



# Teacher Position Description

## Job Purpose

All teachers at Corner Inlet College are responsible for providing the best possible education for each student, in line with the School's philosophy. Teachers will contribute through the development and delivery of high quality, best practice teaching and learning support programs for students with diverse learning needs. Every teacher contributes to the motivation, engagement and success, academic and otherwise, of students they teach. In the context of teaching classes, teachers are free to make decisions about the organisation and delivery of lessons. In conjunction to teaching the course, each teacher is responsible for keeping up-to-date with changes in the curriculum and with developing new, engaging resource materials.

## School Profile

Corner Inlet College (CIC) is a democratic high school in Gippsland, offering a non-traditional secondary schooling pathway. Located on rural acreage at 615 Fullers Road, Foster, South Gippsland; the largest nearby township is Foster which is 6 kms by road. Our students travel by bus from this region including Yarram, Mirboo North, Leongatha and Sandy Point.

## Our Approach

Corner Inlet College aims to create a learning environment focused on equality; where respect for self, others, and the natural environment is embedded. We value student-centred learning, and our ambition is for every Corner Inlet College student to enjoy equal opportunities and access to an exceptional learning program.

### Mission

Corner Inlet College aims to:

- Deliver the Victorian Curriculum within a progressive, evidence-based learning and teaching program,
- Generate a love for learning and creativity, motivated through a journey towards self-actualisation,
- Understand each student's unique learning style, accommodation requirements and reduce barriers to understanding,
- Designed student-centred learning, through a program that aligns education with individual interests,
- To develop opportunities for real world learning and encourage global thinking and understand cultural interconnectedness,
- To embed respect and understanding for our natural environments,
- To develop learners with growth-mindsets, emotional awareness and skills to express themselves and ask for what they need,
- Provide continual learning opportunities for members of our school and governance teams.



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## Values

Corner Inlet College is characterised by three key Values: Curiosity, Connection and Compassion. These form the foundation for our school's culture and are underpinned by evidence-based learning and teaching strategies.

- Developing a life-long love for learning
- Connecting our learners to their world
- Valuing care, uniqueness and wellbeing

## Objectives

We endeavour to provide equal opportunities and access to an exceptional learning program that meets the needs of all students. And we maintain high academic standards through our delivery of an individualised education program.

Our learners discover their passions and engage in learning experiences that extend out into the local environment and local community. Corner Inlet College students notice, design, act and reflect on the world around them.

To ensure self-determination and fulfilling lives, we work closely with our students to encourage a growth mindset and a love for life-long learning. Corner Inlet College staff hold high expectations of themselves and for every learner.

Corner Inlet College is set amongst farmlands and native forest, overlooking the vast tidal wetlands and islands of Corner Inlet Marine National Park and Yirruk Wamoon (Wilson's Promontory National Park). We encourage the students to learn through and within nature, to grow into conscious guardians of the earth.

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## Core Responsibilities

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### Teaching and Learning

Teachers have the responsibility to:

- Develop units of work in Learning Areas with progressively achievable goals that reflect the Victorian Curriculum and learning outcomes.
- Ensure that students have a clear understanding of the unit goals and, in particular, of the nature, quality and quantity of work required, of the dates for submission and the criteria for assessment.
- Provide students with a range of assessment strategies throughout the year.
- Ensure objectivity and uniformity in graded tasks for each unit.
- Provide feedback to students within two weeks of the submission date or in a timely manner.
- Moderate tasks within the school when there are multiple classes or with another school where there is just one class.
- Understand and follow Victorian Curriculum and school guidelines on assessment.
- Maintain records of adjustments for students with a disability that are necessary to allow them to participate in the educational program of the school.

### Collaboration and Communication

- Communicate in a respectful and appropriate manner to all members of the school community, in line with the Corner Inlet College Philosophy



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- Provide students with the opportunity to share their feedback about content delivery and learning tasks.
- Support student personal growth and development in accordance with the principles and values outlined in the Corner Inlet College Guiding Principles.
- Actively communicate and collaborate with other staff members on the Corner Inlet College programs and learning environment
- Participate in all aspects of Corner Inlet College, including social functions, staff meetings and planning days as required
- Proactively establish and maintain respectful and collaborative relationships with parents/carers regarding their children's learning and well-being
- Proficient use of Corner Inlet College digital platforms for staff and family communication

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### *Child Safety & Wellbeing*

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- Notify the Principal of any change in circumstances relevant to the conditions of employment, for example, if they have been charged or found guilty of a new relevant offence or if their VIT registration or permission to teach, has been suspended or includes conditions, limitations, or restrictions, as soon as they occur.
- Have or acquire prior to commencement successful attainment of Protecting Children – Mandatory Reporting module provided online by Department of Education.
- Act, seek advice or report on all cases of suspected child abuse in order to comply with Duty of Care obligations.
- Act in accordance with the school's Child Safety Code of Conduct.
- Participate in the school's child safety and wellbeing training.
- Take reasonable steps to minimise the risk of reasonably foreseeable harm to students.
- Ensure students' views are taken seriously and their voices are heard about decisions that affect them.
- Build respectful relationships with students and actively engage them in their learning and development.
- Treat all students within the school with care and equality and show no favourability towards any students or groups of students.
- Create safe, supportive learning environments where all students experience success through active participation and engagement in purposeful learning. This includes creating a learning environment that respects and values diverse cultures and identities and characteristics.
- Identify and consider the needs of Aboriginal students, students from culturally and linguistically diverse backgrounds, students with disabilities, students unable to live at home, students who identify as lesbian, gay, bisexual, transgender and gender diverse, intersex and queer (LGBTIQ+) and students experiencing risk or vulnerability.
- Be aware of visitors to school grounds and provide appropriate supervision of visitors engaged in child-related or child-connected work.
- Implement and monitor Individual Anaphylaxis Management Plans that are in place for any student.
- Know responsibilities in relation to risk minimisation for class activities, excursions and camps with regards to Anaphylaxis.
- Prior to an excursion, activity or camp, ensure all consent emails are returned to the school, that a first aid kit is taken on the excursion or camp along with students' emergency contact details and medical management plans.



- Administer medications to students as per Medical Management Plans.
- Record first aid incidents in the school's student management system.
- Consider the potential for bushfire in the locations of any planned activities, excursions or camps, and any factors which may heighten the risk of danger from bushfire.
- Evaluating materials and programs, taking into account the age and developmental stage of students, ensure they are appropriate, inclusive and respectful and meet the educational needs of the student group.
- Seek parent / carer / guardian permission prior to creating online accounts for students if the program or application falls outside of standard educational platforms that a parent would reasonably expect their child to have access to.
- Check student attendance in the morning and afternoon and mark the roll in the school's Student Management System with the correct codes for explained and unexplained late arrivals/early departures and absenteeism.
- Advise Administration of any unexplained absences on the day, so families can be contacted.
- will investigate and address enquiries, concerns and complaints relating to minor day-to-day incidents and concerns with student learning specific to that Mentor.

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### *Qualifications & Requirements*

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- Registration with the Victorian Institute of Teaching (or another State/Territory body in Australia).
- A Bachelor's Degree or higher in Secondary Education
- Commit to ongoing personal and professional development that enhances the effectiveness
- Ability to lift up to 5kg frequently, 15kg moderately and up to 25kg on rare occasions.
- Responding to and checking emails and messages via school communication systems in a timely manner on workdays and periodically checking for urgent matters during non-work periods.
- Participation in and creation of a positive workplace culture.
- Proficient use of CIC School digital platforms.
- Hold and maintain a Driver's License and advise the Principal of any change in status to their ability to drive a vehicle.
- Abide by any current and future mandatory Pandemic orders or health directives.
- Cooperate with the school on OHS matters including following procedures and actively participating in consultation and training as deemed appropriate by the school.
- Take reasonable care for their own health and safety, as well as the health and safety of other people who may be affected by their work, such as students and other employees.
- Cooperate with the school's efforts to comply with its legal duties and not wilfully interfere with or misuse items or facilities provided in the interests of health, safety and welfare of school employees and students
- Act in accordance with agreed school procedures for accident and incident reporting and report potential hazards and incidents to the Principal.
- Ensure that appropriate Protective Apparel is worn when administering first aid or topical medications.



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### *Experience and Attributes*

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- Ability to respond to the changing needs of the school program in an agile and versatile way with a focus on resilience.
- Having a focus on genuine and respectful relationships with all students, staff and families in the school community.
- Treating all students within the school with care and equality and showing no favourability towards any students or groups of students.
- Willingness to engage with and care for school animals.
- Willingness to engage with and contribute to the school community.
- Experience working with Neurodivergent students.
- A natural affiliation with alternative or holistic school settings.
- A deep respect for all students and a clear personal philosophy that matches with the approach of the school.
- Ability to work within a small team of staff to achieve goals.
- Excellent communication skills required with a focus on understanding verbal and non-verbal cues and communication methods.

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### *Wage Banding Core Traits*

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- The relevant Wage Banding Level Core Traits apply in conjunction with above details.

### **Child Safety is our priority**

Corner Inlet College is committed to the protection of children and the promotion of a culturally safe and supportive working environment for diverse communities. The successful applicant will be required to satisfy child protection screening and adhere at all times to the school's Child Safety and Wellbeing Policy. The Corner Inlet College Child Safety and Wellbeing Policy and Child Safety Code of Conduct, Child Safety Induction Process, including mandatory training, must be adhered to prior to employment. A copy of the signed CIC Child Safety Code of Conduct and Mandatory Training Module must be signed and submitted prior to an employment offer being made.

### **Equal Opportunity**

Corner Inlet College is an equal opportunity employer. We celebrate diversity and creating an inclusive environment for all employees. We welcome applicants from people of all backgrounds, including Aboriginal and Torres Strait Islander people.