

SENIOR SCHOOL TEACHER (YEARS 7-12)

POSITION DESCRIPTION

BACKGROUND

Casey Grammar School is a Foundation to Year 12 School with a proven reputation for providing quality education. We encourage students to succeed academically, personally, spiritually and socially on their journey towards excellence. We value the ideals of compassion, integrity, inclusion, respect and excellence. We take great pride in offering a warm, nurturing and natural environment to provide our students with an exceptional all-round education. We foster a love of learning and an informed awareness of the Christian faith.

Our campus has modern facilities to enhance learning and meet the ever-changing needs of schooling while our highly trained teaching staff work with dedication and a true commitment to the growth of each and every student.

OUR COMMITMENT

- To provide our students with a broad and balanced education by encouraging participation in as many learning areas as possible.
- To encourage and enable students to recognise and value their gifts and talents and to develop these in appropriate ways.
- To encourage students, through their exposure to Christian teachings, to explore issues of faith, spirituality and values.
- To encourage students to develop and appreciate the important place which integrity, respect, tolerance and compassion have within the context of a modern society.

ROLE DESCRIPTION

To carry out teaching duties and responsibilities according to Australian Professional Standards for Teachers which are grouped into three domains of teaching: Professional Knowledge, Professional Practice and Professional Engagement.

The School is committed to ensuring child safety and has zero tolerance for child abuse.

KEY RELATIONSHIPS

Reports to: The Principal, Head of Senior School, Head of Teaching and Learning and Head of Department.

Liaises with: Head of Department, Head of Teaching and Learning, Head of Senior School, classroom teachers, students, parents and support personnel.

DUTIES & RESPONSIBILITIES

PROFESSIONAL KNOWLEDGE:

- Use teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning.
- Structure teaching programs using research and collegial advice about how students learn.
- Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities.

- Design and implement teaching activities that support the participation and learning of students with disability and address relevant policy and legislative requirements.
- Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities.
- Organise content into coherent, well-sequenced learning and teaching programs.
- Design and implement learning and teaching programs using knowledge 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.
- Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful.

PROFESSIONAL PRACTICE:

- Actively engage in the School's Thrive (Teacher Performance Development) Program
- Set explicit, challenging and achievable learning goals for all students.
- Plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning.
- Select and use relevant teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.
- Select and/or create and use a range of resources, including ICT, to engage students in their learning.
- Evaluate personal teaching and learning programs using evidence, including feedback from students and student assessment data, to inform planning.
- Plan for appropriate and contextually relevant opportunities for parents/ carers to be involved in their children's learning.
- Establish and implement inclusive and positive interactions to engage and support all students in classroom activities.
- Establish and maintain orderly and workable routines to create an environment where student time is spent on learning tasks.
- Manage challenging behaviour by establishing and negotiating clear expectations with students and address discipline issues promptly, fairly and respectfully.
- Ensure students' wellbeing and safety within school by implementing school policies.
- Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.
- Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning.
- Provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals.
- Understand and participate in assessment moderation activities to support consistent and comparable judgements of student learning.
- Use student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice.
- Report clearly, accurately and respectfully to students and parents/carers about student achievement, making use of accurate and reliable records.
- Create and maintain an effective and innovative classroom environment conducive to contemporary teaching and learning.

PROFESSIONAL ENGAGEMENT:

- Use the Australian Professional Standards for Teachers and advice from colleagues to identify and plan professional learning needs.
- Participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities.
- Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice.
- Undertake professional learning programs designed to address identified student learning needs.
- Meet codes of ethics and conduct established by regulatory authorities, systems and schools.
- Understand the implications of and comply with relevant legislative, administrative, organisational and professional requirements, policies and processes.
- Establish and maintain respectful collaborative relationships with parents/ carers regarding their children's learning and wellbeing.
- Participate in professional and community networks and forums to broaden knowledge and improve practice.

SCHOOL EXPECTATIONS:

- Encourage students to be fully involved in curricular and extra-curricular activities.
- Communicate with parents about student progress and wellbeing in written reports and at parent-teacher interviews.
- Complete administrative requirements associated with classroom teaching efficiently and effectively.
- Contribute to the co-curricular program.
- Demonstrate a positive and active presence in all scheduled meetings and professional interactions.

Other duties from time to time as may be required by the Head of Senior School or Principal.

SELECTION CRITERIA

- Knowledge and understanding of best practice in education.
- Skilled in creating a warm, welcoming and productive classroom environment.
- Ability to foster and promote positive relationships with all stakeholders (students, colleagues, parents and the wider community)
- Ability to work cooperatively and collaboratively as part of a team.
- A role-model of lifelong learning

QUALIFICATIONS, KNOWLEDGE, SKILLS AND ATTRIBUTES

- Tertiary qualifications in teaching
- Registered with VIT
- First Aid qualifications (an advantage but not a requirement)
- A strong communicator
- A capable decision maker
- Excellent organisational skills
- Ability to meet deadlines
- Excellent time management
- A role model of the School's values of respect, inclusion, compassion, integrity and excellence
- To work productively as a member of a team

Casey Grammar School is an Equal Opportunity Employer and provides a smoke free campus.

Casey Grammar School is fully committed to the protection of children. The successful applicant will be expected to satisfy child protection screening and adhere to the School's Child Protection Policies.

AUTHORISATION

Prepared and authorised by:	Principal
Approved by:	Principal
Date:	November 2025

ACKNOWLEDGEMENT

I acknowledge that I have read, understand and commit to the responsibilities and key areas detailed above.

Signed:

Name:

Date: