MELBOURNE GIRLS GRAMMAR
AN ANGLICAN SCHOOL

POSITION DESCRIPTION

This Position Description is a guide only and is not intended to be an exhaustive or exclusive list of the duties attached to this position. The Position Description is subject to review and modification by the Principal, in response to the strategic direction of the School, and the development of the skills and knowledge of the position.

JOB TITLE	**Teacher (ELC – Year 12)**
HOURS OF WORK	This position description applies to teaching roles that are Full time, Part time or Casual.
SCHOOL	**Melbourne Girls Grammar ('MGGS')** Senior School (Merton Hall Campus) 86 Anderson Street, South Yarra, 3141 Junior School (Morris Hall Campus) 100 Caroline Street, South Yarra, 3141 MGGS Early Learning Centre 63 Clowes Street, South Yarra, 3141 This role may require occasional travel between campuses.
FACULTY/DEPT	Whole School (ELC – Year 12)
REMUNERATION CLASSIFICATION	Melbourne Girls Grammar Enterprise Agreement 2023 Classification determined by teaching experience.
REPORTS TO	For roles teaching across the Middle and Senior Years programs, the Head of Department (where applicable), the Deputy Principal, Educational Leadership, Academic, Deputy Principal, Educational Leadership, Wellbeing and ultimately the Principal. For roles teaching in the Junior Years or Early Learning Programs, the Head of Early Learning (where applicable), Executive Director, Junior Years and Early Learning, and ultimately the Principal.
SUPERVISES	Students of Melbourne Girls Grammar
POSITION CONTEXT	Melbourne Girls Grammar is mindful of and guided by the Victorian Institute of Teaching's Code of Ethics and Code of Conduct and the values, qualities and processes that are central to this. MGGS acknowledges that when working within this framework, all Teachers have the professional responsibility to continuously enhance their content knowledge and pedagogical skills; be receptive to feedback from colleagues and pursue networks that provide collegial support and expertise. All Teachers actively serve the profession by participating in professional organisations which enhance and develop professional practice, challenge and extend current thinking.

	Collaborative partnerships with professional, community and research organisations are promoted as we offer a sustained commitment to greater knowledge and understanding of shared student learning and development.
VIT STATEMENT Professional Practice	Teachers in Victoria are committed to the learning and wellbeing of the students they teach and make a significant contribution to the communities in which they work. They respect the individuality, capacity and backgrounds of their students and maintain high expectations for student learning. Teachers are committed to the continuous development of their professional knowledge and practice. They work collaboratively, using research and evidence derived from theory and practice, to improve education and build effective communities of learners. Teachers share an essential and privileged responsibility with parents and communities to care for all young people, and to discover and develop their potential to learn independently and critically throughout their lives.
MGGS OBJECTIVES	MGGS Teachers demonstrate quality professional practice and community engagement. The School endorses the AITSL National Professional Standards for Teachers as the framework for their accountability and professional development. MGGS Teachers are recognised as highly effective, skilled classroom practitioners and routinely work independently and collaboratively to reflect on and improve their own practice and the practice of colleagues. They are knowledgeable and active members of the School community. MGGS Teachers contribute to their colleagues' learning. They may also take on roles that guide, advise or lead others. They regularly initiate and engage in discussions about effective teaching to improve the educational outcomes for their students. They maximise learning opportunities for their students by understanding their backgrounds and individual characteristics and the impact of those factors on their learning. They create positive and productive learning environments. Teachers have in-depth knowledge of subjects and curriculum content within their sphere of responsibility. They model sound teaching practices in their teaching areas. They work with colleagues to plan, evaluate and modify teaching programs to improve student learning. They keep abreast of the latest developments in their specialist content area or across a range of content areas for generalist teachers. Teachers are skilled in analysing student assessment data and use it to improve teaching and learning. They are active in establishing an environment which maximises professional learning and practice opportunities and set goals for continuous development. They monitor their own professional learning needs and align these to the learning needs of students. They behave ethically and appropriately at all times, in accordance with the MGGS Child Safety Policy and Code of Conduct. Their interpersonal and presentation skills are well developed. They communicate effectively

	and respectfully with students, colleagues, parents/carers and community members.
KEY ACCOUNTABILITIES	**KEY TASKS**
PROFESSIONAL KNOWLEDGE	**Know students and how they learn** • Select from a flexible and effective repertoire of teaching strategies to suit the physical, social and intellectual development and characteristics of students. • Expand understanding of how students learn using research and workplace knowledge. • Work with colleagues to develop effective teaching strategies that address the learning strengths and needs of students from diverse linguistic, cultural, religious and socio economic backgrounds. • Support colleagues in the implementation of effective teaching strategies for Aboriginal and Torres Strait Islander students using knowledge of and support from community representatives. • Evaluate their learning and teaching programs using student assessment data that are differentiated for the specific learning needs of students across the full range of abilities • Work with colleagues to access specialist knowledge to implement teaching programs that support the participation and learning of students with disability. **Know the content and how to teach it** • Support colleagues using current and comprehensive knowledge of content and teaching strategies to develop and implement engaging learning and teaching programs. • Plan and implement learning and teaching using contemporary knowledge and understanding of curriculum, assessment and reporting requirements. • Provide opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages. • Implement effective teaching strategies to improve students' literacy and numeracy achievement, and support school-wide responsibility for these areas of learning. • Use current digital technologies to improve their teaching practice and delivery and make content relevant and meaningful.
PROFESSIONAL PRACTICE	**Plan for and implement effective teaching and learning** • Develop a culture of high expectations for all students by modelling and setting challenging learning goals

	• Work with colleagues to plan, evaluate and modify learning and teaching programs to create productive learning environments that engage all students. • Select and apply effective teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking. • Create, select and use a wide range of resources, including digital technologies, to engage students in their learning. • Select a wide range of verbal and non-verbal communication strategies to support students' understanding, engagement and achievement. • Work with colleagues to review current teaching and learning programs using student feedback, student assessment data, and knowledge of curriculum and workplace practices. • Work with colleagues to provide appropriate and contextually relevant opportunities for parents/carers to be involved in their children's learning. **Create and maintain supportive and safe learning environments** • Model effective practice and implement inclusive strategies that engage and support all students. • Model and share with colleagues a flexible repertoire of strategies for classroom management to ensure all students are engaged in purposeful activities. • Develop and share with colleagues a flexible repertoire of behaviour management strategies using expert knowledge and workplace experience. • Take responsibility for implementing current School curriculum and legislative requirements to ensure student wellbeing and safety. • Take responsibility for implementing all Child Safety requirements both legislative and those set out by MGGS policy including following the reporting requirements for allegations of abuse if a reasonable belief is held that a reportable incident has taken place. • Develop and use strategies to promote the safe, responsible and ethical use of digital technologies in learning and teaching. **Assess, provide feedback and report student learning** • Develop and apply a comprehensive range of assessment strategies to diagnose learning needs, comply with curriculum requirements and evaluate the effective approaches to assessment. • Select from an effective range of strategies to provide targeted feedback based on informed and timely judgements of each student's current needs in order to progress learning. • Use assessment moderation activities that support consistent and comparable judgements of student learning.

	• Work with colleagues to use data from internal and external student assessments for evaluating learning and teaching, identifying interventions and modifying teaching practice. • Construct accurate, informative and timely reports to students and parents/carers about student learning and achievement.
PROFESSIONAL ENGAGEMENT	**Engage in professional learning** • Analyse the National Professional Standards for Teachers to plan personal professional development goals. • Plan for professional learning by accessing and critiquing relevant research and engage in high quality targeted opportunities to improve practice. • Engage with colleagues to evaluate the effectiveness of teacher professional learning activities to address student learning needs. **Engage professionally with colleagues, parents/carers and the community** • Maintain high ethical standards and support colleagues to interpret codes of ethics and exercise sound judgement in all school and community contexts. • Demonstrate responsiveness in all communications with parents/carers about their children's learning and wellbeing. • Contribute to professional networks and associations and build productive links with the wider community to improve teaching and learning.
STAFF	• Attend all staff meetings, when required.
OTHER	• Ensure all School policies are adhered and comply with the MGGS Staff Code of Conduct. • Any other duties as requested by the relevant Head of Department, Executive Director, Deputy Principal or the Principal.
QUALIFICATIONS AND EXPERIENCE	• Undergraduate degree majoring in the proposed teaching method area; • Victorian Institute of Teaching (VIT) recognised teacher education qualification; • Current Victorian Institute of Teaching (VIT) registration; and • Previous classroom experience teaching in the proposed teaching method.
SKILLS / KNOWLEDGE REQUIRED	• Excellent interpersonal skills including a demonstrated ability to consult and interact with students, parents and staff. • Ability to manage conflict, difficult conversations and resolve issues proactively and respectfully.

	• Be a positive ambassador of the School in all communications with students, parents, teachers, and members of the wider community on a range of issues. • Be co-operative and work well with others in the pursuit of team goals; appreciation of collaboration and shares information. • Act respectfully towards the Christian tradition in an Anglican schooling context. • Ability to use student data in support of an evidence-based approach to innovation and quality. • Knowledge of best practice for the wellbeing of young children. • Knowledge of current issues and challenges facing young children. • Highly competent in the use and application of digital technologies. • All teaching staff at MGGS are expected to integrate technology into their learning programs for the enhancement of student outcomes. • Staff are expected to learn and be able to use Microsoft Office 365, Synergetic (School database), eVI (Learning Management System) and Seesaw (for Junior Years and Early Learning teachers). • A sound understanding of relevant subject areas. • High level literacy and numeracy skills. • Strong attention to detail. • Excellent organisational, planning and time-management skills.
OTHER REQUIREMENTS	• High level of trust, integrity, and work ethic. • Proactive, resilient, and able to work productively. • Positive, professional, and diplomatic approach to work.
Child Safety Requirements/ Obligations	• Previous experience working with children in a teaching capacity. • Demonstrated ability to follow child safety protocols when supervising children and young people in relation to child safety. • Must be able to demonstrate an understanding of appropriate behaviours when engaging with children. • Abide by all MGGS Child Safety Policies and Codes of Conduct and demonstrate active commitment to the MGGS Statement of Commitment to Child Safety. • Supervise and manage staff appropriately including regular reviews to check whether staff are following Codes of Conduct and other child safe policies. • Demonstrated commitment to promote Aboriginal cultural safety and awareness and the safety of Aboriginal children and/or communities. • Demonstrated ability to promote the safety, wellbeing and inclusion of all children including those with a disability or those from culturally and/or linguistically diverse backgrounds.

CHILD SAFETY	All staff at Melbourne Girls Grammar are expected to take an active role and are well informed of their obligations in relation to Child Safety. The Melbourne Girls Grammar Child Safety Statement is incorporated in the MGGS staff employment cycle from recruitment and reference checking to induction, 3 and 6 month review processes and regular staff training and professional development. Employment with Melbourne Girls Grammar is subject to adherence to school policies including the Child Safety Policy, Child Safety Code of Conduct and Child Safety Statement as listed below. **MGGS Statement of Commitment to Child Safety** • As MGGS staff, volunteers, contractors, and any other members of our school community involved in child-connected work, we are responsible for supporting and promoting the safety of children. • We are committed to the safety, participation and empowerment and protecting of all children / students in our care and adhering to our Child Safety Policy. • We are committed to providing a child-safe and child-friendly environment, where children and young people are safe and feel safe and are able to actively participate in decisions that affect their lives. • We have zero tolerance of child abuse and are committed to the protection of children from all forms of child abuse and all allegations and safety concerns will be treated very seriously and consistently with our robust policies and procedures. Our policies and procedures will provide the name and contact details of staff who have specific responsibilities in relation to child safety and who may receive reports of suspicion of child abuse. Child abuse includes sexual offences, grooming, physical violence, serious emotional or psychological harm, serious neglect and a child's exposure to family violence. • We have legal and moral obligations to contact authorities when we are worried about a child's safety, which we follow rigorously. • We are committed to preventing child abuse, identifying risks early and removing and reducing these risks. • We have robust human resources and recruitment practices for all staff and volunteers. • We are committed to regularly training and educating our staff and volunteers on child abuse risks. We support and respect all children, as well as our staff and volunteers. • We are committed to the emotional, physical and cultural safety of all children and to providing a safe environment for their learning. • We are committed to promoting the cultural safety and participation of Indigenous children, young people and their families. • We have specific policies, procedures and training in place that support our leadership team, staff and volunteers to achieve these commitments.

To learn more about the history, vision, mission and values of Melbourne Girls Grammar, please visit https://www.mggs.vic.edu.au/