

POSITION DESCRIPTION

POSITION:	Foundation & Year 1 Literacy & Numeracy Teacher
KEY RELATIONSHIPS:	This position reports to the Head of Junior School. All positions at the School ultimately report to the Principal.
POSITION STATUS:	Part-time, fixed term role
PRIMARY FOCUS:	CGGS teachers demonstrate a passion for teaching with excellent interpersonal and communication skills. All teachers must be enthusiastic and energetic with an excellent understanding of current practice (particularly in Literacy and Numeracy), and highly effective time management skills. A strong working knowledge of the Australian Curriculum is essential.
DOCUMENT DATE:	February 2024

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

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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 Literacy & Numeracy teaching role within the Junior School. The fundamental role of the Literacy & Numeracy teacher is to develop and implement the Australian Curriculum consistent with the School’s philosophy, policies and practice. 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:

- Head of Junior School

Associated Relationships:

- Principal
- Deputy Head of Junior School
- Junior & Senior School Staff
- Professional Services Team
- School Nurse
- Chaplain

KEY DUTIES & RESPONSIBILITIES

1. Planning, Preparation and Teaching of Programs

- Initiate and plan an educational program which fosters the social, emotional, cognitive, physical and aesthetic growth of each student. Attend and contribute to all weekly planning sessions that have been timetabled by the Deputy Head of Junior School. It is expected that the Literacy and Numeracy Teacher to lead the planning in Literacy and Numeracy.
- Conduct Literacy and Numeracy lessons that recognise student individual differences, that are thoroughly planned and prepared, and differentiated to engage and challenge students based on their ability. For example, the implementation of short one-to-one sessions to support specific students.
- Initiate and adapt evidence-based teaching practice that reflects an explicit approach to the teaching of Literacy and Numeracy.
- Each semester, actively contribute to the writing of student reports. For example, writing the Literacy and Numeracy goals for each student within a class, and actively contributing to teacher comments in these two important areas.
- Create a flexible learning environment that supports learning and encourages students to engage, reflect, experiment, and discover.
- Work collaboratively within a team environment when planning and implementing all classroom programs in the Junior School. All planning requirements from week-to-week to be completed in collaboration with the Classroom Teacher and placed in the correct planning folder (dates and days to be agreed upon with the classroom teacher) for that year level. This is very important when a teacher is absent.

- Take a leadership role in the assessment cycle of Literacy and Numeracy throughout the year. Record notes of student assessment tasks and keep daily observations of students when completing Literacy and Numeracy activities.
- On Seesaw, work closely with the classroom teacher to lead, plan and implement continuous reporting tasks that reflects student learning in Literacy and Numeracy.
- Utilise innovative technology resources across all curriculum areas in the Junior School.

2. Curriculum, Resource Development and Professional Learning

- Actively participate in the design, development, and evaluation of curriculum documents in Literacy and Numeracy
- If possible, be familiar with the Little Learners Love Literacy or Sounds Write programs, as well as familiarity with the Hochman method for explicit writing instruction
- Deliver the CGGS curriculum that is age-appropriate across all year levels and meets the Australian Curriculum requirements
- Contribute actively to the development of curriculum, teaching and assessment materials and to keep-up-to-date with all curriculum and resource developments, particularly in Literacy and Numeracy.

3. Student Wellbeing

- Care for the students in their class in a way that reflects the CGGS vision and values.
- Be sensitive to students experiencing personal, social and/or organisational issues.
- Implement strategies for getting to know, and follow the progress of, each student in class.
- Work actively with colleagues (Classroom Teachers) and parents concerning the wellbeing of students.
- Consult with the Deputy Head of Junior School and the Head of Junior School as necessary.

4. Professional Learning

- 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.
- On a regular basis, initiate and complete professional learning courses and workshops in Literacy and Numeracy that ensures the Literacy and Numeracy Teacher is at the cutting-edge of these curriculum areas.
- Attend appropriate seminars, workshops and courses in consultation with the Head of Junior School.

5. General Administration and other activities

- Adhere to school procedures in relation to matters such as student attendance, punctuality, care of rooms and school rules.
- Attend and contribute to meetings for subject, faculty and staff and parent-teacher meetings, school events, Open Day, excursions, assemblies and services.
- 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.

6. Other duties as appropriate to the position

- Attend staff meetings and briefings as scheduled each term
- All other duties and responsibilities as set out in the CGGS Staff Handbook

KEY PERSONAL ATTRIBUTES

- A love of teaching and a passion for education
- A strong interest in working with children
- High level interpersonal skills and proven ability to work collaboratively in a team
- Excellent technical competence and skills
- 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

QUALIFICATIONS

Essential Criteria:

- Tertiary degree in Education
- First Aid qualification (Level 2) and current CPR qualification
- Anaphylaxis Awareness qualification in line with Ministerial Order No. 706
- Current VIT Registration
- Child Safe Standards policy commitment and signed acceptance
- Disability Standards for Education qualifications

Desirable Criteria:

- Post graduate qualification/s
- Completion of Little Learners Love Literacy training program
- Completion of training in The Writing Revolution and/or Hochman method

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
- Fully vaccinated (boosted) against COVID-19

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 of the School.