

Position Description

Position

Director Of The Ivanhoe Institute

Directly reports to

Head of People and Culture

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 Director of The Ivanhoe Institute is responsible for the strategic leadership and operational oversight of Ivanhoe Grammar School's academic professional learning and leadership development with a focus on instructional practice. The role primarily focuses on enhancing teacher and academic leadership capability through high-quality and research informed professional learning and coaching programs aligned with the Ivanhoe Learning and Teaching Framework and the Ivanhoe Charter for Leadership.

Under the direction of the Head of People and Culture and in partnership with the Director of Academic Learning, the person in this role leads a dynamic and strategically aligned leadership development program for academic staff. They are responsible for articulating and driving the School's commitment to outstanding leadership practices within our community. Guided by Ivanhoe Charter for Leadership, the Director facilitates and supports initiatives to build leadership acumen, skills, and capacity.

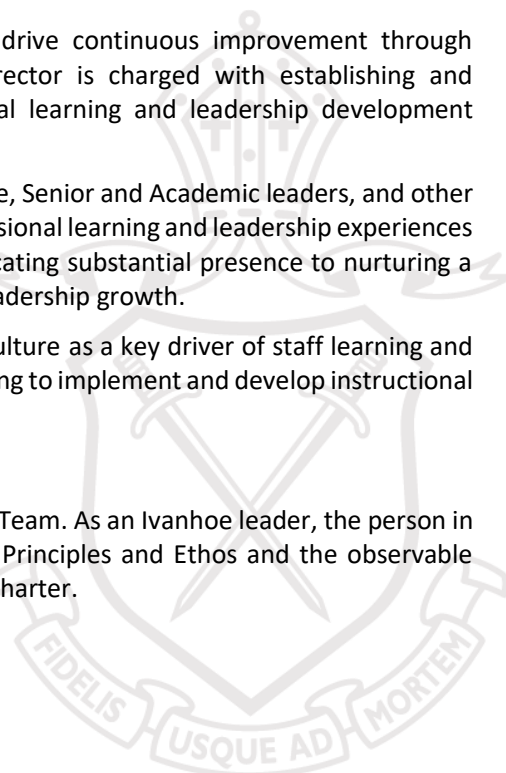
As a senior leader, the Director will lead pedagogical innovation and drive continuous improvement through measurable, evidence-informed professional growth initiatives. The Director is charged with establishing and expanding The Ivanhoe Institute as a recognised centre for professional learning and leadership development promoting the School's commitment to excellence and innovative practice.

This role requires dynamic leadership and close collaboration with Executive, Senior and Academic leaders, and other key educational stakeholders, ensuring coherence and consistency in professional learning and leadership experiences across campuses. The Director will regularly travel across campuses, dedicating substantial presence to nurturing a culture of reflective practice, collaboration, professional excellence, and leadership growth.

The Director of The Ivanhoe Institute reports to the Head of People and Culture as a key driver of staff learning and development and works in partnership with the Director of Academic Learning to implement and develop instructional practice at Ivanhoe. The role attracts a time allowance of 0.6FTE.

Leadership Commitment

The Director of The Ivanhoe Institute is a member of the Senior Leadership Team. As an Ivanhoe leader, the person in this role commits to and models 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 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>The Director of The Ivanhoe Institute has an active and visible presence across the School. They</p> <ul style="list-style-type: none"> • work effectively with all members of the School community • build and foster community spirit through positive relationships with all staff characterised by trust and goodwill <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>Systems for continual professional learning, aligned with strategic priorities, are embedded and co-ordinated across the School</p>
To provide strategic and highly visible leadership living out the <i>Ivanhoe Charter for Leadership</i> .	<p>The Director of The Ivanhoe Institute is an outstanding and observable leader in:</p> <ul style="list-style-type: none"> • the exceptional management standards of their own areas of function and responsibility • strategic change management processes • the delegation of responsibilities • the empowerment of others as they conduct their work • ensuring accountability processes exist to monitor progress and ensure responsibilities are met <p>They demonstrate a growth mindset reflected by proactively seeking feedback from all stakeholders and intentionally reflecting on their strengths and opportunities for growth</p>
To foster research informed, high-quality teaching through coaching, coaching development and strategic engagement.	Classroom and specialist teachers are supported in fulfilling their responsibilities as providers of high-quality and impactful teaching

	<p>Cyclical meetings are in place to track progress towards the School's strategic priorities and goals for high-quality learning</p> <p>Expert guidance is provided on implementing School policies, particularly in promoting child safety</p> <p>Collaboration with Pedagogical and Curriculum Leaders to enact a shared vision of high-quality teaching practice is evident</p>
Oversee and lead the school-wide instructional coaching program to enhance instructional quality, teacher capability, and student outcomes	<p>Formal and informal feedback from staff indicates high levels of satisfaction, perceived value, and professional improvement resulting from participation in the coaching program</p> <p>Participation rates in the coaching program reflect voluntary and enthusiastic engagement from staff</p> <p>A structured, research and evidence-based coaching framework is clearly documented, communicated, and offered across all campuses</p> <p>Coaching outcomes are systematically tracked, analysed, and reported, providing actionable insights to continually refine and enhance the coaching program effectiveness</p> <p>Student performance data and classroom observations demonstrate tangible improvements in instructional practices, student engagement, and academic outcomes directly linked to teacher participation in coaching</p>
In collaboration with the Head of People and Culture, plan, implement and develop a leadership growth program for all leaders aligned to the IGS Charter for Leadership	<p>The leadership growth program:</p> <ul style="list-style-type: none"> • is research informed and strategically aligned with the IGS Charter for Leadership • guides the induction, learning and growth priorities for leaders • has explicit leadership learning outcomes articulated • is planned with a holistic view of leadership learning that includes personal growth and wellbeing • is reviewed for its impact on leadership learning and evaluated for program improvement <p>All leaders engage in a cyclical reflective-practice and review program which:</p> <ul style="list-style-type: none"> • is evidence based with feedback from all stakeholders • identifies strengths and improvement opportunities
Drive the growth of The Ivanhoe Institute as a hub for professional learning and educational research, amplifying innovation and impact	<p>Staff engage in collaborative, applied research that improves learning outcomes</p> <p>Research and innovation are showcased, attracting recognition and strong external connections</p>

	<p>Active partnerships with universities, professional networks, and research-focused schools is maintained</p> <p>High-quality programs are delivered for our educators and offered to those in our networks</p>
To maintain and develop the online learning platform for academic staff	<p>An online learning platform is provided for all staff that encompasses an extensive range of resources across curriculum design, contemporary pedagogies, educational technologies, compliance standards, wellbeing frameworks, and professional development opportunities</p> <p>Regular analytics demonstrate high levels of staff interaction, satisfaction, and participation, reflecting strong engagement and professional growth.</p> <p>Support is provided, ensuring staff can effectively utilise all features of the online learning platform.</p> <p>Ongoing development and enhancements of the platform incorporate feedback from staff, demonstrating responsiveness to their evolving needs.</p> <p>Security and compliance measures are upheld in compliance with School policy</p>
Work within the allocated annual budget, in consultation with the Finance Team.	<p>Effective and timely communications with the Business Office.</p> <p>The budget supports the delivery of programs in accordance with School policies and priorities.</p> <p>Recommendations and assistance in preparation of the annual budget are provided to the Head of People and Culture</p>
Representing the School at events	<p>Networks and community relationships are fostered.</p> <p>Best practice opportunities in education are explored.</p> <p>Relevant Associations are maintained, and their resources utilised.</p>
Other duties as directed by the Head of People and Culture or the Director of Academic Learning	<p>The School is represented in a range events and settings as directed.</p> <p>Attend various committee meetings as invited.</p> <p>Engage in projects as directed by the Head of People and Culture, Director of Academic Learning or the Principal</p>

Key challenges

- Build on the School's reputation as a contemporary centre of excellence in education
- Ensure common and comprehensive approaches to teaching and coaching across the campuses
- Provide a substantial coaching and leadership development program of across all levels of leadership
- Create conditions for learning that are student-centred, outcomes-based, incorporate a diversity of approaches and promote excellence

Education and experience

- Current Full Victorian Institute of Teaching (VIT) registration
- Relevant Post-Graduate studies (or working towards a further qualification) and experience in educational leadership
- Experience and qualifications in coaching programs and leadership development is 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
- Experienced and knowledgeable in contemporary educational research and research leaders
- Knowledgeable about how adults best learn
- 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
- Demonstrated capacity to employ contemporary digital technologies for the effective delivery of learning programs.

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 People and Culture
Associated Relationships:	Director of Academic Learning Heads of Campus Academic Leaders Director of Evidence Informed Learning Director of Student Futures Director of Digital Transformation
Team/s:	Senior Leadership Team Academic Learning Team

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. 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	August 2025

