POSITION: Teacher
Report to: Vice Principal (Wellbeing)/Head of Senior School

About Mentone Girls' Grammar School
Our Vision is to be acknowledged as a leading, contemporary Australian school with an international outlook, specialising in girls’ education and developing our students as remarkable women through our staff professionalism and service, and the personalised quality of our learning environment and communications.

For more details of the School, please visit the website: http://www.mentonegirls.vic.edu.au/

Key Purpose
All teachers at Mentone Girls’ Grammar School are employed to provide the best possible education for each student in line with the School’s Mission and priorities.

Teachers will contribute to the achievement of the Mentone Girls’ Grammar School’s mission and strategic priorities through the development and delivery of high quality teaching and learning support programs for students with diverse learning needs.

Every teacher contributes to the motivation, engagement and success, academic and otherwise, of students they teach in scheduled classes as well as those they supervise and work with during co-curricular activities.

In the context of teaching classes, teachers are free to make decisions about the organisation and delivery of lessons. To ensure effective teaching, and the wellbeing of all students on a daily basis, Senior School teachers are responsible to the Head of Senior School for all levels they teach. They may discuss issues of concern with either Vice Principal as required. Ultimately, every teacher is, at all times, responsible to the Principal.

Responsibilities and Duties
This list is not exhaustive and you may be asked to carry out other reasonable tasks by management when necessary.

KEY RESPONSIBILITIES / ACCOUNTABILITIES:
As a member of the teaching team, the teacher must work on a broad range of areas, in cooperation with any member of the School Community. Specifically, the teacher is expected to:

1. Teaching Practice
   To teach classes as required, and to:
   - Conduct lessons which are thoroughly prepared, incorporate appropriate resources and designed to engage all students in learning.
   - Be passionate about their subjects and about teaching, bringing a range of academic expertise and life experiences to their classrooms.
   - Deliver holistic, personalised approached to learning, opportunity and celebration of achievement.
- Maintain a positive environment in the classroom which is respectful of all present and fosters student learning;
- Implement teaching strategies that cater for different learning styles and ability levels, with an understanding of the emotional development and particular needs of girls.
- Maintain accurate records of student attendance;
- Maintain accurate records of the teaching and learning program and of student assessments;
- Provide prompt and regular feedback to students on their progress within the subject(s) taught;
- Monitor and report on student progress and report any matters of concern in accordance with school procedures;
- Take responsibility for dealing with disciplinary matters and report any matters of serious concern.
- Be prepared to teach a specialist subject in the Junior School if requested to do so, applying the same level of importance to these classes as any other class in the teaching load.

2. Student Wellbeing
- Undertake pastoral care sessions and student welfare duties, being sensitive to students experiencing personal, social, or organisational problems and liaise with relevant colleagues.
- Monitor and report on students’ wellbeing in accordance with school procedures.
- Liaise with parents in relation to student issues as required.

3. Professional Learning
- Annually prepare a professional learning plan in accordance with school priorities and individual learning needs.
- Actively participate in professional learning activities on an ongoing basis in order to keep up to date professionally.
- Engage in Teacher Appraisal processes in accordance with school procedures and timelines.

4. Faculty and Departmental responsibilities
- Contribute to the development of curriculum, documentation, teaching and assessment materials, including electronic materials within the subject(s) taught.
- Attend and contribute to subject team, faculty, pastoral and staff meetings.

5. Co-curricular activities
- Participate in co-curricular activities, including attendance at Camps and other events as required.

6. General, administrative and other activities
- Consult with Vice Principals, Heads of Department and Heads of Year, Directors of Curriculum Services and Student Wellbeing Services as necessary;
- Undertake rostered supervisory duties outside the classroom and exercise responsibility for the welfare of students;
- Support a range of school events and activities as required.
- Be familiar with all School Policies, relating to work place as well as education, as outlined in the Staff Handbook and posted on the School Intranet.
- Maintain a safe and healthy environment and report any hazards in accordance with school procedures.
- Complete academic reports for all students taught in accordance with MGGS Reporting guidelines and timeframes and attend all Parent/Teacher/Student nights.
- Comply with any requirements and deadlines imposed by VCAA, ACARA in relation to course delivery, assessment and reporting for VCE and/or other testing regimes, state or national.
- Complete training courses as required by legislation or school policy, for example anaphylaxis and first aid training
- Operate within the school’s Staff Code of Conduct and support the School, its mission and values and strategic priorities.

7. Other Duties
- Work flexibly and as a team in the pursuit of the School’s Mission.
- Promote the benefits of a Mentone Girls’ Grammar School education and, where appropriate, be involved in promoting the School.
- As specified by the Principal.

Qualifications and Relevant Experience

Essential
- Tertiary degree in Education
- VIT Registration
- Experience in VCE 3 & 4 Legal Studies
- Experience in VCE 1 & 2 Psychology
- Course in Anaphylaxis Awareness & Management

Desirable
- First Aid qualification

Characteristics, Qualities and Skills
- An understanding the social and developmental needs of girls in a K-12 setting.
- Committed to a high performance academic environment.
- Committed to student welfare.
- Highly developed computer skill and literacy, with sound skills in MS Office
- Ability to use interactive technologies, web and electronic media, in the classroom and for administrative and other matters.
- Organised and flexible, with the ability to prioritise workload, manage multiple tasks and be proactive.
- Effective in the delivery of teaching and learning programs and practices that demonstrate appropriate curriculum knowledge.
- Effective interpersonal skills.
- Committed to co-curricular activities.
- Ability to adapt and operate effectively in a demanding and an evolving environment.

Communication and Values
- Highly developed interpersonal and communication skills together with exemplary personal values and qualities, and the ability to create strong partnerships with the School community.
Approaches all duties with a high degree of professionalism, with adherence to principles, in particular those related to confidentiality and integrity as applied to the information that this position is privy to.

- Positive, with a personable and professional image.
- Openness to personal learning and willingness to develop leadership skills and, in general, seek continuous improvement.

Committed to the WAVES priorities of Wellbeing, Achievement, positive Values, Enterprising nature and Success of students and staff at Mentone Girls’ Grammar School

**Child Safe**

The School is committed to the safety and wellbeing of all children. To create and maintain a Child Safe school, Mentone Girls’ Grammar applies Child Safe Standards which include but are not limited to:

- Strategies that embed a School culture of child safety, including through effective leadership arrangements.
- A child safe policy which states a commitment to child safety.
- A code of conduct that establishes clear expectations for appropriate behaviour with children.
- Screening, supervision, training and other human resources practices that reduce the risk of child abuse by new and existing personnel.
- Processes for responding to and reporting suspected child abuse.
- Strategies to identify and reduce or remove risks of child abuse.
- Strategies to promote the participation and empowerment of children.

You will be required to adhere to all school policies and procedures which outlines our commitment to providing a Child Safe environment. This includes a rigorous background check to verify your identity, suitability and qualifications related to your role at the School.

**Work, Health and Safety**

**General Responsibilities**

- Carrying out duties in a manner which does not adversely affect own health and safety or that of others.
- Cooperate with measures introduced in the interests of workplace health and safety.
- Ensure compliance with school standards and policies.
- Participate in the School’s Health and Safety activities and undertaking any training provided in relation to WH&S.
- Correctly using any information, training, personal protective equipment and safety devices provided.
- Work harmoniously with other employees with due regard to their rights, and School requirements.
- Immediately report all matters which may affect workplace health and safety to Direct Manager.
**Employment Conditions**

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<tr>
<th>Classification</th>
<th>Conditions of employment as per the Mentone Girls’ Grammar School EBA</th>
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| **Other Conditions** | FTE 1.00 (full time, ongoing)  
Start date Term 1 2017 |
| **Physical Capabilities** | Able to work for extended periods in a seated position, view a computer screen for extended periods without visual distress, standing, walking, talking, listening, steps/stairs, carrying. |

**Date Prepared:** October 2016