

Position Details

Position	Classroom Teacher - Secondary
Award	Educational Services (Teachers) Award 2020
Agreement	Trinity Grammar School, Kew – Enterprise Agreement 2023

Position Summary

It is the role of our classroom teachers at Trinity Grammar School to provide high quality teaching and learning and rigorous, inclusive, nurturing, encouraging, caring and safe learning environment where each child is challenged to achieve their personal best. The classroom teacher is required to work in a collegiate manner in partnership with fellow teachers and members of the Trinity community.

In addition to teaching responsibilities, Classroom Teachers may be appointed as Form Teachers and are expected to contribute to the pastoral care, wellbeing, and holistic development of students. This includes building strong relationships with students, delivering the Personal Best wellbeing curriculum, attending camp and working collaboratively with Heads of Year and families to promote student wellbeing and engagement.

Teaching Staff Commitment

All teachers are expected to support our students in our three academic pillars of curricular, co-curricular and pastoral care. All teachers are expected to teach vertically across a range of year levels, years ELC, Prep – 6 in the Junior School and years 7 – 12 in the Senior School. Teachers are expected to support and extend the school's ethos and culture, foster in their students the enjoyment of learning and challenge, provide opportunities for students to have a whole of school experience, while striving for a broad world outlook. Staff must continue their professional development and participate in any mandatory training provided by the School.

Responsibilities and Duties

- To promote and enable the Trinity Strategic Vision
 - The Aspiration and Guiding Principles of the Strategic Vision are evident in the observable behaviours and professional practice of all staff at Trinity Grammar School
- Provide students with a child-safe environment
 - A demonstrated understanding of appropriate behaviour and legal obligations relating to child safety and the role of the School Psychologist
 - Have a thorough understanding of and comply with the School's Child-Safe Policy and Code of Conduct, and any other policies or procedures relating to child safety
- To inspire, motivate and grow a positive and collaborative learning culture across the School community
 - An environment of professional trust, empowerment and learning is fostered
 - Observable professional behaviour and professional courtesy is modelled at all times
 - A culture of high expectations and standards is evident in staff work practices and behaviours
 - Enhanced Learning teachers:
 - remain informed in all areas of School life



- work effectively with all members of the community
- To enact a shared understanding of outstanding teaching and learning practices
 - Teachers engage in behaviours that reflect a shared understanding of the vision for learning at Trinity Grammar
- The implementation of diverse and contemporary teaching strategies and a differentiated curriculum within their learning domain
 - Measures of student engagement and learning reflect continuous improvement
 - The use of a variety of 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 learning domain
 - 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 learning domain
 - Collective and individual feedback to students is regular and of a consistently high standard
 - Assessment and the related feedback support, drive and improve student learning
 - Learning activities, due dates, results, feedback, and resources are stored centrally and published in accordance with School requirements
- To proactively engage in reflective practices and professional dialogue in relation to teaching effectiveness, feedback, and targets for improvement
 - Teacher practice is focused on excellence, innovation, 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
 - Teachers support each other and share their own learning about their impact on student progress
- To proactively engage in professional learning
 - Teachers engage in professional learning that is strategically aligned and meets both whole school and individual teacher learning and compliance training needs
- To engage in the School's cocurricular program
 - Teachers are proactively engaged in the co-curricular life of the School
 - Teachers supervise and run co-curricular activities in accordance with the School's requirements for teaching staff
- Representing the School at events
 - Networks and community relationships are fostered
 - Best practice opportunities in education are explored
 - Associations are maintained, and their resources utilised
- Other duties as required
 - Duties attended to efficiently and effectively



Knowledge and Skills

- Demonstrable knowledge and implementation of innovative learning initiatives
- Demonstrable understanding of the requirements of a contemporary curriculum
- Working as part of a diverse team and working autonomously with limited supervision
- Excellent interpersonal skills that are evident through effective communication across the School and building and maintaining constructive working relationships
- Adaptable and flexible work ethic with a good understanding of the evolving nature of schools
- A strong capacity for patience and empathy in fostering a culture of care, innovation, and high performance
- Ability to champion and embody the School's values through conduct, performance, and collegiality
- A positive mindset, high emotional intelligence, and the ability to think analytically and problem-solve

Selection Criteria

- Tertiary Teaching Qualifications
- Registered as a Teacher with the Victorian Institute of Teaching
- Level II first aid certificate – or the willingness to complete first aid training
- Anaphylaxis certificate – or the willingness to complete anaphylaxis training
- Excellent skills in the contemporary use of learning technologies
- A reliable and dependable person who has good professional integrity

Personal Qualities

- Ability to build strong connections with students
- Capacity for knowing students and associated needs
- Ability to foster student leadership and growth
- Collaborative leadership approach
- A strong capacity for patience and empathy in fostering a culture of care, innovation, and high performance
- Ability to champion and embody the School's values through conduct, performance, and collegiality
- A positive mindset, high emotional intelligence, and the ability to think analytically and problem-solve
- A reliable and dependable person who has good professional integrity

Connectedness and Collaboration

- Head of Faculty
- Heads of Years
- Director of Teaching and Learning
- Deputy Director of Teaching and Learning
- Current students and families
- Principal
- Deputy Principal
- Head of Senior School

- Deputy Head of Senior School
- School Chaplain
- School Psychologists
- Director of Innovative Learning
- Director of School Operations

Our Values

- Truth – seeking understanding.
- Courage – being our best selves.
- Community – connecting and learning together.
- Service – putting others first.

Policies and Procedures

All employees of Trinity Grammar School are expected and required to understand and adhere to all school policies and procedures. It is a condition of employment that all employees attend and participate in all training provided to them regarding policies and procedures in accordance with legislative requirements. A breach of school policy may result in disciplinary action.

Child Safety

Trinity Grammar is a school where the dignity of each person is recognised, respected, and fostered. The School has zero tolerance for child abuse and will treat very seriously all allegations and concerns. In line with its 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.

All Staff at Trinity Grammar School are required to:

- Have current VIT registration or a current employee Working with Children Check;
- complete all mandatory reporting training and education about child safety;
- adhere to the School's Child Protection Policies, Staff Code of Conduct and associated policies and procedures;
- report suspected cases of child abuse in accordance with the School's policies

Occupational Health and Safety

All employees must:

- take reasonable care for their own psychological and physical health and safety;
- take reasonable care not to adversely affect the health and safety of other persons;
- comply with reasonable health and safety instructions, as far as they are reasonably able, and
- cooperate with reasonable health and safety policies or procedures



Approval

Developed by	Office of People & Culture
Approved by	Principal or delegate
Approval date	March 2026
Next review date	March 2029

This position description summarises the duties and responsibilities associated with the position and classification level. It is not an exhaustive list of duties, and this position description may be reviewed by the Principal or their delegate in response to the school's operational and strategic requirements and the development of skills and knowledge for this position.