

## Position Description

<b>Position</b>	<b>Individual Needs Teacher</b>
<b>Award</b>	Educational Services (Teachers) Award 2020
<b>Directly reports to</b>	Deputy Principal and Head of Campus / Head of Primary Campus
	<i>All positions ultimately report to the Principal</i>

*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 Individual Needs Teacher position at Ivanhoe Grammar School serves as the cornerstone of delivering specialised support and nurturing inclusive education for primary students. This role involves crafting tailored learning programs, collaborating closely with teaching peers, and skillfully employing diagnostic assessments to address each student's unique needs. The role's essence lies in cultivating positive relationships with students, parents, and colleagues, while consistently upholding the school's educational vision and professional standards.

Beyond its instructional aspect, this position assumes a pivotal role in fostering a comprehensive learning environment and contributing significantly to the continuous growth of Ivanhoe Grammar School's Individual Needs Team. The Individual Needs Teacher's ability to create an inclusive atmosphere and offer targeted educational support is essential in nurturing both academic achievements and personal development among students with diverse learning needs. As a valued member of the team, the incumbent will contribute to refining teaching strategies, enhancing student experiences, and advancing the school's mission to provide a well-rounded and impactful education.

## 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	A demonstrable and leading understanding of appropriate behaviour and legal obligations relating to child safety.  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
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.
Tailor teaching methods to meet individual student needs and create customised learning experiences.	<p>Students with specific learning needs experience tailored instruction that caters to their strengths and challenges.</p> <p>Learning experiences are adjusted to accommodate individual learning styles and pace, enhancing engagement and understanding.</p> <p>Students show increased confidence and progress in their academic abilities due to targeted support.</p> <p>Positive relationships between the teacher and students are nurtured, fostering a supportive and inclusive classroom environment.</p>
Utilise diagnostic tests to identify students' strengths and weaknesses, informing targeted interventions	<p>Comprehensive understanding of each student's academic profile enables precise identification of their learning strengths and areas for improvement.</p> <p>Informed decisions about intervention strategies lead to more effective and relevant support for students' specific needs.</p> <p>Provision of evidence-based recommendations for individualised instruction, maximising student learning outcomes.</p> <p>Regular assessment and re-assessment allow for dynamic adjustments to teaching methods, ensuring ongoing progress.</p> <p>Regularly assessing student progress using assessments, adjusting strategies to ensure effective intervention.</p>
Develop evidence-based support programs that address specific student needs, promoting academic growth	<p>Individualised support programs directly target students' identified areas of need, promoting focused skill development.</p> <p>Students receiving intervention exhibit improved performance and confidence in the addressed academic areas.</p> <p>Designed interventions align with the school's educational framework, contributing to a cohesive and unified approach.</p> <p>Ongoing evaluation and refinement of intervention programs ensure their relevance and effectiveness over time.</p>
Collaborate with teachers to create a unified approach in supporting students both inside and outside the classroom	<p>Collaborative efforts with classroom and specialist teachers create a holistic learning ecosystem that supports diverse student needs.</p> <p>Inclusive teaching strategies benefit all students, fostering an environment of equity and respect for</p>



	<p>individual differences.</p> <p>Improved coordination among teachers enhances the overall learning experience and contributes to a more cohesive school community.</p> <p>Sharing teaching strategies and resources promotes professional growth among educators and enriches the collective expertise.</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 Principal	<p>The Principal is represented in a range of events and settings as directed.</p> <p>Attend various committee meetings at the invitation of the Principal.</p> <p>Engage in projects as directed by the Principal.</p>

#### 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;

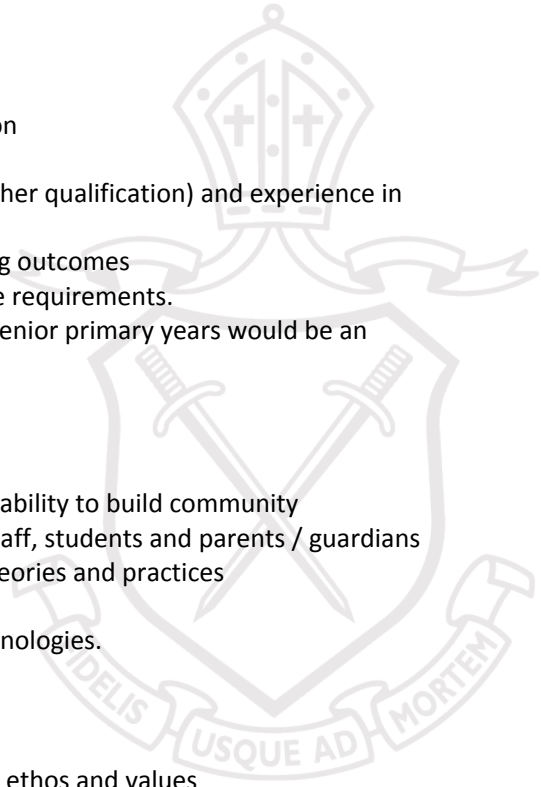
- Current Full Victorian Institute of Teaching (VIT) registration
- Proven experience and qualifications in Teaching
- Relevant Post-Graduate studies (or working towards a further qualification) and experience in Learning Support
- Evidence of quality teaching i.e. improving student learning outcomes
- Expert knowledge of child safety protocols and compliance requirements.
- Strength and previous experience in either early years or senior primary years would be an advantage

#### 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

<b>Reports to:</b>	Deputy Principal / Head of Campus Head of Individual Needs
<b>Associated Relationships:</b>	Deputy Head of Campus/Head of Primary Individual Needs Coordinator School Psychologists Students, Parents and Guardians
<b>Team/s:</b>	Individual Needs Team Members of Academic Staff Members of Professional Services Staff

### 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

<b>Developed by</b>	Head of Human Resources
<b>Approved by</b>	Principal
<b>Approval date</b>	<b>August 2023</b>
<b>Next review date</b>	<b>August 2027</b>

