



POSITION DESCRIPTION

Position:	Teacher of French
Campus:	Senior School
Reports to:	Head of Senior School
Time Fraction:	Full-time, 1.00FTE
Tenure:	Ongoing
Effective Date:	1 January, 2025

1. College Overview

The Geelong College is a co-educational day and boarding school embracing the Uniting Church Christian ethos. Founded more than 160 years ago, The College comprises of three schools – Junior, Middle and Senior – with some 1700 students as day and boarding members of our community. The College aims to prepare students to go out into the world with purpose and confidence, with a breadth of knowledge, a range of interests and a wealth of experience that will stand them in good stead for a bright future. It is the rich curriculum, expert tuition, opportunities to lead and the full range of co-curricular activities that ensure we achieve this.

2. Our Purpose

The Geelong College aims to provide an inspiring education where all students can learn how to learn, flourish, be innovative and aspire to futures that harness their many skills and abilities.

We aim for our students to be respectful and to confidently develop their academic, emotional, physical, social and spiritual potential.

The Geelong College also seeks to provide learning experiences that shape personal development in ways that prepare students to positively contribute to society.

3. College Values

- Integrity with compassion
- Community with diversity
- Aspiration with humility
- Respect with grace
- Endeavour with courage

4. Child Safety Statement

The Geelong College is a Child Safe School. We have a zero-tolerance stance on child abuse and are committed to the protection of all children from all forms of abuse. The Geelong College recognises that in order to achieve a child safe environment at the College which meets students' intellectual, physical, social, emotional and moral needs, students need to be involved in the creation and maintenance of such an environment.

We are committed to taking a preventative and proactive approach to providing a child safe environment where children and young people are safe and feel safe; they are empowered to use their voices when decisions are being made that affect their safety. We are also committed to providing simple and accessible processes to assist all children to identify and communicate when they do not feel safe. Particularly, this includes those who are Aboriginal and Torres Strait Islander, from culturally-diverse backgrounds and those with a disability.

We are clear about our behavioural expectations of every person in our community and are committed to having a shared understanding of and responsibility for child safety. All staff are expected to uphold a culture that protects children from all forms of harm.

5. Position Overview

The College is looking to employ teachers who provide the best possible education for students within their subject areas and contribute to pastoral care and co-curricular programs.

It is a requirement that you undertake your duties on campus or at a location specified by your line manager, unless directed otherwise.

Please note: this is a 0.8 Teacher of French and 0.2 additional teaching method.

6. Key Responsibilities

6.1 Student Learning

- Teach French, including VCE French (preferred) in the Senior School (Years 9 to 12)
- Facilitate stimulating face-to-face lessons to the students and create an environment of active and genuine learning
- Maintain excellent communication and relationships with students, parents and staff
- Prepare for and attend relevant student review meetings
- Provide timely ongoing feedback within SEQTA Learn to students on their progress
- Prepare formal academic reports as required by the College
- Utilise support staff appropriately in assisting student learning
- Actively pursue best practice in the areas of responsibilities, through professional development

6.2 Professional Standards

- Actively seek pedagogical knowledge through own professional reading, research and collegial partnerships
- Work collaboratively as a member of the teaching team to ensure the best possible outcomes for students
- Actively engage in professional development activities and contribute to improved teaching methods, pastoral skills and knowledge
- Actively engage in Department and Staff meetings
- Adhere to and abide by the expectations of The Geelong College Code of Conduct
- All responsibilities attached to teaching class/es
- Adhere to Work Health and Safety policies and procedures

6.3 Classroom Management

- Adhere to positive behaviour education techniques
- Establish a learning and social environment where students participate actively, willingly and confidently in all situations
- Implement strategies and expectations that create a positive learning culture
- Deal with students in a courteous, firm, consistent and fair manner at all times
- Have knowledge of and advise students of the School's policies
- Educate students about positive behaviour and manage inappropriate behaviour in accordance with the College's policies
- Be punctual, manage time, lesson planning and assessment schedules efficiently
- Monitor student progress and liaise with Educational Leaders and Head of Department regarding individual student needs

All teachers at The Geelong College are fully involved in the pastoral and co-curricular development of our students and are supportive of the Uniting Church ethos of the School.

6.4 Co-curricular and Experiential Learning

- The Geelong College is a proud member of the Association of Public Schools (APS) and Association of Grammar Schools of Victoria (AGSV). Broadly, the purpose of our involvement is to ensure access to a comprehensive and high-quality sporting competition for our students, fostering individual and team development for all. It is an expectation, and privilege, for staff of The Geelong College to actively participate in the co-curricular endeavours of our students. Teaching staff are required to participate in one season (two terms) of sport per year which includes attendance at before or after school training at least twice per week, and Saturday competition attendance. Whilst there are other co-curricular options available to staff including, but not limited to, Performing Arts, Music and Debating, at the heart of a teacher's involvement, is the support of our students to thrive outside of the traditional classroom setting.
- Experiential learning is an educational approach that emphasises hands-on, real-world experiences as a means of facilitating learning and personal growth. In each year students learn through experiences across leadership and service, learning outdoors and cultural immersions. These experiences are tailored for developmental levels and to support learning objectives. Experiences include camps, trips, retreats, excursions, incursions, special days, fundraising and service activities. These experiences complement curricular and co-curricular activities and other opportunities that aim to develop well rounded students who have the confidence to develop their academic, emotional, physical, social and spiritual potential. Teaching staff are required to contribute to the experiential learning program through active participation.

6.5 Pastoral

- This position includes duties associated with a pastoral care group
- Provide support to each student within the pastoral care framework
- Liaise with Heads of Houses and Teachers on the progress of each student to ensure a holistic approach to well-being and development

6.6 Other Responsibilities

- Fulfil a role as a House Tutor who is the prime carer for students in their academic and personal development

As part of your role, you are expected to participate in a range of duties beyond classroom responsibilities. These duties may include, but are not limited to:

- Participating in 'in house' professional development, staff in-services and training activities
- Participating in the Tutor program
- Participating in relevant meetings
- Active involvement in curriculum and information evenings
- Attending Learning Conferences (Parent Teacher Interviews)

7. Personal Qualities and Attitudes

- Exemplary role model
- Supportive of the College ethos and agree with its Vision for Learning
- Commitment to achieving best practice in teaching and learning

- Comfortable working in a caring and Christian environment and will feel sympathetic to the principles that the school espouses
- Energetic, pro-active, and able to demonstrate initiative
- A high-level of interpersonal and communication skills
- Loyalty and commitment to the School, students and staff
- Well-developed skills of time management and organisation
- Exhibit personal behaviour reflective of the ethos and Christian foundations of the College

8. Qualifications and Experience

QE1 Relevant educational qualification and experience gained in a similar role

QE2 Have a high level of competency and be fluent in the French language

9. Key Selection Criteria

KS1 Exhibit strong subject knowledge

KS2 Demonstrated capacity to teach actively, allowing students to 'do'

KS3 Capacity to differentiate the curriculum to meet student needs in each class

KS4 Demonstrated experience with a wide range of assessment strategies to support timely, effective ongoing feedback to the learner

KS5 Demonstrated experience and willingness to work collaboratively with teachers, students and parents

KS6 Demonstrate excellent classroom management

KS7 Effective communication skills with staff, students, and parents

10. Essential Compliance Requirements

SR1 Current Victorian Institute of Teachers (VIT) registration

SR2 Have completed the Protecting Children - Mandatory Reporting and other Obligations module - The Victorian Department of Education and Training (DET)

SR3 Hold a current First Aid (HLTAID 011), CPR (HLTAID 009) and asthma

SR4 Completion of the College anaphylaxis qualification or 22578VIC anaphylaxis qualification

SR5 Provide evidence of Right to Work in Australia

SR6 Adhere to the College Staff Code of Conduct

SR7 Adhere to all of The Geelong College's policies, guidelines and procedures