

## Position Description

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<b>Position:</b>	<b>Primary Years Teacher</b>
<b>Appointed by:</b>	<b>The Principal</b>
<b>Responsible to:</b>	<b>Head of Junior School/The Principal</b>
<b>Location:</b>	<b>St Anne's Campus or Bairnsdale Campus</b>

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### School Overview

Gippsland Grammar provides an outstanding contemporary, holistic education where our Community has a shared understanding of what we learn, how we learn and who we teach. Our School culture is centred around our core values of Compassion, Leadership, Excellence, Responsibility and Respect and develops people of character who act with integrity and wisdom.

At Gippsland Grammar responsibility for the protection of children is shared because children are safeguarded only when all individuals accept responsibility and work together and play their part in keeping children and young people safe from harm and abuse.

All employees at Gippsland Grammar are required to:

- Support and adhere to the School's Child Protection Program, including the Child Protection and Safety Policy, Child Protection Staff Code of Conduct, Make a Report Procedure and associated policies and procedures.
- Attend and take part in child protection training including the completion of online modules on the detection and reporting of child abuse.
- Report cases of suspected child abuse in accordance with School policy (including the Make a Report Procedure) and legal obligation.

### Position Overview

Teachers are responsible for inspiring, encouraging and supporting the learning of students. The Teacher is responsible for planning, preparing and delivering curriculum as well as general supervision duties.

The Teacher reports to his/her Head of Junior School and is responsible to the students in his/her class for ensuring that high expectations and standards are set for all students with regard to learning the Australian Curriculum. Teachers must have a broad and deep understanding of the curriculum and use appropriate pedagogical practices.

The year level a Teacher takes may change each year in accordance with the needs of the School.

### Objectives:

That the students in your care maximise their learning opportunities and achieve their absolute best in everything they undertake at our School.

#### 1 Teaching

- To implement the School's educational model- Academic Care at Gippsland Grammar.**

## Principles of Academic Care at Gippsland Grammar

Academic Care at Gippsland Grammar promotes our five core values of compassion, leadership, excellence, respect and responsibility.

Academic Care, where students are understood not just as learners but as part of a caring community of learners, requires teachers to develop curriculum and approaches to teaching and learning that are made visible and **enhance student learning, well-being and resilience and to embed these in classroom experiences.**

Academic Care at Gippsland Grammar builds positive self-esteem, connectedness and self-efficacy through pedagogies and organisational structures, and through adults' relationships with students in and beyond the classroom.

Academic Care activates personal growth. This mindset enables one to cope with challenges and struggle; to endure and persist; and to create and develop a range of strategies and skills which can be used in a flexible way to flourish.

Academic Care is underpinned by our teachers' passion to the ongoing development of their professional learning, collegiality and collaborative practices, and their commitment to students at the centre of everything we do.

### b. Curriculum

The Gippsland Grammar educational model outlines curriculum implementation which ranges from the organisation to the practice of education. It is an engaging curriculum which seeks to meet the educational needs, interests, talents and aspirations of our students.

At Gippsland Grammar

- the Australian Curriculum provides our curriculum framework;
- teachers access a planned curriculum which is fully mapped, current and dynamic;
- a variety of programs and support structures meet diverse student needs;
- learning opportunities enable students to connect to virtual and real world situations and environments;
- students have service opportunities and collaborate to make a difference in both local and global contexts;
- well defined assessment practices are used;
- teachers analyse quantitative and qualitative data to monitor student achievement, progress and connectedness and to inform their teaching; and
- an engaging, stimulating, challenging and diverse variety of co-curricular opportunities is available.

### c. Teaching and Learning

The Gippsland Grammar educational model outlines best practice pedagogy in the classroom. At Gippsland Grammar

- we provide engaging and stimulating classroom environments where our students feel safe and willing to take risks in their learning;
- our classrooms are places where our students can succeed and there is an understanding between our students and teachers of what success looks like;
- learning is paramount and strategies are developed to intervene, extend or encourage our students to achieve their best;
- our teachers demonstrate expertise and lead our students to develop their own understandings, skills and knowledge;
- students benefit from effective and frequent feedback from their teachers, peers and others;
- learning is challenging and our students are supported to become resilient and persistent learners;
- our classrooms are places where learning can be collaborative, creative and fun; and

- our teachers use contemporary Information Communication Technologies to enhance teaching and learning and to promote flexibility and independence.

#### **d. Wellbeing**

The School has a clearly defined educational model that outlines our next practice approach to student wellbeing. This Academic Care model seeks to promote wellbeing using positive education approaches and to ensure that it is evident across all areas from the ELC to Year 12. At Gippsland Grammar

- the inextricable connection between wellbeing and learning is evident in everything we do;
- students feel safe and supported by teachers;
- our students learn in a calm and focussed environment;
- there are clear and consistent behavioural and learning expectations made explicit to all students;
- behaviours and relationships are managed in a restorative way;
- relationships are respectful and characterised by positive dialogue and active listening;
- teachers know their students, and use positive education strategies in the classroom and beyond;
- a growth mindset is evident in all aspects of School life
- students learn in spaces which reflect the enjoyment and value of learning; and
- a personal development program is explicit and based around the core pillars of Wellness, Achievement, Relationships and Community Involvement.

#### **e. General and Administrative Duties**

- General classroom teacher duties
- Maintain appropriate records and write reports at the end of each Semester
- Participate in Parent Teacher interviews and be available to parents on an as needs basis
- Attend out of hours functions/events during the year as required
- Contribute to curriculum development and co-curricular activities
- Attend staff meetings as timetabled and read minutes of every meeting and take action as appropriate
- Have a duty of care for the behaviour of all students
- Have a duty of care for the appearance of students and model appropriate dress by adhering to the dress code policy as published in the staff manual
- Attend whole School Fellowship, Events, sports carnivals etc
- Use Information and Communication Technologies to enhance administration
- Participate in Junior School Camps as required by the school
- Undertake yard duty supervision as rostered
- Develop and maintain collegial and professional relationships with fellow staff members
- Adhere to all School policies as published on the Portal
- Be on site during working hours, for the purposes of lesson planning, and organisation

#### **f. Co-curricular Involvement**

- fulfil co-curricular requirements in accordance with School guidelines – including Pastoral Care Program and Sport.
- act as a role model for participating students
- keep accurate records of student attendance and participation within the activity
- where appropriate, nominate participating students for awards
- Create and maintain a safe environment in which students may enjoy their participation
- Oversee the revision and care of relevant equipment, materials and first aid requirements

- (a) Knowledge, understanding and adherence to all School and staff obligations regarding student safety, including Ministerial Order 870 – Child Safe Obligations other child safe requirements mandated by legislation (as amended from time to time).
- (b) Commitment to providing a child safe environment and child safe conduct in all aspects of employment at the School.
- (c) Comply with all aspects of the School's Child Protection Program, including the School's Child Safe Policy Statement and Child Safety Staff Code of Conduct.
- (d) Willingness, understanding and ability to report student safety concerns in line with the School's policies (such as the Make a Report Procedure) and applicable mandatory reporting requirements.
- (e) Complete annual training in Child Safety as required.

### 3 Professional Responsibilities

- (a) Actively seek pedagogical knowledge through own professional reading, research and collegial partnerships.
- (b) Genuine interest in working with young people and learning about their education and development.
- (c) Work collaboratively as a member of the Junior School team to ensure best possible outcomes for students/staff/school.
- (d) Actively engage in professional development activities and contribute to improved teaching methods, pastoral skills and knowledge.
- (e) Demonstrated strong interpersonal and communication skills.
- (f) Actively engage in Team and Staff meetings.
- (g) Adhere to and abide by the expectations set out in the Gippsland Grammar Guidelines for Professional Behaviour.
- (h) All responsibilities attached to teaching class/es.
- (i) Willingness to participate in and also encourage students to fully participate in the life of our School.
- (j) Compliance with the School's OHS requirements and other requirements (including in respect to anti-discrimination), as mandated by legislation.

### 4 Pastoral

- (a) This position includes duties associated with a teaching role, including demonstrated empathy and skills in providing pastoral support to students within the pastoral care framework.
- (b) Liaise with Heads of Year/Heads of Department and teachers on the progress of each student to ensure a holistic approach to well-being and development.

### 5 Co-curricular

- (a) Be routinely involved in the co-curricular program, which may include activities that extend beyond the 'normal' school day.

### **Statement of Commitment to Child Safety**

Creating and maintaining a student safe culture requires input from the entire School community. Our aim, is to provide a safe environment that aligns with the core values of academic care at Gippsland Grammar; compassion, leadership, excellence, respect and responsibility.

To achieve this, we promote a model of education where students are understood not just as learners, but as an integral part of the School and broader community. As such, we value wellbeing and resilience, celebrate diversity, and embrace a growth mindset, through classroom experiences, and in our approach to academic care, practices policies and procedures.

The commitments, values and principles which guide the School are further outlined in the School's Child Protection and Safety Policy (a copy of which is available on the School's website).

*If applying for a position, please note that Gippsland Grammar is a child safe environment. Every child has a right to be safe, and at the School, we take a zero-tolerance approach to any behaviours that jeopardise student safety (including child abuse and reportable conduct).*

*As such, preferred applicants will be subject to child protection screening, background and reference checks, verification of identity checks and must adhere to the School's child safe practices, as outlined in the Child Protection Program policies on the School's website.*

### **Key Selection Criteria**

#### Qualifications

- (b) Current and valid registration with the Victorian Institute of Teaching (**VIT**).
- (c) Evidence of completed First Aid Training – Apply First Aid HLTAID003 or higher level (or willingness to obtain).- optional
- (d) Evidence of completion of Anaphylaxis Management Training (ASCIA eLearning VIC, 22300VIC or 10710NAT) and CPR qualifications (as approved by a Registered Training Organisation)

#### Essential Criteria

- (e) Exhibit personal behaviour reflective of the Anglican ethos of the School, and which aligns with the School's Vision, Mission and Values.

#### Desirable Criteria (Examples only, to be tailored for specific role)

- (a) Be a passionate and inspirational teacher
- (b) Hold strong interpersonal skills, with the ability to build rapport and interact with both adults and students.
- (c) Be a willing and competent user of ICTs
- (d) Be an effective and compassionate communicator
- (e) Ability to work independently, but also as part of a dynamic, creative and collaborative team.

- (f) Be willing to participate in and also encourage students to fully participate in the life of our School
- (g) Ability to work well under pressure.
- (h) Ability to work with children with additional needs.
- (i) Professional memberships in the education sector.

*This Position Description is a guide only, and is not intended to be an exhaustive or exclusive list of duties for this position.*