activities and programmes.
6. Excellent communication and interpersonal skills, including the ability to develop rapport, cooperation and collaboration with students, colleagues and families.
7. Well-developed time management, organisational and administrative skills.
8. Strong skills in the use of contemporary information and communication technologies (ICT), especially as they relate to teaching and learning.
9. A commitment to and willingness to participate in professional development and share professional IE knowledge and practices with colleague.
10. The willingness and capability to undertake the role of House Mentor and facilitate student development activities, initiatives and programmes

Mandatory

1. Experience within the Inclusive Education environment.
2. Current Victorian Institute of Teaching (VIT) registration.
3. Proven experience in the delivery and management of intervention programs, with a track record of excellent teaching.
4. Knowledge of whole-school frameworks and approaches to the delivery of inclusive education.
5. Familiarity with use of data to inform teaching and student support requirements.
6. Knowledge of NCCD requirements and reporting obligations.
7. Knowledge and understanding of the Disability Act, 2006 (Vic) and its implications for schools, students and the role of a Teacher.

Desirable

1. Post graduate qualifications within education, ideally within the subject area(s) (such as a Masters or PhD) are highly regarded.
2. Experience in the delivery of MultiLit or QuickSmart programs.

TEACHING AT GIRTON GRAMMAR SCHOOL

Girton Grammar School values the development of the skills which underpin intellectual growth in each student. Girton Grammar School's Supporting Student Wellbeing document outlines the role teachers are expected to play in the care and nurturing of each student. Inherent is a deep respect for the various academic disciplines, providing the analytical tools through which to describe, interrogate, understand and expand a student's view of the world. Creativity, curiosity, collaboration and communication are key elements that contribute to intellectual and emotional growth and future achievement.



Discernment and critical awareness are vital in a world where information is prolific but needs to be tested. Within this context, students will acquire the habits of mind necessary to support their academic growth and success. Teachers at Girton Grammar School nurture/ are the catalyst for student development, which is reflected in their teaching and in their relationships with students, parents and other staff members.

All teachers are required to undertake an annual review process to maintain their standards at the Proficient Teacher Level as defined in the Australian Professional Standards for Teachers (AITSL) and registration with the Victorian Institute for Teaching (VIT). Teachers are expected to employ a variety of teaching strategies to effectively implement the curriculum and actively engage students in the learning process.

PERSONAL COMPETENCIES AND ATTRIBUTES

Teachers at Girton Grammar School empower, motivate and inspire students and colleagues to achieve or exceed performance expectations. They play a critical and influential role in shaping the development of all students within their care and must be willing to investigate new ideas and adopt innovation and improvements in evidence-based teaching and educational practices within their subject area(s)/Year Level. Teachers rely upon their analytical and problem-solving skills to evaluate challenges and identify opportunities for student and personal growth. Working collaboratively, building relationships and developing trust is at the centre of our educational philosophy and approach. We value teachers who are open-minded, display personal integrity and fairness and embrace diversity.

PROFESSIONAL DEVELOPMENT AND KNOWLEDGE EXPECTATIONS

All Teachers at Girton Grammar School are required to maintain a range of qualifications and contemporary knowledge. Girton Grammar School provides regular and scheduled training and information for all relevant staff in the following.

- First aid qualifications including Anaphylaxis Management and Emergency Asthma Management.
- A sound understanding of and commitment to the Child Safe Policy and Standards, and other mandatory reporting requirements as they apply to Victorian Schools.
- A sound knowledge of current OH&S legislation and guidelines as they apply to education, and a commitment to ensuring a safe working environment.
- All employees of Girton Grammar School are required to review, acknowledge and adhere to the Employee Code of Conduct.

MISSION AND VALUES

All staff must have an understanding of and commitment to working within the School's stated values in striving towards achievement of our mission. Further information regarding expectations of staff can be found in the Mission and Values document on Girton Grammar School's website.

TEACHING AND LEARNING

Girton Grammar School's [Statement of Effective Student Learning](#) articulates the role teachers are expected to play in the education of its students. All teachers are required to undertake an annual review process to maintain



their standards at the Proficient Teacher Level as determined by VIT and are expected to employ a variety of teaching strategies to effectively implement the curriculum and actively engage students in the learning process.

STUDENT WELLBEING

Girton Grammar School's [Supporting Student Wellbeing document](#) outlines the role teachers are expected to play in the care and nurturing of each student.

CHILD SAFETY

Girton Grammar School is committed to promoting child safety, children's wellbeing and protecting children from abuse. Ministerial Order 1359 requires the School to implement child safety standards and to accommodate and take the needs of all children into account when creating a child safe environment. All staff must comply with the School's child safety policies and related policies and procedures, uphold the overarching principles and values set out, and take all reasonable steps to promote the safety of children. All employees at Girton Grammar School are required to:

- Have a current Working with Children's Check or VIT registration.
- Complete all mandatory reporting training and education about Child safety.
- Adhere to the Schools Child Protection Policies and Procedures.
- Report suspected cases of child abuse in accordance with school policies.

OCCUPATIONAL HEALTH AND SAFETY (OHS)

Workplace health and safety is the responsibility of all staff. All staff are responsible and accountable for:

- Demonstrating a full awareness of work health and safety issues and School OHS instructions, policies and procedures including, but not limited to, any first aid or emergency procedures and ensuring compliance with these.
- Assuming allocated roles in the School's emergency response or occupational health and safety structures
- Taking reasonable care of their own health and safety and the health and safety of others who may be affected by their acts or omissions.
- Promoting a safe work environment by raising OHS issues in a timely, constructive and solution orientated manner with a Manager or the OHS Committee.
- Immediately reporting any Notifiable Incident or any identified health and safety matter via the appropriate channels.

STAFF WELLBEING

Employee wellbeing is central to the values, practices and life of Girton Grammar School. We care about our people and school community and understand wellbeing is essential to the educational outcomes of our students and culture of our School. We recognise and are fully committed to providing a safe and compassionate workplace and appropriate wellbeing support services and resources for all employees. All employees have access to an independent and confidential free Employee Assistance Programme and we provide a range of resources, policies, consultation and a staff representative committee that focus upon initiatives and practices that actively support employee wellbeing.

ADDITIONAL INFORMATION.

Appointment of successful applicants will be made subject to a satisfactory pre-employment check. A six-month probation employment period applies to all new employees at Girton Grammar School. Employment conditions are in accordance with the Girton Grammar School Bendigo Enterprise Agreement, 2022 (or its' successor). The



School is committed to the principles of Equal Opportunity Employment, merit based selection, equity, diversity and procedural fairness in our recruitment.

Girton Grammar School reserves the right to modify position descriptions, as required. Relevant staff will be consulted, where this is required.

STAFF BENEFITS

Girton Grammar provides additional employment and professional benefits such as,

- Staff discount on school fees for ongoing permanent staff
- 39 weeks of term time for a school year (2026)
- Access to Professional Learning and Leadership Mentoring programs
- Discretionary personal leave for emergent issues
- Opportunity to take on additional responsibilities for experience
- Active Staff Association
- Free and voluntary vaccinations
- Access to EAP counselling services.

REFERENCE DOCUMENTS

[Statement of Effective Student Learning](#)

[Supporting Student Wellbeing](#)

[Strategic Plan 2023 - 2028](#)

[Mission and Values document](#)

[Child Safety Policy](#)

[Child Safety Responding and Reporting Obligations](#)

[Child Safety Code of Conduct](#)

APPROVAL

Developed	September 2025	Reviewed	
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