

POSITION DESCRIPTION

POSITION:	Early Learning Teacher
KEY RELATIONSHIPS:	This position reports to the Early Learning Coordinator. All positions at the School ultimately report to the Principal.
POSITION STATUS:	Part-time, Ongoing position – 0.6 FTE Commencing Term 2, 2024
PRIMARY FOCUS:	CGGS teachers demonstrate a passion for teaching and have excellent interpersonal and communication skills. All teachers must be enthusiastic, energetic and have an excellent understanding of current practice, with highly effective time management skills. The successful candidate will be an appropriately qualified Early Childhood teacher, who can demonstrate differentiation strategies with students, possess excellent technology skills and competence, and a strong knowledge of the National Quality Framework.

CAMBERWELL GIRLS GRAMMAR SCHOOL – A Community Dedicated to Learning, Action and Service

Our Vision

A leader and innovator in education, 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 students 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 Key Areas of Focus

- Learning Designed for All
- Our Community
- Our Expert Workforce

Our Motto

'Utilis in Ministerium' (Useful in Service)

COMMITMENT TO CHILD SAFETY

Camberwell Girls Grammar School (CGGS) is a child safe organisation which welcomes all children, young people, their families and their participation. We are committed to providing culturally inclusive environments where all our students are safe and feel safe and have confidence their voice is heard. We promote positive interactions between students and adults, and between students and their peers based on mutual trust and respect.

Child safety is a shared responsibility. Everyone engaged or employed by CGGS has a role to play in promoting child safety. All are aware of their responsibility to promptly raise issues or concerns about a child's safety or wellbeing. We have zero tolerance for child abuse and we take proactive steps to identify children who may be at risk or experiencing vulnerability to mitigate harm or distress.

Particular attention is given to the safety needs of Aboriginal or Torres Strait Islander students, those from culturally and linguistically diverse backgrounds, students with disabilities, international students, those unable to live at home and children and young people who identify as LGBTQIA+.

We regularly seek input from students, parents, carers, staff and volunteers in our child safe practices and communicate our policies and ongoing strategies following each systematic review

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 Ministerial Order No 1359 – “Child Safe Standards – Managing the Risk of Child Abuse in Schools and School Boarding Premises”. The CGGS Child Safety Commitment is incorporated into the school’s employment cycle from recruitment and reference checking to induction, probationary and 12 monthly performance reviews and regular Professional Learning. Employment at CGGS is subject to school policies including the Child Safety and Wellbeing Policy, Community Code of Conduct (includes Child Safety), Child Safety Mandatory Response and Reporting Policy being read, understood and adhered to.

CHILD SAFETY EXPECTATIONS FOR STAFF

All staff at CGGS must ensure that at all times their students have a child safe learning environment. Every interaction that a staff member has with a student must be conducted with child safe standards in mind and with an understanding of the CGGS child safe policies and procedures. This relates to all student interactions onsite, offsite or online, and in all programs including excursions, events, camps and parent involvement activities.

THE ROLE

The position is a part-time classroom teaching role. The fundamental role of the teacher is to develop and implement an educational play-based curriculum consistent with the School’s philosophy, policies and practices; and the Early Years Learning Framework. It is expected that CGGS teachers will respect and support the School’s ethos, values, policies and procedures while working with loyalty and commitment to the School.

KEY INTERNAL CONNECTIONS

Reporting directly to:

- Early Learning Coordinator

Associated Relationships:

- Head of Junior School
- Deputy Head of Junior School
- ELC and Junior School staff
- Wellbeing team

KEY DUTIES & RESPONSIBILITIES

1. Teaching

- Demonstrate a thorough understanding of early childhood development, theories and pedagogy
- Plan an educational program which fosters ‘the whole child’ in developing their social, emotional, cognitive, physical and spiritual growth
- Develop, implement and assess a curriculum that is informed by Belonging, Being and Becoming: The Early Years Learning Framework for Australia and current Research.
- Assess children’s learning and development and apply pedagogical understandings to inform curriculum decisions
- Create flexible environments that support learning through play and inquiry, enabling children to engage, reflect, experiment and discover
- Adopt a teaching practice that is innovative and creative.
- Work actively and collaboratively within a team environment when planning and implementing all teaching and learning programs in the ELC.
- Provide age-appropriate opportunities for children to use relevant Information and Communication Technologies



2. Curriculum and Resource Development

- Participate in the design, development and evaluation of documents relevant to the planning cycle
- Implement, document and evaluate a curriculum that is appropriate for children and meets the requirements of the national learning frameworks
- Contribute actively to the development of classroom and shared curriculum, teaching and assessment materials and to keep-up-to-date with all curriculum and resource developments

3. Wellbeing

- Care for children in a way that reflects the CGGS vision and values
- Implement strategies for monitoring the wellbeing of each child.
- Work actively with colleagues and families to address pastoral care concerns
- Consult with EL Coordinator and the Head of Junior School as necessary

4. Professional Development

- Participate regularly in professional development activities and the process of professional staff review
- Prepare and implement an annual professional development plan in accordance with school priorities and individual learning needs
- Attend appropriate seminars, workshops and courses in consultation with the EL Coordinator and Head of Junior School

5. Other duties as appropriate to the position

- Contribute to collaborative discussions, provide and apply constructive feedback from colleagues to improve professional knowledge and practice.

KEY PERSONAL ATTRIBUTES

- A love of teaching and a passion for and commitment to education
- A strong interest in working with children
- High level interpersonal skills and proven ability to work collaboratively and respectfully in a team
- Clear communication skills: oral, aural and written
- Positive and flexible attitude
- Enthusiasm and energy
- Self-motivation
- Commitment to achieving best practice
- The ability to be discreet and maintain confidentiality
- Well-developed skills of time management and organisation

PROFESSIONAL EXPECTATIONS

- Demonstrate commitment to Ministerial Order No. 1359 – Implementing the Child Safe Standards, and CGGS Code of Conduct
- 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 CGGS Staff Handbook
- 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
- Participate in OHS training as required

QUALIFICATIONS

Essential Criteria:



- Tertiary degree in Early Childhood Education
- VIT Registration
- First aid qualifications as outlined below
- Current National Criminal History Police Check

Desirable Criteria:

- Post graduate qualification/s
- Early childhood teaching experience desirable

First Aid:

CGGS takes the safety of all those in its community very seriously. As a result of this, it is imperative that teaching staff have the following current first aid qualifications in accordance with the National Law and National Regulations:

- First Aid HLTAID003-this is valid for 3 years, OR CPR HLTAID001 which is valid for one year
- CPR HLTAID001-this is valid for one year
- Anaphylaxis CGGS has embraced the ASCIA anaphylaxis e training VIC 3 which involves a combination of online learning and a practical assessment of the use of an auto injector by a School Anaphylaxis Supervisor within 30 days of completing the ASCIA e training. This qualification is valid for 2 years
- Asthma Asthma First Aid for School Staff - this is an online course with no practical assessment which is valid for 3 years

WHY WORK AT CAMBERWELL GIRLS GRAMMAR SCHOOL?

Camberwell Girls offers opportunities for every student to be the creator of high-quality work, in an environment focused firmly on the future. Through academic excellence, we pride ourselves on being innovative as well as providing the following benefits to all staff:

- Staff wellbeing focus and fun social activities
- Salaries and packages above Award-level
- Active Professional Learning & Development programs
- Paid Discretionary Leave
- Additional paid Personal/carer's Leave
- Employee Assistance Program available for all staff and their immediate household members

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 the School.