

Position Description

This position description summarises the essential responsibilities, activities, qualifications, and skills for this position and may be reviewed or modified by the Principal or their delegate, in response to the strategic direction of the school and the development of skills and knowledge for this position.

Position Details

Position	Classroom Teacher – Secondary
Level	Commensurate with experience
Directly reports to	Head of Faculty

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 Academic employees at Trinity Grammar School are required to:

- Have a current VIT registration
- 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

Position Summary

The essential role of a classroom teacher at Trinity is to provide a 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.

Teaching Staff Commitment

All teachers are expected to support our students in our three academic pillars of curricular, cocurricular and pastoral care. All teachers are expected to teach vertically across a range of year levels 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.



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Responsibilities	Performance Outcomes
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	<ul style="list-style-type: none"> • A demonstrated understanding of appropriate behaviour and legal obligations relating to child safety and the role as School Counsellor • Have a thorough understanding of and complies 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	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ 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	<ul style="list-style-type: none"> • 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	<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 learning domain	<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 learning domain	<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 support, drive and improve student learning • Learning activities, due dates, results, feedback, and resources are stored centrally and published in accordance with School requirements



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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, 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Networks and community relationships are fostered • Best practice opportunities in education are explored • Associations are maintained, and their resources utilised
Other duties as required	<ul style="list-style-type: none"> • Duties attended to efficiently and effectively

Qualifications and Skills

- 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
- 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
- A reliable and dependable person who has good professional integrity

Position Description

Key Working Relationships

- Head of Faculty
- Heads of Years
- Director of Teaching and Learning
- Current students and families

Other Key Relationships

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

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.

Approval

Developed by	Office of Human Resources
Approved by	Principal or delegate
Approval date	May 2021
Next review date	May 2024