

Position Details

Classroom Teacher

At Strathcona Girls Grammar, we are committed to being a learning community that is Unstoppable Together, advancing the connections that inspire excellence, opportunity and impact for every student, grounded in optimism and the joy that shapes a purposeful life well lived.

Our mission, Empowering Minds , Enriching Community , Transforming the Future , underpins every aspect of school life. We believe that exceptional teaching has the power to transform lives. Through a culture of high expectations, curiosity, innovation and continuous improvement, we empower students to become confident, capable and future - focused learners who are prepared to thrive in an increasingly complex world.

Strathcona Girls Grammar is a school where the dignity of each person is recognised, respected and fostered. Our school takes an integrated and collaborative approach to building and strengthening safe and respectful school communities which are child safe .

Primary Purpose of the Position

The primary purpose of the position is to enable, foster and improve student learning. Drawing from a range of techniques, resources and technologies teachers cater their teaching to the learning needs of their students. They utilise a range of assessments tools and practices to monitor student achievement and provide regular feedback to their students that identifies their progress, strengths and areas for future growth and learning.

Teachers engage in evidence-based reflective practice to discern the impact of their teaching on student learning, share their learning about their impact with their Head of Junior School and engage in team discussions about impactful teaching practices, including assessment and feedback.

Authorised by: Principal
Last reviewed: October 2026

Responsibilities	Outcome
Promote and enable the Strathcona Strategic Vision.	<ul style="list-style-type: none"> Observable behaviours and professional practice of all staff at Strathcona. Strathcona's vision is "To be a learning community that is unstoppable together, advancing the connections that inspire excellence, opportunity and impact, for every student, grounded in optimism and the joy that shapes a purposeful life well lived." Underpinning this vision are the core values of Courage, Respect, Integrity, Compassion, and Empowerment.
Provide students with a child-safe environment.	<ul style="list-style-type: none"> A demonstrated understanding of appropriate behaviour and legal obligations relating to child safety. Be familiar with and comply with the School's Child-Safe Policy and Code Of Conduct, and any other policies or procedures relating to child safety.
To model observable professional behaviour and professional courtesy.	<ul style="list-style-type: none"> An environment of professional trust, empowerment and learning is fostered.

Working collaboratively with the Head of Department to drive improvement in student learning outcomes.	<ul style="list-style-type: none"> Teaching strategies are developed, implemented and reviewed according to their impact on student learning. Curriculum content and assessment practices engage students in learning Curriculum compliance requirements as set both internally and externally are met to a high standard of compliance reflecting best practice.
To proactively engage in reflective practices and professional dialogue in relation to teaching effectiveness, feedback and targets for improvement.	<ul style="list-style-type: none"> Teacher practice is focussed on excellence, collaboration and continuous improvement. Teachers engage in formal and informal conversations on a cyclical basis with their Head of Department. The teachers actively seek feedback and work collaboratively to improve their impact on student learning.
The implementation of diverse and contemporary teaching strategies and a differentiated curriculum within their Department.	<ul style="list-style-type: none"> Measures of student engagement and learning reflect continuous improvement. The use of a variety teaching strategies to support learning, both physical and virtual, is evident in teaching practice and student learning. Teachers understand and target student learning needs based on a variety of data sources.
To design, implement and review teaching and learning programs within their Department.	<ul style="list-style-type: none"> Programs and the assessment of student learning is contemporary and informed by best practice. Programs are tracked to ensure learning programs comply with policy and design. Curriculum documentation is stored centrally in accordance with School requirements.
To develop assessment tasks and learning activities for the Department.	<ul style="list-style-type: none"> Collective and individual feedback to students is regular and of a consistently high standard. Assessment and the related feedback supports, drives and improves student learning. Learning activities, due dates, results, feedback and resources are stored centrally and published in accordance with School requirements.
To enact a shared understanding of outstanding teaching and learning practices.	<ul style="list-style-type: none"> Teachers engage in behaviours that reflect a shared understanding of the vision for learning at Strathcona. Teachers collaborate and support each other. Teachers proactively seek feedback from all stakeholders and intentionally reflect on their strengths and opportunities for growth. Teachers share their learning about their impact on student learning.
Meeting administrative responsibilities.	<ul style="list-style-type: none"> Administrative responsibilities are fulfilled as required.
Representing the School at events.	<ul style="list-style-type: none"> Networks and community relationships are fostered. Best practice opportunities in education are explored. Subject associations are maintained and their resources utilised.
Be supportive of the Baptist Ethos of the school	<ul style="list-style-type: none"> Support the school in delivering its values and ethos through a framework that supports the Christian ethos of the school and be supportive of traditions and rituals, including whole school and year group services and observances.
Other duties as required.	<ul style="list-style-type: none"> Duties attended to efficiently and effectively.

Reporting Relationships

Reports to	Head of Junior School
Associated Relationships:	Principal Deputy Principal Director of Secondary Schools Director of Early Learning Head of Studies Other authorities as appropriate

Key Challenges

- Build on the School's reputation as a centre of excellence in education for young women and girls.
- To grow teacher expertise and effectiveness through challenge and support.
- To improve student engagement and learning through differentiation and student ownership.
- To promote the learning areas they lead.
- To enhance relationships with key stakeholders.
- To work collaboratively with colleagues to attain consistent and appropriate expectations of student achievement and conduct.

Selection Criteria – Knowledge and Skills

Essential:

- The Victorian Curriculum 2.0 which are within their learning area.
- Outstanding interpersonal skills including a demonstrated ability to consult, collaborate, negotiate and interact with staff, students and parents / guardians.
- Demonstrable understanding of contemporary learning theories and practices, especially with regard to girls' education.
- Sound knowledge of the AITSL Standards for Teaching.
- Highly competent in the use and application of Information Communication Technology
- Demonstrated capacity to work collaboratively with all members of the Art Department to ensure alignment and shared expectations across the curriculum.

Selection Criteria – Education and Experience

Essential

- Current Full or Provisional Victorian Institute of Teaching (VIT) registration.
- Experience in curriculum design, development and implementation.
- Evidence of quality teaching i.e. improving student learning outcomes.
- A demonstrated knowledge of child safety.
- Experience in coordinating annual art exhibitions.
- Experience in active contribution to the plannings, development and delivery of the School's annual Visual Arts and Design Exhibition.

Selection Criteria – Advantageous

- Relevant Post-Graduate studies (or working towards a further qualification).

Personal Qualities

- Be a suitable person to engage in child-connected work.
- Supportive of the ethos of the Christian tradition.
- Highly developed verbal and written communication skills.
- Demonstrated ability to work with others towards a common goal.
- Personal resilience, enabling effective management of multiple and conflicting demands.

Child Safe Standards

The School is committed to ensuring child safety. The School has zero tolerance for child abuse and will treat very seriously all allegation and concerns. In line with this commitment to child safety, the School has put in place policies and procedures to uphold the Victorian Child Safe Standards. These standards aim to promote child safety, prevent child abuse and set up processes to properly respond to allegations of child abuse.