

## Position Description

<b>Position</b>	<b>Leader of Curriculum and Learning Design – Numeracy Specialist</b>
<b>Award</b>	Educational Services (Teachers) Award 2020
<b>Directly reports to</b>	Head of Buckley House
	<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 Leader of Curriculum and Learning Design – Numeracy Specialist is a key cross-campus leadership role with a strategic focus on strengthening curriculum and pedagogy across the primary years at Buckley House and Plenty Primary. With a specialist lens on numeracy, the role provides direction, expertise and coaching to build teacher capacity and enhance student outcomes through evidence-informed practice.

Working closely with the Primary Cross-Campus Curriculum Team, this role collaborates in the design and implementation of high-quality curriculum documentation, assessment and reporting practices, and research-aligned instructional models. A strong partnership with the Leader of Pedagogy and Instructional Practice – Literacy Specialist is essential to ensure consistency, integration, and excellence across the curriculum.

The Numeracy Specialist will play a central role in building a contemporary learning culture that reflects the School's strategic vision—prioritising rigour, relevance, and a consistent approach to teaching and learning across both campuses. This includes leading the planning and delivery of high-impact numeracy programs, facilitating professional learning, and guiding collaborative teams in the use of data to drive improvement.

This position also involves mentoring classroom teachers, specialist staff, and learning support teams to ensure curriculum programs are clearly documented, responsive to student needs, and consistently implemented. The Numeracy Specialist will support the alignment of learning and teaching practices with the priorities of the Annual Implementation Plan and broader Ivanhoe Grammar School strategic documents.

The role requires a strong presence across both primary campuses, with an allocation of 0.8 FTE at Buckley House and 0.2 FTE at Plenty Primary, ensuring a cohesive and strategic approach to curriculum leadership across Ivanhoe Grammar School's primary years.

### Leadership Commitment

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 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>The Pedagogical &amp; Curriculum Leader has an active and visible presence within the School community across all campuses. They</p> <ul style="list-style-type: none"><li>• remain informed in all areas of school life</li><li>• work effectively with all members of the School community</li><li>• build and foster community spirit through positive relationships with parents and guardians characterised by trust and goodwill</li><li>• have an active presence at the Buckley House and Plenty Campuses (Primary)</li></ul>
To provide strategic and highly visible leadership living out the <i>Ivanhoe Charter for Leadership</i> .	<p>The Leader of Curriculum and Learning Design – Numeracy Specialist is an outstanding and observable leader in:</p> <ul style="list-style-type: none"><li>• the exceptional management standards of their own areas of function and responsibility</li><li>• strategic change management processes</li><li>• the delegation of responsibilities to their team and direct reports</li><li>• the empowerment of their team as they conduct their work</li><li>• ensuring accountability processes exist to monitor progress and ensure responsibilities are met</li></ul> <p>The Leader of Curriculum and Learning Design – Numeracy Specialist demonstrates a growth mindset reflected by:</p> <ul style="list-style-type: none"><li>• proactively seeking feedback from all stakeholders</li><li>• intentionally reflecting on their strengths and opportunities for growth</li></ul> <p>sharing their learning about their impact with trusted colleagues</p>
To enhance teaching and learning through data, innovation, collaboration, and targeted support programs.	<p>Documented changes in teaching strategies based on data analysis sessions, reflected in meeting minutes and action plans.</p> <p>Implementation of instructional coaching cycles using the Ivanhoe Grammar School coaching playbook.</p>



	<p>Increased use of innovative approaches in classrooms, evidenced through classroom observations and feedback.</p> <p>Implementation of evidence-based tools in lesson plans, with increased student engagement and feedback indicating enhanced learning.</p> <p>Consistency in teaching practices across staff, visible in classroom observations and teacher collaboration.</p> <p>Successful implementation of new reporting approaches with positive feedback from parents and staff.</p> <p>Regular, documented collaborative planning sessions and evidence of unified teaching approaches.</p> <p>Improved outcomes for students in specialised programs, monitored through progress reports and assessments.</p> <p>Increased use of digital tools in lessons, with student outcomes and teacher feedback indicating enhanced learning experiences.</p>
To lead development, evaluation, and flexible delivery of a supportive, engaging, and effective curriculum.	<p>Curriculum documents reflect inclusive practices and student feedback shows increased engagement and satisfaction.</p> <p>Updated and well-documented curriculum guides with evidence of implementation in classrooms.</p> <p>Adjustments to the curriculum based on data analysis, resulting in improved student performance.</p> <p>Positive feedback from the school community regarding curriculum clarity and responsiveness.</p> <p>Evidence of flexible learning options and positive feedback from students on curriculum variety.</p>
To improve teaching quality through evaluation, professional development, workshops, and performance feedback.	<p>Documented performance reviews and growth plans linked to data insights.</p> <p>Increased teacher participation in development activities and observable improvements in teaching practice.</p> <p>High attendance and positive feedback from participants, with evidence of new practices in classrooms.</p> <p>Documented appraisal outcomes showing clear pathways for staff growth and development.</p>
To provide outstanding learning programs	<p>Teach targeted student groups with a focus on Numeracy Plan, teach and assess extension programs to meet the specific needs of selected students across Buckley House</p>
Work within the annual budget	<p>Works closely with Head of Buckley House and Head of Primary – Plenty Campus, regarding budgetary requirements.</p>



	Effective and timely communications with the Business Office.  The budget supports the delivery of programs in accordance with School policies and practices.
Representing the School at events	Attendance at key Primary events within school and outside school hours  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 Principal	The Principal is represented in a range events and settings as directed.  Attend various committee meetings at the invitation of the Principal.  Engage in projects as directed by the Principal.

### 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;

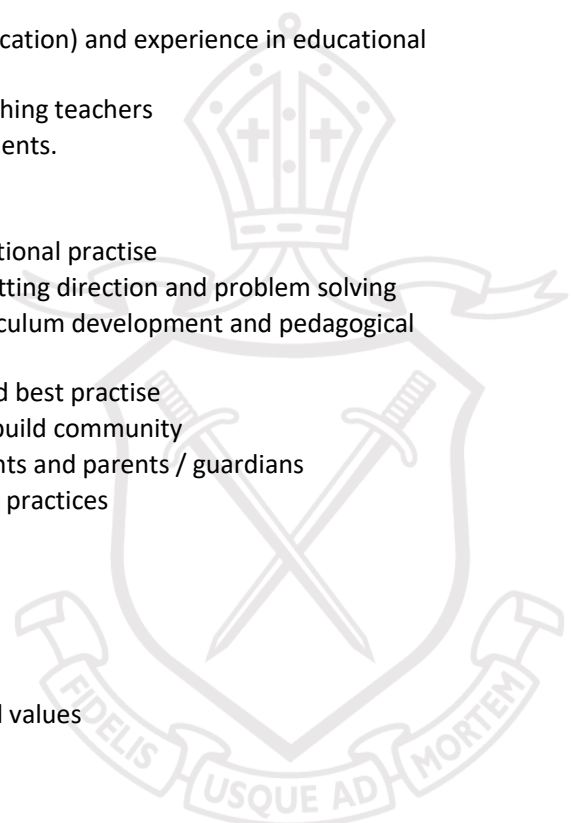
- Current Full Victorian Institute of Teaching (VIT) registration
- Relevant Post-Graduate studies (or working towards a further qualification) and experience in educational leadership
- Credentialed or working towards credentials and experience in coaching teachers
- Expert knowledge of child safety protocols and compliance requirements.

### Knowledge and skills;

- Outstanding practitioner who can lead by example and model exceptional practise
- Demonstrated ability to lead teams and to manage staff including setting direction and problem solving
- A passion for research and evidence about how students learn, curriculum development and pedagogical innovation
- Have up to date knowledge of broader education's developments and best practise
- 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>	Head of Buckley House
<b>Associated Relationships:</b>	Head of Primary – Plenty Campus Head of Individual Needs Individual Needs Coordinators Teachers Learning Support Team
<b>Team/s:</b>	Members of Academic 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 People and Culture
<b>Approved by</b>	Principal
<b>Approval date</b>	<b>August 2025</b>

