



**Position title:** Teacher – Learning Enhancement  
**Reporting to:** Head of Faculty  
**Prepared:** September 2024

## Overview

Mentone Grammar is a K-12 co-educational School. The School is an open-entry school, drawing student from local Bayside and surrounding suburbs. The School became co-educational in 2006 and adopted a unique Together-Apart-Together model of education, which has resulted in continual growth. The School has a strong philosophy of ensuring that students are happy, healthy, and high achieving.

## Values

**Respect** – We value other people and their thoughts and feelings. We listen to them, are truthful towards them and accept them as individuals.

**Caring** – We look after ourselves, our friends and our families. We support and encourage each other. We can care for everyone in some way.

**Resilience** – Whatever bad times we go through we can bounce back again. We can seek help to “let go” of what is stopping us from being “ourselves”.

**Service** – We work voluntarily to help others without expecting anything in return.

**Discipline** – We form good habits to help us achieve high standards. We have high standards of social behaviour, dress, time management and work ethic.

**Endeavour** – We strive to do well even if it’s hard work. We have the courage to stand up for what we believe in.

**Integrity** – We know what is right and wrong and act accordingly. People can rely on us to do what is right.

## Primary Purpose of the Role

This role provides for the teaching of students with individual needs in both literacy and numeracy curriculum areas. The role requires the identification of students with learning difficulties and effective planning and implementation of programs for students with learning difficulties. The incumbent will work closely within a team-based environment.

## Main Responsibilities

The following responsibilities are not exhaustive, nor necessarily in order of priority, but are indicative of the range and nature of the roles.

### Key responsibilities include:

- Curriculum development and delivery. Understanding and experience of teaching VCE English would be desirable.
- Determine individual learning programs for students and teaching of Learning Support classes.
- Resource programs for students:  
This may involve a range of intervention programs and curriculum support
- Work collaboratively within the LE team to teach and support students in a withdrawal setting (literacy and numeracy)



### Administration

- Assist with creation and maintenance of Student Learner Profiles on the School database
- Case manage year level/cohort
- Collect and analyse data for NCCD and to inform teaching
- Liaise with teachers to modify tasks or suggest adjustments as required for approved students
- Maintenance of students' files
- Assistance with the completion of funding applications and / or special provision applications
- Assist with screening/testing students of concern – referral to Specialists (internal or external) for further testing if required
- Organise meetings with Teachers and/or Parents and other stakeholders for students with individual needs

### Communication

- Meet with Parents and Teachers of students with individual needs regularly as required
- Meet with Psychologists/Specialists regarding their testing and recommendations as required
- Follow up recommendations with Teachers and Parents
- Work with VCE VM staff and Career Counsellors to explore future pathways

### General and other activities

- Attend School/Campus meetings
- Participate in sporting activities as required
- Undertaking yard and other supervision duties as required
- Attend excursions as required
- Perform additional duties as required
- Maintain first aid, anaphylaxis and asthma management and mandatory reporting requirements

### Key Relationships - internal

Learning Enhancement Staff	Year Level Coordinators
Heads of Campus	Class Teachers
School Counsellors	Mentors
External Specialists as required	Parents
House Coordinators	

### Qualifications

#### Required

- Current Victorian Institute of Teachers (VIT) registration
- Tertiary qualifications in education (Dip Ed, B.Ed, or equivalent)
- Secondary School teaching experience (Year 9-12)
- Special education qualifications (either currently held or in progress) Masters preferable

### Knowledge, Skills and Personal Attributes

- Well-developed interpersonal and communication skills, including the ability to relate positively with all members of the School community
- High degree of empathy and the ability to handle confidential information in a discreet and professional manner
- Demonstrated initiative and effective problem-solving skills to identify creative solutions
- Strong organisational skills and the ability to manage competing priorities effectively



- Proven ability to work autonomously and as part of a cooperative team
- Patience and compassion working with students with individual learning needs

### **Mentone Grammar Policies: Risk Management, Occupational Health and Safety and Child Safety**

Staff are expected to:

- Adhere to and implement all working practices and procedures in accordance with Mentone Grammar School's Risk Management and Occupational Health and Safety Policies
- Monitor and take full care of health and safety of self and others within area of responsibility
- Participate, where required, in the resolution of safety issues
- Ensure familiarity and compliance with the School's Child Safe Policy, Code of Conduct and Procedures.

### **Child Safe Standards**

Mentone Grammar takes a zero-tolerance approach to any behaviours that jeopardise student safety and wellbeing as all students deserve to learn in a calm and focused environment where they feel safe.

The School has established strategies, practices, policies and procedures in order to comply with Ministerial Order 1359 and to embed a culture of child safety within the School.

Mentone Grammar appreciates that a student safe environment looks different for every student, and in delivering this, supports and respects the cultural safety of Aboriginal and Torres Strait Islander students, students from culturally and/or linguistically diverse backgrounds, as well as students with a disability, students who identify as LGBTQIA+, those with challenging home situations or who are otherwise vulnerable.

All Staff members, volunteers and contractors within Mentone Grammar share in responsibility for the prevention of child abuse and must:

- Have a understanding of Ministerial Order 1359
- Take all reasonable steps to protect children from abuse
- Adhere to all Mentone Grammar policies and procedures regarding child safety
- Adherence to the School Student Safety Code of Conduct
- Demonstrate behaviours in line with the Mentone Grammar values and Child Safe Standard requirements
- Report any instances of child abuse
- Promote a physical and online environment that is supportive of all children and their needs
- Empower students on their rights and decisions affecting them
- Promote an inclusive and safe child safe environment for all

The Principal reserves the right to modify the recruitment process based on the needs of Mentone Grammar. The purpose of this description is to serve as a general summary and overview of the major duties and responsibilities of the position. It is not intended to represent any the entirety of the position nor is it intended to be all-inclusive. Therefore, the position may be required or requested to perform other work duties not specifically listed herein. Mentone Grammar School reserves the right to modify this job description in consultation with the incumbent from time to time depending on the operational needs and requirements of the School.