

Position Description

Position	Classroom Teacher
Award	Educational Services (Teachers) Award 2020
Directly reports to	Curriculum Leader

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

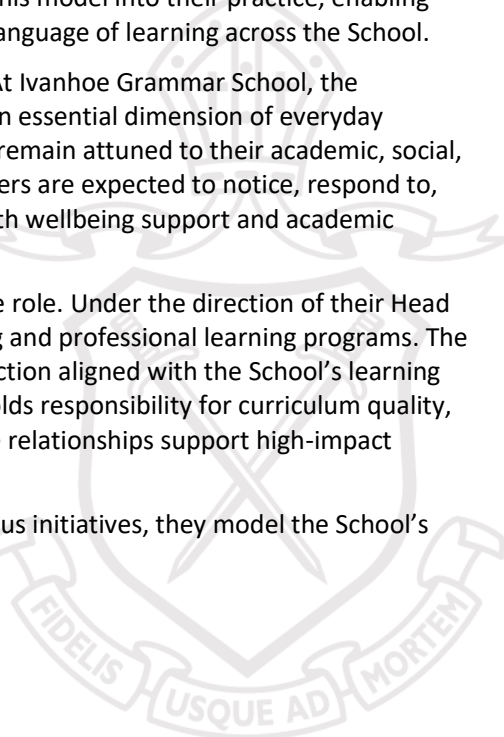
At Ivanhoe Grammar School, teachers are pivotal to cultivating a dynamic, inclusive, and future-focused learning environment. As Members of the Academic Staff – Secondary, they play an active role in the intellectual, social, emotional, and personal development of every student, supporting the School's commitment to holistic education.

Teachers lead high-quality academic and co-curricular programs with a clear focus on student agency, creativity, and deep learning. All teachers are expected to adopt and develop expertise in the School's Instructional Model of Teaching, a research-based framework that prioritises high-impact, explicit teaching practices. This model defines four key phases of a learning sequence – Warm Up, New Learning, Dive In, and Reflect – supported by a suite of Universal Practices such as collaborative learning strategies, questioning, differentiation, and the development of metacognition and student agency. Teachers are supported in embedding this model into their practice, enabling consistency across classrooms, improved student outcomes, and a shared language of learning across the School.

Beyond the classroom, teachers are also key contributors to student care. At Ivanhoe Grammar School, the responsibility for student wellbeing is not confined to pastoral roles – it is an essential dimension of everyday teaching. Teachers build strong, respectful relationships with students and remain attuned to their academic, social, emotional, and behavioural needs within and beyond the classroom. Teachers are expected to notice, respond to, and support students with care, empathy, and professionalism ensuring both wellbeing support and academic engagement.

Collaboration, professional inquiry, and reflective practice are central to the role. Under the direction of their Head of Pedagogy, teachers actively engage in the School's instructional coaching and professional learning programs. The Head of Pedagogy, who provides pedagogical leadership, and strategic direction aligned with the School's learning priorities. In parallel, they collaborate with their Curriculum Leader, who holds responsibility for curriculum quality, assessment design, and subject-specific program oversight. Together, these relationships support high-impact teaching and sustained student growth across learning areas

Through visible involvement in House life, co-curricular activities, and campus initiatives, they model the School's Christian ethos and values with professionalism, compassion, and integrity.



Key Responsibility and Performance Outcomes

Responsibilities	Performance Outcomes
To promote and enable the Ivanhoe Strategic Vision	The Purpose and Ethos 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	<p>A demonstrable and leading understanding of appropriate behaviour and legal obligations relating to child safety.</p> <p>A leader of compliance with the School's Student-Safety Policy and Code of Conduct, and any other policies or procedures relating to child safety</p>
To inspire, motivate and grow a positive and collaborative learning culture across the School community	<p>An environment of professional trust, empowerment and learning is fostered.</p> <p>Observable professional behaviour and professional courtesy is modelled at all times.</p> <p>A culture of high expectations and standards is evident in staff work practices and behaviours.</p> <p>Teachers have an active and visible presence within their campus. They:</p> <ul style="list-style-type: none"> • remain informed about the School events • 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
Deliver high-quality teaching and learning using the Ivanhoe Instructional Model	<p>Lessons are structured around the four phases: Warm Up, New Learning, Dive In, and Reflect.</p> <p>Universal Practices are embedded consistently.</p> <p>Learning intentions and success criteria are clear</p> <p>Instruction is differentiated to support engagement, growth, and agency.</p>
Monitor and support student learning through assessment and feedback	<p>Teachers use formative and summative assessment to guide instruction and enhance learning.</p> <p>Student growth is monitored and documented using a variety of evidence sources.</p> <p>Feedback is timely, actionable, and supports improvement.</p> <p>Students are supported to reflect on their progress, set goals, and take ownership of their learning.</p>

	Assessment practices align with curriculum standards and the School's instructional model.
Foster a positive, inclusive, and collaborative learning culture	Classrooms are calm, respectful, and student-focused Collaboration, goal setting, and metacognition are visible Teachers model professionalism and courtesy, promoting high expectations for behaviour and achievement.
Embed student care and wellbeing into everyday teaching practice	Teachers build strong relationships with students and stay attuned to their wellbeing needs They respond appropriately to social, emotional, and behavioural concerns and work closely with pastoral teams when needed. Mentor Group responsibilities are fulfilled with care and consistency.
Engage in reflective practice and professional growth	Actively participates in instructional coaching, collaborative planning, and strategic professional learning Seeks feedback, sets improvement goals, and shares practice lifting team capability and student growth.
Contribute to House life and co-curricular programs	Demonstrates visible and enthusiastic engagement in House events, co-curricular activities, and campus life. Helps foster school spirit, connection, and belonging across year levels.
Uphold professional and legislative responsibilities	Adheres to all school policies and procedures, related to curriculum, assessment and reporting compliance. Completes all required training and reporting in accordance with required timeframes
Represent the School and maintain strong community relationships	Maintains professional and positive interactions with students, families, colleagues, and the wider community Participates in key events, committees, and associations as required.
Other duties as directed by the Principal or their delegate	The School is represented in a range of events and settings as directed. Attend various committee meetings at the invitation of the Principal or their delegate. Engage in projects as directed by the Principal or their delegate.

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
- Develop Ivanhoe as a school recognised for exceptional success in promoting the wellbeing of students.

Education and experience;

- Current Full Victorian Institute of Teaching (VIT) registration
- Relevant Post-Graduate studies (or working towards a further qualification) would be advantageous
- 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 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:	Curriculum Leader(s)
Associated Relationships:	Head(s) of Pedagogy Instructional Coaches Director of Academic Learning Head of Curriculum Heads of Year/House Heads and Deputy Heads of Campus

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 Student Safety Code of Conduct, Student Safety Policy, Student 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, Student Safety Policy and Student 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. They model for our students the observable behaviours and attitudes of a person of character and work in accordance with the School's Conditions of Employment for Teachers.

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	May 2025

