

# Teacher

## Position Description



### Statement of Faith

Highview College is a Christian Ecumenical College. This means that the person and the message of Jesus Christ is at the heart of the learning, values, and principles we espouse, and that we promote Christian unity and respect for all throughout our School. Highview's core beliefs can be found in the Bible, in accordance with God's desire for growing toward the wholeness of being for all.

### Educational Vision

Highview College is an ecumenical, independent, co-educational Year 7-12 school founded on Christian values. Highview College was established in 1974 as the first ecumenical school in Australia. The belief that those of all faiths and cultural backgrounds should be welcomed laid the foundation of our College. We are an inclusive community that welcomes families and staff from all faiths. Our GRACE values are Growth, Respect, Aspiration, Compassion, and Excellence, guiding everything we do.

### Child Safe Statement

Highview College is committed to creating and maintaining a child safe environment in which all students, including Aboriginal children, students from culturally and/or linguistically diverse backgrounds, students in out-of-home care, LGBTIQ+ students and students with a disability, feel safe and are safe.

Highview actively promotes the safety and wellbeing of all students, and all staff members are committed to protecting students from abuse or harm in the College environment, in accordance with our legal obligations including child safe standards.

Highview College has Child Safe Policies and a Child Safe Code of Conduct. All staff members of the school are subject to and expected to comply with the Child Safe Policies and the Child Safe Code of Conduct. A condition of employment is that all staff are deemed to be persons suitable to work with children.

### Why Highview?

Highview College is a connected Year 7–12 community where staff and students genuinely know one another, guided by our GRACE values and a commitment to helping every student grow through meaningful pathways.

- **Real community connection:** serving Maryborough and the Central Goldfields region, with staff drawn from across the region (including commuters from Ballarat, Bendigo and surrounding towns).
- **A school where people are known:** A relationship-rich school environment that values individual growth, belonging, professional collaboration and a shared commitment to student success, with a student population of almost 500.
- **Class sizes capped at 25:** more time to teach well, build meaningful relationships, and support every learner.
- **Pathways for every student:** flexible senior options and personalised pathways, including VCE, VCE VM, VET and modified programs as needed.
- **Purpose-led and values-driven:** an inclusive, ecumenical school community where staff, students and families work together to support the growth of each individual through our GRACE values.

## POSITION OVERVIEW

The Teacher plays a key role in delivering high-quality teaching and learning in a secondary school environment, supporting students to achieve strong academic progress and to engage positively in College life. Teachers create safe, inclusive and structured learning environments, plan and deliver curriculum in line with College expectations, and use evidence-informed practice to monitor progress and provide meaningful feedback.

Teachers work collaboratively with colleagues, students and families in accordance with College policies and practices, contributing to a strong culture of learning, wellbeing and child safety. Teachers utilise SEQTA as the College Learning Management System (LMS) for learning, assessment and continuous reporting requirements.

## KEY RESPONSIBILITIES AND DUTIES

- Plan and deliver effective teaching and learning programs aligned to curriculum requirements and College expectations.
- Establish and maintain safe, supportive and inclusive learning environments that promote positive behaviour and wellbeing, in line with College policies, practices and restorative approaches.
- Use a range of assessment practices (formative and summative) to monitor student learning, provide timely feedback, and support student growth.
- Participate in moderation, cross-marking and common assessment processes as required, supporting consistency and quality of assessment and reporting.
- Maintain accurate, timely and professional records, including learning, assessment and continuous reporting requirements, using SEQTA in line with College processes.
- Support the learning needs of all students through inclusive practice, including making suitable adjustments and modifications for students with Individual Education Plans (IEPs) and documented learning needs.
- Communicate with parents/carers in accordance with College policies and practices, including participation in Parent–Teacher Interviews and other communication processes as required.
- Contribute to the College’s pastoral care/mentor structure (including DELTA or equivalent), supporting student wellbeing, belonging and engagement.
- Participate in required meetings and professional responsibilities, including faculty and whole-school meetings, professional learning (as scheduled), Monday morning briefings, and yard duty.
- Contribute to co-curricular and broader College activities as required and appropriate, noting that involvement is dependent on individual circumstances and College needs.
- Uphold Highview’s Child Safe commitments by modelling child safety leadership, maintaining appropriate record-keeping, meeting mandatory reporting obligations, and following College procedures for raising and escalating concerns.
- Maintain professional standards of confidentiality, ethical practice and appropriate boundaries in all matters relating to students, families and colleagues.

## REQUIRED SKILLS AND KNOWLEDGE

- Strong content knowledge in the teacher’s nominated method area(s) and the ability to translate this into effective secondary classroom practice.
- Demonstrated capability to plan for and deliver high-quality teaching and learning in line with College policies and practices, supporting positive student engagement and progress.
- Sound understanding of assessment for learning, including the use of formative and summative assessment to provide timely feedback and support continuous improvement in student outcomes.
- Commitment to inclusive practice, including responsibility for implementing suitable adjustments and modifications for students with IEPs and documented learning needs.
- Strong organisational, communication and digital capability, including accurate record-keeping

and use of a Learning Management System (SEQTA) for learning, assessment and continuous reporting in line with College expectations.

## QUALIFICATIONS AND EXPERIENCE

- Relevant tertiary qualifications in education.
- Current VIT registration, or eligibility and capacity to obtain VIT registration.
- Teachers of all experience levels, from graduates to highly experienced teachers, are encouraged to apply.
  - **Early Career Teachers:** Highview College provides access to an internal support network to support induction, professional practice and ongoing development.

## ROLE DETAILS

Reports to	Head of Faculty
Classification	Per Highview College Enterprise Agreement

### **Flexible Working Arrangements:**

We recognise the importance of work-life balance and offer flexible working arrangements to support our staff. This includes the possibility of part-time work, job-sharing, or other flexible scheduling options, subject to the operational needs of the school.