



Teacher

Organisation	Southern Cross Grammar
Classification	Teacher
Salary	In accordance with years of experience and level of responsibility
Superannuation	Employer superannuation contributions of 9.5% or such other rate prescribed under the Superannuation Guarantee legislation
Employment Type	Teacher
Other Benefits	Salary Packaging benefits, state-of-the-art facilities, quality staff professional learning and leadership opportunities
Reports to	Principal

School Profile

Located in Caroline Springs, Southern Cross Grammar features curriculum and pedagogy based on proven educational research combined with a global outlook. The school offers new opportunities and choices that are intellectually stimulating, progressive and exciting.

We strive to open new doors for all of our students by recognising each student's personal achievements, goals and dreams. We see what's possible and then take each student on a journey to make it a reality.

We believe in creating the very best possibilities for all of our students and look forward to you discovering this difference.

The Position

Teachers working at Southern Cross Grammar will work in a professionally rich and challenging environment. The SCG Charter, Student Centred Vision and NGL philosophy define the broader educational philosophy in which teachers can expect to participate and contribute. The four teaching principles of New Generation Learning[®] are extensively developed and are as follows:

- Clinical diagnosis, prescription and treatment – The Clinical Principle;
- Teaching with passion – The Passion Principle;
- Facilitated inquiry and stimulation of higher-order cognition – The Thinking Principle;
- E-technologies – The Futures Principle.

It is expected that these principles will guide pedagogical practices will locate Southern Cross Grammar at the forefront of education internationally.

In addition, SCG teaching staff will be expected to engage in the continuous improvement of teaching and learning through structured analysis and review; be unrelenting in their commitment to their students and building learning partnerships with their families.

Background Information

Southern Cross Grammar sets itself a number of standards of excellence to be achieved within the professional environment of operation. Firstly, we seek to stimulate innovation, particularly in pedagogy, curricula, resource use, community-building and business practice. Secondly, we place an emphasis on shared or parallel leadership, responsibility and accountability as a way of achieving excellence in our school. Thirdly, we are committed to establishing and nurturing professional learning communities which ensure a sense of pride and belonging. Fourthly, we expect that our staff, students and volunteers demonstrate high levels of personal conduct in all aspects of School life.



Finally, we are committed to providing facilities and grounds which meet the highest standards of sustainable design, construction and maintenance.

In terms of curriculum, we seek to offer a child-centred program founded on internationally recognised curriculum, pedagogical and evaluation principles. Unashamedly, Literacy, Numeracy and Learning Technologies are the three most important facets of our curriculum programs and are given priority at all times.

We value the diversity of social, cultural and academic backgrounds of our students and strive to provide a fully comprehensive curriculum that respects the full range of capabilities and needs of our students. In order to achieve this, our facilities will be designed to support engagement by children in New Generation Learning[®] - flexible spaces that accommodate a range of teaching and learning environments; child-orientated, safe, aesthetically appropriate facilities that contribute to the well being of all members of our school community; and construction and maintenance of facilities to the highest standards of sustainability.

Key Duties and Responsibilities

- Collaboratively plan the relevant teaching, learning and assessment programs
- Work in synergy and coalition with colleagues in their teaching team to ensure quality of and provide accountability for these programs
- Implement programs with diligence, commitment and sensitivity to the individual needs of learners, differentiating learning experiences and assessment opportunities as appropriate
- Measure and monitor the progress of individuals and groups of children as learning programs proceed, instigating the involvement of internal or external diagnostic tools to determine appropriate intervention
- Analyse and evaluate information from a range of diagnostic qualitative and quantitative sources to determine each individual's learning progress and achievements
- Report learning progress, individual successes, areas of challenge and potential strategies for improvement to parents and carers within the framework provided meeting key timelines through efficient and effective self-management
- Support the development of each student's personal, social and emotional domains through pastoral care policies and structures
- Participate actively in ongoing professional learning opportunities that contribute to both the practitioner's personal, professional capacity as well as to the School's organisational capacity
- Contribute to the development of Literacy, Numeracy and Learning Technology in each student across all learning programs
- Contribute to the development and health of learning partnerships with School families through participation in and support of the co-curricular School and community events and programs
- Apply a working knowledge of the curriculum and learning programs that precede and follow the current teaching, learning and assessment programs being developed and implemented.

Personal Requirements/Selection Criteria

The successful applicant will be able to demonstrate the following:

- A clearly articulated educational philosophy that is synergistic and harmonious with the SCG Purpose and Charter.
- Demonstrated qualities of a personal and professional learner; specifically, the ability to reflect on one's own performance, recalibrate one's own practice and achieve continuous professional improvement.
- Demonstrated knowledge of and expertise in the implementation of pedagogical models appropriate and relevant to students' age and stage of development and / or to the particular discipline.



- Demonstrated ability to foster a psychologically safe and supportive learning environment in which students are encouraged and assisted to strive to reach their full personal potential.
- Demonstrated qualities of: adaptability; accountability; flexibility; innovation; initiative; problem-solving skills; energy; dynamism; passion and commitment
- Demonstrated capacity to work effectively both as a member of a team and independently, in a spirit of consultation and collegiality, including a willingness to operate within shared or parallel leadership structures.
- Demonstrated excellent written, oral, organisational and interpersonal skills including basic conflict resolution and negotiation skills that allow the applicant to engage positively with students, colleagues, parents and the wider community in a variety of contexts and situations.
- Awareness of one's own particular gifts or talents and an ability to mobilise these personal assets for the benefit of learners, colleagues and the community.
- Demonstrated capacity to use and implement Learning Technologies to enhance student learning.
- Familiarity with and the capacity to implement programs in accordance with prescribed curriculum frameworks and study designs such as Victorian Curriculum and VCE.
- It is required that the applicant be a fully qualified teacher, registered to teach or eligible to be registered to teach, within the State of Victoria with appropriate Tertiary qualifications in relevant teaching area/s.

Key Contacts

- Principal
- Deputy Principals
- Head of School
- Colleagues in Teaching Teams
- Support staff
- Students and parents

Conditions of Employment

- A salary will be paid according to qualifications, experience and demonstrated capacity to achieve outcomes.
- Salary packaging arrangements (SCG school tuition fees, childcare fees, motor vehicles and superannuation) are available to all employees.
- General conditions of employment will be in accord with the relevant industrial agreement.
- Provision is made for Long Service Leave in accordance with the Long Service Leave Act 1992.
- In general the hours of duty are 8:10am to 4:15pm during school terms.
- The nature of teaching necessitates that the successful applicant may be required to be present on the campus before and beyond the regular nominated hours of duty.
- Access to School computer for personal use.
- Southern Cross Grammar is an equal opportunity employer.