POSITION DESCRIPTION

POSITION: Teacher – Science/Biology

STATUS: Full time fixed term, Term 4 2017 only due to staff member taking LSL

ORGANISATIONAL UNIT: Senior School

KEY RELATIONSHIPS: This position reports to the Head of Department in the first instance. All positions at the School ultimately report to the Principal.

PRIMARY FOCUS: CGGS teachers will demonstrate a passion for teaching and have excellent interpersonal and communication skills. Teachers will have enthusiasm, energy and an excellent understanding of current practice.

Camberwell Girls Grammar School – Educating Tomorrow’s Woman

Our Vision
A leader and innovator in the education of girls, dedicated to fostering a passion for learning and building a more just and sustainable world.

Our Mission
A Christian school in the Anglican tradition, inspiring girls in their love of learning and nurturing compassionate leaders with global mindsets.

Our Values
We welcome students of all faiths and cultures, educating them to see wisdom through intellectual inquiry, service learning and spiritual growth, honouring the values of integrity, commitment, respect, hope and courage.

Our Strategic Pillars
- Inspired Learning
- Global Citizenship
- Development of the Whole Person
- Leadership in Educational Practice
- Connected Community
- Operational Excellence

Our Motto
‘Utilis in Ministerium’ (Useful in Service)

Child Safety Commitment

All students who attend Camberwell Girls Grammar School (CGGS) have a right to feel and to be safe. The wellbeing and safety of all students in our care is our first priority and we have zero tolerance to child abuse. The protection of students is the responsibility of everyone who is employed at, or is engaged by CGGS in child-connected work. To ensure the safety and best interests of all students, we take into account the needs of those with an Aboriginal or Torres Strait Islander heritage, those from culturally and/or linguistically diverse backgrounds and those with a disability.
STAFF OBLIGATION TO CHILD SAFETY

All staff at Camberwell Girls Grammar School (CGGS) take an active role, and are well informed of their obligations, in relation to Child Safety under Ministerial Order No. 870 “Child Safe Standards – managing the risk of child abuse in schools”. The CGGS Child Safety Commitment is incorporated into the School’s employment cycle from recruitment and reference checking to induction, 6 and 12 monthly performance reviews and regular Professional Learning. Employment at CGGS is subject to school policies including the Child Safety Policy, Child Safety Code of Conduct and Mandatory Reporting Policy being read, understood and adhered to.

CHILD SAFETY EXPECTATIONS FOR SENIOR SCHOOL TEACHERS

Senior School Teachers must ensure that at all times their students have a child safe learning environment. Each and every interaction that a Senior School Teacher has with a student will be conducted with child safe standards in mind, having understanding of the CGGS child safe policies and procedures. This specifically relates to all student interactions in the classroom, outdoors, excursions, incursions, co-curricular lessons and events, School carnivals, School camps, and parent involvement activities.

THE ROLE

At CGGS the role of the teacher is to develop and implement the Victorian Curriculum and VCE consistent with the School’s philosophy, policies and practice. It is expected that CGGS teachers will demonstrate the requisite professionalism, loyalty and commitment that is expected of teachers in a high profile independent school.

KEY INTERNAL CONNECTIONS

Reporting directly to:

- Head of Department

Associated Relationships

- Principal
- Deputy Principal/Head of Senior School
- Director of School Operations
- Director of Teaching, Learning and Innovation
- Head of Learning Enrichment
- Head of Digital Learning
- Other Staff and Learning Teams

KEY DUTIES & RESPONSIBILITIES

1. Teaching
   - Deliver lessons that are designed to engage and appropriately challenge students of all learning abilities
   - Provide continuous feedback on learning progress to students and parents using a variety of contemporary assessment methodologies.
   - Model exemplary teaching, assessment and reporting practices
   - Utilise differentiation strategies and assessments to cater for individual learning needs
   - Work collaboratively with all departmental staff to prepare and deliver inspiring courses.
   - Implement effective procedures to ensure consistency of learning outcomes between classes and accuracy of comparative assessment data.
   - Utilise a range of digital learning technologies to enhance learning.
• Foster a strong culture of learning and rigour in an environment where each girl can strive for academic excellence.

2. Curriculum and Resource Development
• Take a leading role in the development of innovative curriculum within the department, with emphasis on utilising an Understanding by Design™ framework.
• Contribute to the sourcing and development of teaching and learning resources within the department.

3. Professional Learning
• Demonstrate enthusiasm and commitment to professional learning growth through reflection, collaboration and innovation.
• Participate in regular Peer Observations and Annual Review processes, in consultation with the Head of Department and Director of Professional Learning and Partnerships.
• Take a leading role in implementing professional growth initiatives for self and colleagues, including through external networks.

4. General Administration and Other Activities
• Adhere to school procedures in relation to matters such as student attendance, behaviour, punctuality, and care for learning environments.
• Attend and contribute to meetings for subject, faculty and staff.
• Be available for scheduled Information Evenings, Learning Conversations (student-parent-teacher), School events, Open Day, excursions, assemblies and services, etc.
• Be actively involved in the School's extensive co-curricular program
• Undertake rostered supervisory duties outside of the classroom and exercise responsibility for the welfare of students
• Supervise student teachers as required
• Mentoring staff members as required

5. Other duties as appropriate to the position

KEY PERSONAL ATTRIBUTES
• Demonstrable knowledge and experience of successful pedagogical approaches to enhance student learning
• Exhibit a love of teaching and a passion for girls’ education
• A proven aptitude for the use of digital learning technologies
• Commitment to valuing each student’s individuality and catering for their personal needs in learning
• Experience with the implementation of innovative educational programs
• Commitment to Professional Learning and delivering best practice
• Proven ability to work collaboratively
• High level interpersonal and communication skills
• Well-developed skills of time management, organisation and initiative
• Resilience, sound judgment and problem solving skills
QUALIFICATIONS

**Essential Criteria:**
- Tertiary degree with teaching qualification
- VCE Biology 1/2 teaching experience as a minimum
- VIT Registration
- First Aid qualification (HLTAID003)
- CPR qualification (HLTAID001)
- Anaphylaxis Awareness & Management (compliant with Ministerial Order 706)
- Asthma qualification

**Desirable Criteria:**
- Post graduate qualification/s

PROFESSIONAL EXPECTATIONS

All staff at CGGS are expected to:
- Demonstrate commitment to Ministerial Order No. 870 “Child Safe Standards” and CGGS Code of Conduct
- Have a shared responsibility for risk identification of child abuse, and how to respond to concerns for child safety
- Adhere to and implement all safe work practices and procedures in accordance with the CGGS Occupational Health & Safety policy, Workplace Health & Safety policy and Manual Handling policy
- Work safely and report any hazards in accordance with school procedures
- Be responsive and maintain respectful communications and collaborative relationships with the CGGS community
- Model exemplary ethical behaviour and exercise informed judgments in all professional dealings
- Meet expectations as set out in the Staff Handbook

OTHER INFORMATION

**Applications**
All applications should include the names of 3 referees and be sent via email to:
Erin Colwell / Fiona Lear
Director of Human Resources
hrdirector@cggs.vic.edu.au

**Closing Date**
Sunday 30 July 2017 at 5:00pm

N.B. This position description is not intended to represent the entirety of the position nor is it intended to be all-inclusive. CGGS reserves the right to modify this position description in consultation with the incumbent from time to time depending on the operational needs and requirements of