

Primary Teacher

Position reports to	Head of Primary
Direct Reports	Nil
Classification	Teacher, Southern Cross Grammar Enterprise Agreement 2023
FTE	1.0 FTE

About Us

At Southern Cross Grammar, we believe education is most powerful when a student is truly known and their potential is unlocked to shape what comes next. We are an independent, co-educational, non-denominational Foundation to Year 12 school located on a single campus in Caroline Springs, Victoria. Established in 2011, we are a learning community united by a clear purpose: to develop people who make a positive difference in the world. Guided by our values of Respect, Inclusivity, Excellence, and Resilience, our philosophy combines evidence-based teaching and strong relationships to support meaningful growth for all learners.

This work is led by dedicated staff who are deeply invested in each student's learning and development, and who continually reflect on their professional practice to ensure it remains purposeful, informed, and responsive. In partnership with our families, we prepare our students for lives of purpose and impact, grounded in the belief that when students matter, futures shine brighter.

Key Accountabilities of the Role

Developmental Pedagogy and Learning

- Demonstrate expertise in applying evidence-based pedagogy, integrating insights from cognitive science (including cognitive load theory, attention theory, and the science of learning)
- Deliver explicit instruction in foundational literacy and numeracy while embedding inquiry models
- Work collaboratively with the Head of Teaching and Learning and teaching colleagues to develop programs and initiatives that support the academic growth of each student and create opportunities for quality learning experiences
- Develop and review the curriculum, resources, feedback and assessment practices and targeted teaching and learning strategies across programs
- Ensure that a sound knowledge of emerging trends in educational theory, learning theory, learning technology, student achievement, assessment and methodologies underpins all learning and teaching across programs.



Student Care

- Know your students – understanding a student’s physical, psychological and emotional developmental stages from an evidence-based perspective
- Promote a safe, inclusive, and restorative environment where student achievements are celebrated, learning dispositions are fostered, and every child feels valued and connected
- Model restorative practices to address conflict, build relationships, and support wellbeing alongside academic growth
- Encourage a positive environment, where achievements are celebrated, each student feels valued, and a sense of belonging and connectedness is created for all
- Model authentic and meaningful conversations with members of our community, adopting a restorative approach in addressing issues of conflict as required
- Collaborate with the Head of Primary, Head of Inclusive Education, School Psychologist and other teachers to ensure the support of students with additional needs and/or at-risk students.

Communication and Connection

- Demonstrate a firm commitment to upholding Southern Cross Grammar’s Purpose, Philosophy and Values of Respect, Inclusivity, Excellence and Resilience
- Build strong collaborative relationships with students, colleagues, and families while actively engaging with universities, industries, and global partners to extend learning beyond the classroom
- Prioritise transparent communication and purposeful collaboration to enhance student learning, wellbeing, and future readiness
- Regularly communicate with parents/guardians to assist them in supporting their child’s academic growth and wellbeing
- Work closely with colleagues in the provision of a challenging, balanced, relevant and differentiated curriculum for students across programs
- Collaborate with the Head of Primary and the Head of Data and Reporting to plan for and provide data on individual student academic, social and behavioural progress
- Actively build professional networks with key external partners and professional associations
- Engage in Professional Learning and attend all staff meetings.
- Work attendance outside of ordinary school hours is required where directed to support events, functions and programs.

Key Capabilities

- Confident in working autonomously and in a team setting to produce quality outcomes for students
- Clear sense of initiative and personal accountability
- Exemplary teacher with demonstrated understanding of curriculum design, evidence-based pedagogy, and the effective use of technology to enhance learning



- Commitment to continuous improvement, reflective practice, and aligning SCG's strategic priorities
- Experience working in teams and the capacity to develop co-operative working relationships which promote excellence in teaching and learning
- Exemplary interpersonal skills including negotiation, influencing, conflict resolution and active listening
- High level written and verbal communication skills
- Effective time management strategies and the ability to prioritise workload
- Genuine interest in the School, students and families in the School Community
- Willingness to undertake other duties as reasonably required by the Principal.

Key Working Relationships

- Principal
- Head of Primary and Deputy Head of Primary
- Executive and Senior Leadership teams
- Primary teaching staff
- Students, parents and school community
- Subject Association/s

Health and Safety

Staff are required to:

- Take reasonable care for their own health and safety and that of other staff who may be affected by their conduct
- Demonstrate awareness of Work Health and Safety issues, and have a working knowledge of the School's health and safety policies and procedures
- Participate in Work Health and Safety related training
- Promote a safe working environment by raising work health and safety concerns in a timely manner and reporting any notifiable incident or health and safety matters to the Principal, or member of the OHS committee.

Child Safety

Southern Cross Grammar is committed to creating and maintaining a child safe environment in which students feel safe and are safe.

All staff are required to:

- Provide students with a child safe environment
- Proactively monitor and support student wellbeing
- Have a working knowledge and understanding of the School's Child Safe Policies and Code of Conduct, and any other policies and procedures relating to child safety
- Undertake training to maintain compliance with all child safety legislation, standards and regulations.

Conditions of Employment

- Southern Cross Grammar is an equal opportunity employer
- Evidence of relevant Qualification/s in Education and VIT Registration
- Current Level 2 First Aid and CPR Certificate, Asthma and Anaphylaxis training or willingness to undertake prior to or on commencement of employment
- Salary packaging benefits and professional learning and leadership opportunities
- Employer superannuation contributions as prescribed under the Superannuation Guarantee legislation
- Employment and leave provisions as outlined in the Southern Cross Grammar Enterprise Agreement 2023

Final Statement

The purpose of the position description is to provide an overview of the major tasks and responsibilities of the position. It is not intended to represent the entirety of the position. The incumbent may be requested to perform other work tasks, not specifically stated, and the Executive may modify the position description in consultation with the incumbent from time to time, depending on the operational needs and requirements of the School.