



MELBOURNE  
GRAMMAR SCHOOL  
AN ANGLICAN SCHOOL

# Job Description

## Position

Teacher of Learning Strategies

## Reporting to

The Head of Grimwade House, through the Head of Learning Strategies

## Context of the Role

Founded in 1858, Melbourne Grammar School educates some 1,800 students from Prep to Year 12. It aims to develop fully within its students the 'whole person': intellectually, physically, emotionally, psychologically, socially and spiritually.

The School is organised into three campuses to meet the needs of different age groups. Our Junior School, Grimwade House (Prep to Year 6) is located in Caulfield, and is coeducational with 680 girls and boys. The Middle School, Wadhurst (Years 7 and 8), and Senior School (Years 9 to 12) are in South Yarra and cater for 1,120 boys - day students and boarders.

Grimwade House is a caring and happy environment which values the particular nature of each child. The School is divided into two well-resourced sections, each with its own classrooms, level coordinator and specially designed play area. 'Harleston' houses the Junior Primary Years Prep, 1, 2, and 3 and Upper Primary for Years 4, 5 and 6. In addition to an extensive classroom program there are a number of specialist programs that work together to provide a holistic educational experience.

## Purpose of the Role

The role of the Teacher of Learning Strategies is to facilitate and support student learning, across all domains including social and emotional, academic, physical and spiritual, with the goal to maximise the individual growth of students in a challenging and supportive environment.

The Learning Strategies Teacher plays a vital role in supporting students who require learning adjustments, curriculum modifications, and targeted intervention. This role involves working collaboratively with classroom teachers to ensure that all students can access and engage meaningfully with the curriculum.

## Key Relationships/Contacts

Deputy Head (Administration & Pastoral Care)	Head of Learning Strategies
Classroom teachers	Learning Strategies Department staff
Students	Grimwade Parents

## Key Responsibilities

The following responsibilities are not exhaustive, nor necessarily in order of priority, but are indicative of the range and nature of the role.

### Teaching

- Design and deliver targeted instruction for students requiring intervention, learning adjustments, or curriculum modifications.
- Administer and interpret assessments to identify learning needs and monitor student progress.
- Develop, implement, and review Individual Learning Plans (ILPs) for students with identified needs.
- Collaborate with external specialists, including speech pathologists, occupational therapists, and psychologists, to support student development.
- Work closely with classroom teachers to provide tailored strategies, adjustments, and modifications that meet diverse learning needs.
- Foster strong, respectful relationships with students, families, and colleagues through open and effective communication.
- Create and maintain a nurturing, inclusive, and engaging learning environment.
- Differentiate instruction to cater to the unique strengths and challenges of individual learners.
- Integrate technology effectively to enhance curriculum delivery and student engagement.



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- Maintain comprehensive records for each student, including assessment data, anecdotal observations, and documentation of meetings.
- Prepare detailed student reports at the end of each semester.
- Engage in ongoing professional learning to remain at the forefront of educational best practices.
- Contribute actively to the broader life of the school, including co-curricular programs such as sport, outdoor education, and cultural activities.
- Uphold and promote the School's values, strategic direction, and educational goals.
- Participate in staff meetings and contribute meaningfully to team discussions and planning.
- Undertake additional responsibilities as directed by the Head of Learning Strategies or other senior staff, in alignment with the role.

## Knowledge, Skills and Qualifications

### Required

- A genuine passion for and commitment to teaching students from Prep to Year 6.
- Deep understanding of diverse learning needs and the ability to support a wide range of student abilities.
- Flexible, adaptive, and innovative approach to teaching and learning.
- Proficient in integrating Information and Communication Technologies (ICT) to enhance student engagement and learning outcomes.
- Exceptional interpersonal and communication skills, with the ability to build strong relationships with students, families, and colleagues.
- Demonstrated experience in student-centred and differentiated learning practices.
- Strong commitment to inquiry-based learning methodologies.
- Skilled in using formative assessment to inform instruction and improve student achievement.
- Collaborative mindset and willingness to contribute actively as part of a professional learning team.
- Enthusiastic participation in co-curricular programs and broader school life.
- Receptive to feedback and committed to ongoing professional growth.
- Alignment with and understanding of the values, ethos, and educational philosophy of Melbourne Grammar School.
- Current registration with, or eligibility to register with, the Victorian Institute of Teaching (VIT).

### Desirable

- Postgraduate study or specialisation in Learning Support, Special Education, or a related discipline.
- Knowledge of the Disability Discrimination Act and its implications for inclusive education.
- Proven experience supporting students with diverse learning needs in a primary school setting.

## Commitment to Child Safety

Melbourne Grammar School is committed to promoting and protecting the safety and wellbeing of all children and students within the School Environment. The School has no tolerance for child abuse and harm to children and students and takes proactive steps to identify and manage the risks of harm to students.

Particular attention is given to the child safety needs of Aboriginal and Torres Strait Islander students, those from culturally and linguistically diverse backgrounds, students with a disability, those unable to live at home, international students, and children and young people who identify as lesbian, gay, bisexual, trans and gender diverse, intersex and queer (LGBTIQ+).

Melbourne Grammar adheres to robust human resources practices, in the recruitment, selection and screening of candidates, to ensure that individuals working with children are suitable. The school aims to identify and recruit the best and most suitable candidates who share the School's values and commitment to protect children and students.

All staff are responsible for understanding and applying Melbourne Grammar Schools Child Safety policies and procedures, upholding the overarching principles and values set out by the School and take all reasonable steps to



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promote and protect the safety of children and students.

All teaching staff are required to have a valid Victorian Institute of Teaching registration, or where appropriate, permission of the Institute to teach.

## **Risk Management, Occupational Health and Safety**

Melbourne Grammar School is committed to providing a safe work and learning environment that supports the health, safety and wellbeing of students, staff, contractors, volunteers and our community.

Staff have a responsibility to:

- Familiarise and adhere to the School's practices and procedures in accordance with Melbourne Grammar's OH&S Policy and Risk Management procedures
- Co-operate with the School's efforts to comply with its legal obligations under Victorian OH&S legislation.
- Perform duties in a safe manner without risk to health and safety, adhering to the School's system for reporting OH&S incidents and hazards
- Take reasonable care for the health and safety of self and others, including those under your supervision

The purpose of this job description is to serve as a general summary and overview of the major duties and responsibilities of the position. It is not intended to represent the entirety of the position nor is it intended to be all-inclusive. Therefore, the position may be required or requested to perform other work duties not specifically listed herein. Melbourne Grammar School reserves the right to modify this job description in consultation with the incumbent depending on the operational needs and requirements of the School.