



Position Description

Position Deputy Head of Primary Years – Buckley House

Award Educational Services (Teachers) Award 2020

Directly reports to Head of Buckley House

All positions ultimately report to the Principal

This position description summarises the essential responsibilities, activities, qualifications, and skills for this position and may be reviewed or modified by the Principal or their delegate, in response to the strategic direction of the school and the development of skills and knowledge for this position.

Position Summary

The primary purpose of this position is to drive Ivanhoe Grammar's One-School vision and direction for Primary Years learning at the Buckley House campus. Strategically driven through leadership excellence, effective teacher pedagogy and staff collaboration, the Deputy Head of Buckley House oversees the daily operations and logistics of Buckley House including staffing and timetabling.

Reporting to and in collaboration with the Head of Buckley House, the role works to drive pastoral care and curriculum delivery programs enabling the best learning and wellbeing outcomes for all students also incorporating individual learning enhancement needs. The Deputy Head also reports to and works with the Head of Buckley House with respect to all campus, staffing and operational planning.

This role is a member of the Buckley House Executive Team. The members of this team represent the Principal and Head of Buckley House as required and have a significant role to play in upholding, modelling and contributing to School culture in a manner also reflective of the values by which Ivanhoe Grammar is guided and founded upon.

Leadership Commitment

The Deputy Head of Primary Years – Buckley House holds a Position of Leadership (POL) responsible for the performance and the professional growth of teachers and campus leaders, collectively and individually, and the planning, coordination, execution and review of their function or program.

As an Ivanhoe leader, the person in this role commits to the Ivanhoe Charter for Leadership, its Principles and Ethos and the observable behaviours, attitudes and attributes of leadership as characterised by this charter.

Key Result Areas

Responsibilities	Performance Outcomes
To promote and enable the Ivanhoe Strategic Vision	The Purpose, Ethos and Principals of the Strategic Vision are evident in the observable behaviours and professional practice of all staff at Ivanhoe Grammar School
Provide students with a child-safe environment	A demonstrable and leading understanding of appropriate behaviour and legal obligations relating to child safety A leader of compliance with the School's Child-Safe Policy and Code of Conduct, and any other policies or procedures relating to child safety



To inspire, motivate and grow a positive and collaborative learning culture across the School community

An environment of professional trust, empowerment and learning is fostered

Observable professional behaviour and professional courtesy is modelled at all times

A culture of high expectations and standards is evident in staff work practices and behaviours

The Deputy Head of Primary Years has an active and visible presence within the Buckley House community. They

- remain informed in all areas of Buckley House life
- work effectively with all members of the School community
- build and foster community spirit through positive relationships with parents and guardians characterised by trust and goodwill
- contribute to the overall leadership, policy and decision-making of the School

To enact a shared understanding of outstanding leadership practices

Leaders engage in behaviours that reflect a shared understanding of outstanding leadership practice.

Leaders collaborate and support each other.

Leaders demonstrate a growth mindset reflected by:

- proactively seeking feedback from all stakeholders
- intentionally reflecting on their strengths and opportunities for growth
- sharing their learning about their impact

To support the work of the Head of Buckley House and pedagogical leaders in the implementation of the Ivanhoe Primary years learning and teaching program driving its ongoing evolution and improvement

The Buckley House learning and teaching program:

- is planned in close collaboration and partnership with the Head of Buckley House and pedagogical leaders in student learning and wellbeing
 - is underpinned by the School's strategic plan encompassing its Purpose, Ethos, Principles and Priorities
 - is reflective of a One-School approach to curriculum content, delivery, assessment and reporting practices
 - is planned, purposeful and characterised by a diverse and flexible curriculum
 - is informed by contemporary educational research, theory and practice in pedagogy, assessment and reporting
 - continuously being monitored and evaluated against the learning needs of students, with appropriate change and innovation
 - demonstrates best practice in the incorporation and use of digital technologies
 - promotes high student engagement in learning and incorporates student wellbeing
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- is expertly taught incorporating the effective use of both physical and virtual learning environments and resources
 - curriculum is centrally documented, rigorously maintained and fully compliant with all regulatory body requirements

Assessment, feedback and reporting of student achievement and progress is contemporary, informed by best practice and serves to drive improvement in student learning.

Teaching staff are informed about contemporary evidence-based pedagogies and led in their professional development in strategically determined areas of priority.

Staff professional development and growth is supported through coaching and assistance in organising and delivering professional learning opportunities

To support the work of the Head of Buckley House and Wellbeing leaders in the implementation of the Ivanhoe Primary years student wellbeing program and ensure student wellbeing needs are met

The Student Wellbeing Program:

- is informed by the wellbeing needs of students as identified
- proactively addresses student wellbeing needs
- has synergy and continuity within a one-school approach to student wellbeing programs

Immediate and imminent student wellbeing needs are responded to in a timely fashion such that students at risk are identified and action plans are prepared.

Action and intervention measures are communicated as appropriate.

To oversee the daily operations of Buckley House

Frequent and regular communication with all relevant stakeholders is evident.

Strategies for action are collaboratively planned and implemented.

Staff absences are appropriately managed and covered.

Timetabling is developed in collaboration with classroom teachers and reflective of the learning and wellbeing program's needs.

Teaching allotments and student supervision duties are allocated in compliance with School policy and any relevant external regulatory body requirements

Buckley House events, including co-curricular, incursions and excursions are:

- expertly managed and highly organised
 - planned to incorporate timely communication to all stakeholders
 - appropriately calendared and approved
 - booked into the appropriate venues
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	<ul style="list-style-type: none">• appropriately staffed• compliant with School policy and protocol
To oversee the Pre-service Teachers program	Liaison with tertiary institutions for placement acceptance and the allocation of supervising teachers Pre-service teachers are appropriately mentored and supervised Working in partnership with the HR Administrator to ensure efficient and appropriate on-boarding procedures are enacted
Work within the annual budget, in consultation with the Business Office.	Effective and timely communications with the Business Office. The budget supports the delivery of programs in accordance with School policies and priorities
Representing the School at events	Networks and community relationships are fostered Best practice opportunities in education are explored Relevant Associations are maintained and their resources utilised
Other duties as directed by the Head of Buckley House	The Head of Buckley House is represented by the members of the Buckley House Campus Executive in a range events and settings as directed Attend various committee meetings at the invitation of the Head of Buckley House Engage in projects as directed by the Head of Buckley House

Key challenges;

- build on the School's reputation as a contemporary centre of excellence in education
- to create conditions for learning that are student-centred, outcomes-based, incorporate a diversity of approaches and promote excellence
- to increase student engagement and enhance student learning outcomes
- to ensure that wellbeing needs of students are met
- to provide strategic leadership for learning Foundation to Year 6
- to work collaboratively with colleagues to attain consistent and appropriate expectations of student achievement and conduct.

Education and experience;

- current Full Victorian Institute of Teaching (VIT) registration
- relevant Post-Graduate studies (or working towards a further qualification)
- experience in curriculum design and student wellbeing program development and implementation
- experience in working with and responding to acute and longer-term student wellbeing needs
- evidence of quality teaching i.e. improving student learning outcomes
- expert knowledge of child safety protocols and compliance requirements.

Knowledge and skills;

- outstanding interpersonal skills including a demonstrated ability to build community
- strong capacity to consult, collaborate, negotiate and interact with staff, students and parents / guardians
- demonstrable understanding of contemporary learning theories and practices
- sound knowledge of the AITSL Standards for Teaching



- highly competent in the use and application of digital technologies.

Attributes;

- be a suitable person to engage in child-connected work
- supportive and an avid promoter of the Ivanhoe Grammar ethos and values
- highly developed verbal and written communication skills
- demonstrated ability to work with others towards a common goal
- personal resilience, enabling effective management of multiple and conflicting demands.

Reporting Relationships

Reports to: Head of Buckley House

Direct Reports: Leader of Individual Needs – Buckley House
Learning Support Assistant Coordinator – Buckley House

Associated Relationships: All members of the Principal and Campus Executive Teams
Early Learning Centre Director
Head of Individual Needs Learning
Pedagogical, Curriculum and Wellbeing Leaders at Buckley House
Director of The Ivanhoe Institute
All Buckley House Academic staff
Parents and students
Other authorities as appropriate

Team/s: Campus Executive
Primary Cross Campus Executive

Additional Information Relating to the Position

Child Safety Commitment

All schools have a moral responsibility for the safety and wellbeing of students. At Ivanhoe Grammar School we take this responsibility very seriously. We are committed to a school culture where protecting children forms a part of our everyday thinking and activity. Protecting students is the responsibility of everyone who is employed at, or is engaged by, Ivanhoe in child-related work. Detailed information about our commitment to child safety and wellbeing, is set out in our code of conduct, policies and procedures located on our Child Safety page.

Committed to child safety, children's wellbeing and protecting children from abuse, the School requires that all staff comply with the School's Child Safety Code of Conduct, Child Safety Policy, Child Safety Concerns Management Procedure, Health and Safety Policy and Respectful Workplace Behaviour Policy.

All teachers and non-teaching staff working directly with or caring directly for students are required to have a working knowledge and understanding of our Child Safety Code of Conduct, Child Safety Policy and Child Safety Concerns Management Procedure.

Where any staff member breaches any of the School's policies or codes of conduct, the School will take appropriate disciplinary action.



Teaching Staff Commitment

All teachers are expected to support our students in our three academic pillars of curricular, co-curricular and pastoral care. All teachers are expected to teach vertically across a range of year levels, 3- and 4-year-olds in ELC, Prep to 6 in the primary years and Years 7 to 12 in secondary years. Teachers are expected to support and extend the School's ethos and culture, foster in their students the enjoyment of learning and challenge, provide opportunities for students to have a whole of school experience, while striving for a broad world outlook. Staff must continue their professional development and participate in any mandatory training provided by the School.

Occupational Health and Safety (OHS) Commitment

All School staff are required to take reasonable care for their own health and safety and that of other staff who may be affected by their conduct.

All staff are responsible for:

- Participating in OHS related training
- Reporting OHS hazards and incidents
- Actively participating in the development of risk assessment and or job safety analysis
- Assist with workplace inspections
- Adhere to Ivanhoe Grammar School's OHS policies and procedures

Policies and Procedures

All employees of Ivanhoe Grammar School are expected and required to understand and adhere to all School policies and procedures. It is a condition of employment that all employees participate in all training provided to them regarding policies and procedures in accordance with legislative requirements. A breach of School policy may result in disciplinary action.

Approval

Developed by	Head of People and Culture
Approved by	Principal
Approval date	November 2024

