POSITION DESCRIPTION

PART OF AngliSchools

Position Title	Teacher (Secondary)
Tenure	Permanent | Part time | Full time
Department	Secondary School
Reports To	Head of Department
EBA	The Anglican Schools Commission Incorporated Western Australia Agreement 2019
Classification	WA Teacher Step 1 to Step 10
Date Last Reviewed	August 2026

POSITION PURPOSE

The purpose of the Teacher (Secondary) position is to provide high-quality, evidence-informed teaching and learning that engages, challenges and supports students to achieve their full potential.

The Teacher is responsible for creating a safe, inclusive and engaging learning environment; planning, delivering and assessing effective curriculum programs; and supporting the academic, social and emotional wellbeing of students. The role works collaboratively with colleagues, students and families to promote positive learning outcomes, strong relationships and a culture of continuous improvement.

Teachers are expected to contribute actively to the broader life of Georgiana Molloy Anglican School through pastoral care, co-curricular activities, professional learning and School programs, while demonstrating a commitment to child safety, the GMAS Vision for Learning, School Values and the ethos of Anglican education.

KEY ACCOUNTABILITIES

Curriculum

- Establish positive, safe and inclusive learning environments through strong relationships, high expectations, restorative practices and proactive support for student wellbeing and engagement.
- Use evidence-informed teaching strategies that have demonstrated impact on student learning and engagement.
- Engage in reflective practice to evaluate the effectiveness of teaching and improve student outcomes.
- Collaborate with colleagues to plan, review and refine curriculum and assessment practices.
- Align teaching and learning practices to the GMAS Vision for Learning.
- Contribute to a culture of innovation and continuous improvement in teaching and learning.
- Participate in professional learning communities focused on improving teaching practice and student achievement.
- In the Anglican tradition, nurture Christian formation and educational excellence in all students, inspiring them to reach their full potential as individuals and serving members of the wider community.
- Teach an area of the curriculum or a general curriculum to a number of year levels.

- Be willing and able to competently teach the Christian Religious Studies (RAISE) program, or equivalent, if required.
- Use formative assessment and summative practices to provide timely feedback and support student growth.
- Be conversant with and refer to the School Curriculum and Standards Authority (SCSA) and *Australian Curriculum, Assessment and Reporting Authority* **(***ACARA***)** requirements and other relevant documents to ensure that the correct elements are embedded in each course and build these into classroom experiences and assessment instruments.
- Have the content knowledge and pedagogical practice to meet the diverse needs of all students.
- Analyse student achievement and wellbeing data to inform planning, intervention and differentiation.
- Plan and implement a range of teaching programs or courses of study.
- Monitor, evaluate and report student progress.
- Maintain records of class attendance and student progress.
- Develop work and assessment programmes in each relevant subject area and plan for each term and semester, focusing on individual student learning needs.
- Inform students of each term's program and assessment requirements (if applicable) prior to delivery.
- Implement work programs as per school requirements.
- Monitor progress and provide feedback to students, other teaching staff, and parents, being particularly aware of the need to respond promptly to student and parent concerns.
- Accurately and consistently update students' records in their administration files.
- At reporting times, accurately draft and redraft student reports within the published timeframe.
- Teach across discipline(s) and cohort levels appropriate to the school's timetabling needs.
- Teach composite classes and flexible groupings if and when required.
- Display information technology skills (including the Apple Platform) that are translated into daily classroom teaching practice and pedagogy.

Co-Curricular Program (40-hour per annum requirement)

- Contribute to a range of co-curricular programs.
- Be fully committed, philosophically and in practice, to the co-curricular program and the role it plays at the School. This will involve commitment during school hours, outside school hours and on weekends, depending upon the allocated/chosen activity.
- Plan and implement your component of the co-curricular program in accordance with your skills and the specific needs of the School.
- Be available to participate in the annual Educational Camp Program, which will involve some overnight work away from Busselton.

Pastoral Care

- Be an active member of the House Group System in accordance with the direction of the School.
- Provide a child-safe environment in accordance with the Child Safe Standards.
- Implement restorative and relational practices consistent with GMAS Student Wellbeing and Behaviour Policies.
- Develop authentic and trusting relationships with students that promote belonging, wellbeing and engagement.
- Implement restorative approaches that build student responsibility, strengthen relationships and support positive behaviour.
- Partner with families to support student wellbeing, learning progress and successful outcomes.
- Identify and respond appropriately to student wellbeing needs in collaboration with relevant staff and support services.
- Contribute to a school culture where every student feels safe, known, respected, included and valued.
- Take responsibility for the pastoral needs, duty of care and standards of behaviour of all students inside and outside the classroom.

Whole-School Responsibilities

- Attend and contribute to meetings, professional learning, school events, Discovery Day, excursions, assemblies and services.

- Undertake rostered supervisory duties outside of the classroom and exercise responsibility for the welfare of students.
- Supervise pre-service teachers as required.

Communications
- Be an exceptional communicator and have an open, collegial and collaborative style.
- Promote and facilitate effective communication across Year 7 to Year 12.
- Implement timely and effective communication strategies between the School and families.
- Be available in a consultative capacity for staff.

Manage Self and Professional Skills
- Comply with the GMAS Staff Code of Conduct and TRBWA Teacher-Student Professional Boundaries.
- Comply with legal, regulatory, ethical, environmental and social responsibilities and requirements.
- Adhere to and comply with all WHS policies and procedures and relevant legislation.

Other Duties
- Maintain a practising role in the teaching program and/or provide cover for a teacher if urgent issues arise.
- Teaching load is determined on a year-by-year basis.

Undertake other duties as directed by the Principal and/or Deputy Principal.

This position description is intended as a guideline to illustrate the main job responsibilities. It is not intended to be an exhaustive list and may change within the scope of the role at the Principal's discretion. Employees may also be required to undertake other reasonable duties as directed.

CORE EXPECTATIONS

- Maintain strict confidentiality with respect to the School's business.
- Attend relevant School meetings, professional learning and other meetings as required.
- Display a strong dedication to customer service.
- Foster a commitment to continuous improvement and the value of collaboration and sharing of knowledge and information.
- Demonstrate overt support for the School values.
- Develop and maintain positive working relationships with stakeholders.
- Be appraised regularly, according to the Staff Appraisal Programme in place in the school.

POSITION DIMENSIONS

Budget / Expenditure:
As advised annually by the Principal, Business Manager and Head of Department.

Significant Work Relationships

Internal
- Principal
- Senior Leadership Team
- Director of Teaching and Learning
- Head of Department
- Heads of House
- Teaching Staff
- Support Staff
- Students

External
- Parents and Caregivers

Work Pattern:
All teaching staff are to be at work no later than 20 minutes before the scheduled starting time for the first classes or scheduled activity of the day, and to remain for no less than 20 minutes after the scheduled finishing time for the school day. This also applies to student-free days except where otherwise negotiated with the Principal.

SELECTION CRITERIA

Selection Criteria (to be addressed within the candidate's application for employment)
Essential

1. Appropriate educational qualifications/Bachelor's degree in the relevant subject area and current TRBWA registration.
2. Demonstrated experience in, or an understanding of the AITSL standards.
3. Capacity to create inclusive, culturally responsive and engaging learning environments that support diverse learners.
4. Demonstrated understanding and application of restorative practices in supporting student wellbeing and behaviour.
5. Experience in teaching relevant subject area course(s) in WA schools, or other appropriate systems, with the capacity to teach to ATAR level in at least one subject area course.
6. Commitment to continuous professional growth, reflective practice and innovation in teaching and learning.
7. Demonstrated ability to build positive and productive relationships with students, families and colleagues.
8. Demonstrated capacity to inspire young learners, with a commitment to learning and a passion for teaching.
9. A high level of interpersonal skills, a willingness to be an active team member and the ability to contribute to the direction of the School.
10. Demonstrated clarity of educational purpose and vision, and engagement with our School Values and Vision for Learning.
11. Applicants should be prepared to make a significant contribution to the School's co-curricular program in area(s) of interest or expertise.

ELIGIBILITY AND TRAINING REQUIREMENTS

- Obtain or hold a current Working with Children Check.
- Maintain full registration as a teacher with the Teacher Registration Board of Western Australia (TRBWA).
- Be supportive of the objectives and ethos of an Anglican education.

INHERENT REQUIREMENTS OF THE POSITION

The successful applicant must be able to:

- Teach and supervise students effectively, maintaining appropriate duty of care, professional boundaries and a safe, inclusive learning environment.
- Maintain appropriate physical capacity to undertake classroom teaching and supervision, including regular standing, walking, sitting and movement throughout the School campus.
- Undertake supervision and School activities in a range of indoor and outdoor environments, including rostered duties, excursions, camps, sporting activities and School events.
- Communicate effectively and professionally with students, colleagues, parents/caregivers and other members of the School community.
- Maintain concentration, situational awareness and sound professional judgement, particularly when responsible for the learning, behaviour, wellbeing and safety of students.
- Plan, organise and manage competing responsibilities, including teaching programs, assessment, reporting, record keeping, meetings and other professional requirements within required timeframes.

- Respond appropriately and professionally to challenging or unexpected situations, including student behavioural, wellbeing, safety and emergency matters.
- Participate in the broader life of the School, including meetings, professional learning, co-curricular activities, excursions, camps and School events, including activities outside normal School hours where required.
- Maintain all required professional registrations, screening and clearances, including current TRBWA registration and Working with Children Check.
- Comply with all professional, child safety and workplace requirements, including the Staff Code of Conduct, Child Protection Policies, professional boundaries, WHS requirements, School policies and lawful and reasonable directions.

Reasonable adjustments will be considered where appropriate to enable an employee to perform the inherent requirements of the position, provided the adjustments do not compromise student safety, duty of care or the essential requirements of the role.

OUR COMMITMENT TO CHILD SAFETY AND ANGLICAN ETHOS

Georgiana Molloy Anglican School is a child-safe environment. Our School actively promotes the safety and wellbeing of all students, and all School staff are expected to be committed to protecting students from abuse or harm in the School environment, in accordance with their legal obligations and our Child Protection Policies and Staff Code of Conduct. A valid Working with Children Card and Nationally Coordinated Criminal History Check are required for all employees at Georgiana Molloy Anglican School.

Georgiana Molloy Anglican School is an Anglican School, and applicants should be able to demonstrate empathy with and support for the School's Anglican Ethos.

AUTHORISATION

I hereby agree that this Position Description accurately reflects work requirements.

Principal	Mr Brad Evans Name	Signature	Date
Teacher (Secondary)	Name	Signature	Date