MELBOURNE GRAMMAR SCHOOL
AN ANGLICAN SCHOOL

Job Description

Position

Teacher of Learning Strategies

Reporting to

The Head of Grimwade House, through the Director 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 support students with diverse learning needs to access, participate and progress in learning through evidence-informed intervention, reasonable adjustments and inclusive, neurodiversity-affirming practice.

Working collaboratively with students, families, classroom teachers and relevant professionals, the Teacher of Learning Strategies provides targeted support and specialist guidance to promote student learning, engagement and independence.

Key Relationships/Contacts

Deputy Head - Administration & Pastoral Care	Head of Learning Strategies
Teaching staff	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.

- Plan and deliver evidence-informed, targeted literacy and numeracy intervention, using progress data to monitor student response and adapt instruction accordingly.
- Administer additional assessments and analyse and interpret results to identify learning needs, establish goals, and inform teaching and intervention planning.
- Develop and review Individual Learning Plans (ILPs) and reasonable adjustments in collaboration with teachers, students, families and relevant professionals.
- Work with classroom teachers to support inclusive practice, differentiation, access and participation.
- Foster strong, respectful and professional relationships with students, families, teachers and relevant professionals, working collaboratively to support coordinated and consistent approaches for students.
- Maintain accurate documentation of student progress, adjustments and consultation to inform planning and meet NCCD requirements..
- Prepare clear, accurate and strengths-based student reports.
- Engage in ongoing professional learning to maintain current, evidence-informed practice.
- Contribute actively to the broader life of the School, including co-curricular programs such as sport, outdoor

education and cultural activities.
- Participate in staff meetings, collaborative planning and professional discussions, supporting the School's values, strategic direction and educational goals.
- Undertake other role-appropriate responsibilities as directed by the Head of Learning Strategies or senior staff.

Knowledge, Skills and Qualifications

Required

- A genuine commitment to teaching students from Prep to Year 6 and supporting diverse learning needs.
- Strong knowledge of evidence-informed literacy and numeracy instruction, intervention, assessment and progress monitoring.
- Demonstrated experience in the development, implementation and review of Individual Learning Plans (ILPs), including setting appropriate goals and identifying reasonable adjustments.
- Strong understanding of neurodiversity and disability, including autism, ADHD, specific learning disorders and developmental language disorder, and their implications for inclusive, neurodiversity-affirming practice.
- Sound knowledge of the NCCD, including levels of adjustment, evidence requirements and consultation, and relevant obligations under the Disability Discrimination Act 1992 and Disability Standards for Education 2005.
- Outstanding communication/interpersonal skills.
- Well-developed time management, administrative and organisational skills
- Ability to use ICT effectively to support student access, engagement and learning.
- A commitment to contributing to the co-curricular life of the school.
- Commitment to, and understanding of, the values and ethos of Melbourne Grammar School
- Current registration with, or eligibility for registration with, the Victorian Institute of Teaching (VIT).

Desirable

- Postgraduate study or specialisation in inclusive education, special education, learning intervention or a related discipline.
- Demonstrated experience supporting students with diverse learning and disability-related needs in a primary school setting.
- Experience with NCCD evidence collection and moderation processes.

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 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

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Job Description

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 Schools 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 Schools 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.