Position Description

Position Title: Classroom Teacher
Faculty/Department: Academic
Reports to: Director of Faculty

Brisbane Girls Grammar School

Brisbane Girls Grammar School is a leading secondary school for girls in Australia. Established in 1875, it is one of the original Grammar Schools in Queensland with an outstanding reputation and enjoys a proud tradition of women's achievements. The historic main campus is located in the heart of Brisbane, close to the CBD. The School also has two other campuses – Rangakarra Recreational and Environmental Education Centre located at Fig Tree Pocket in the western suburbs of Brisbane and Marrapatta Memorial Outdoor Education Centre, located approximately 2 hours north of Brisbane in the Mary Valley.

Brisbane Girls Grammar School specialises in the education of teenaged girls and young women and provides an exemplary broad liberal education for over 1350 students in Years 7 to 12. Teachers model exceptional scholarship through intellectual passion, professional engagement and reputation, pedagogical expertise and curiosity; they maintain high expectations for their students, encourage adventure in learning and care for the development of the whole girl. Outstanding academic results and entry for our girls into the finest tertiary institutions in the world reflect the high quality teaching at Girls Grammar and the positive learning culture.

The Role of Classroom Teacher

Every Classroom Teacher has a responsibility to the Principal to espouse the School’s Aspiration and Intent in and out of the classroom and, in partnership with their Faculty Director and Subject Head/s, to deliver the academic programme in a way that fosters the pursuit of excellence and the attainment of each student’s potential.

The role of Classroom Teacher is central to the holistic development of all students and every teacher’s involvement in the Academic, Student Care, Outdoor Education and Co-curricular Programmes plays a vital role in this holistic development.

Key Accountabilities

Duties include, but are not limited to:

- Actively support the School’s Aspiration and Strategic Intent.
- Effectively performs educational responsibilities as delegated, including (but not exclusive to) coordinating unit outlines, lesson plans and assessment for their classes or groups of classes.
- Ensures a safe and supportive classroom environment for all students and adheres to the relevant School policies.
- Helps build relationships with their students and other staff that are based on respect and trust and develop a sense of shared purpose, shared vision and shared values.
- Adheres to a holistic approach to academic care.
- Supports teamwork and professionally collaborates with colleagues.
- Informs and seeks to be informed about students in their classes and issues within their subject area.
- Promotes the School within the broader community and makes known, where appropriate, the School’s developments in the teaching of their academic discipline.
- Provides input into their Faculty and reflects on the effectiveness of their contributions to the Faculty in which they operate. May provide strategic input into the teaching and learning of their subject area, including its philosophy, practices in teaching, and developments in new research and ICT opportunities.
• Actively seeks to improve their teaching practice and goals that they wish to achieve through their professional development plan.

**Demonstrates commitment to the following Professional Standards for Teachers:**

*Know their students and how they learn*

• Establishes and maintains positive, appropriate and supportive professional relationships with students.
• Displays patience and empathy in their interactions with students.
• Develops, implement and continually review their teaching practices to ensure quality student outcomes.

*Know the content and how to teach it*

• Maintains current accreditation by the Queensland College of Teachers (QCT).
• Demonstrates a comprehensive knowledge of their subject area/s and actively maintains currency in those areas.
• Explicitly and implicitly differentiates learning experiences to provide opportunities for all learners.
• Maintains currency in accreditation or certification where required.
• Demonstrates knowledge of relevant external requirements regarding the implementation of curriculum for students, including (but not exclusive to) syllabus requirements of the Queensland Studies Authority and the Australian Curriculum.

*Plan for and implement effective teaching and learning*

• Implements teaching and learning strategies consistent with the School’s Philosophy of Teaching.
• Plans and organises lessons effectively; submits lesson plans, work programmes and evaluations to supervising staff where required.
• Integrates the use of technology in the teaching and learning experiences for students.
• Demonstrates a willingness to explore and/or new pedagogies to promote student learning outcomes.
• Co-operates with colleagues in subject/year areas in planning, teaching and curriculum matters in an effective team environment.

*Create and maintain supportive and safe learning environments*

• Fosters a learning environment that promotes the individual student’s motivation and engagement.
• Establishes clear rules and expectations for student behaviour in the classroom.
• Utilises effective classroom management strategies, consistent with the School Policies and expectations.
• Maintains a class environment that is safe, educationally effective and well organised.
• Ensures student presentation is tidy and appropriate at all times.
• Actively supports and is involved in the Student Care programme.
• Liaises with Heads of House regarding student management issues.
• Participates in, is committed to and assists with House activities.

*Assess, provide feedback and report on student learning*

• Maintains consistency and accuracy in the grading, moderation and feedback of assessment items across all year levels.
• Returns student work in a timely fashion in accordance with Faculty and School expectations.
• Meets deadlines regarding the submission of grades and reports as per established timelines.

*Engage in professional learning*

• Displays a commitment to teaching and to developing themselves professionally to ensure vitality, renewal and continual improvement in their teaching practice and subject knowledge.
• Participates in and meets requirements of the School’s Professional Review Process.
• Maintains currency of subject knowledge through external professional development.
- Participates in School-based professional learning experiences.
- Maintains currency in accreditation or certification where required for curriculum or co-curricular responsibilities.
- Satisfies minimum professional learning involvement to renew QCT registration.

**Engage professionally with colleagues, parents/carers and the community**

- Maintains knowledge of School Policies and Procedures; supports and conforms to School Policies in the completion of responsibilities.
- Meets standards of punctuality to assigned classes or responsibilities as delegated.
- Meets relevant deadlines.
- Maintains accurate class rolls according to School Attendance Policy.
- Participates in meetings relevant to his/her role in the School.
- Maintains a professional level of dress and appearance.
- Maintains professional standards of communication with staff, parents and students using appropriate channels.
- Is involved in coaching, organising or assisting with an approved School Co-Curricular activity, as negotiated with the Dean of Co-Curriculum.
- Adheres to guidelines and procedures for co-curricular activities as established by the Dean of Co-Curriculum.
- Supports the Outdoor Education Programme and participates in the camp programme at Marrapatta, at least biennially, unless extenuating circumstances require an exemption by the Principal.

**Qualifications, Experience and Competencies**

- Relevant tertiary degree and teaching qualifications; a Masters’ degree would be highly regarded.
- Current Queensland College of Teachers registration, or satisfy the necessary criteria to gain registration.
- Demonstrated passion and expertise in teaching within a particular discipline.
- Proven ability to understand diverse students’ learning styles and can demonstrate effective teaching outcomes.
- Demonstrated ability to apply relevant theory and research relating to girls’ education.
- Possess excellent written and interpersonal communication skills.
- Demonstrated technological literacy across a range of applications.
- Ability to liaise professionally with staff, students, parents and other colleagues.
- Demonstrated ability to be innovative in curriculum design and lesson planning to ensure optimal student engagement.
- Proven ability to work collaboratively and energetically within a high performing School culture.
- Exemplary professional presentation and manner.