

MENTONE GRAMMAR

POSITION DESCRIPTION

Position title: Teacher – Learning Enhancement (Lower Secondary Years)
Reporting to: Head of Faculty
Prepared: October 2026

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

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

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.

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".

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

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

Primary Purpose of the Role

The Learning Enhancement Teacher supports students with diverse learning needs to access the curriculum and achieve their potential across the secondary years. The role combines targeted intervention teaching with case management, including monitoring student progress, coordinating adjustments, collating NCCD evidence, maintaining support plans and working closely with mentors and subject teachers to support individual needs. The position may work across different year levels according to student and program needs. In 2027, the primary focus will be Year 7, including supporting transition to secondary school and teaching targeted literacy intervention classes.

Main Responsibilities

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

Key responsibilities include:
Learning and Curriculum Support

- Design and deliver targeted literacy and learning support programs for students in lower secondary with additional learning needs, using evidence-based approaches in collaboration with the English faculty.

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- Teach small-group or individual withdrawal classes focused on literacy, written expression, and executive functioning skills to support curriculum access.
- Collaborate with classroom teachers to provide practical strategies, differentiate instruction, and scaffold learning tasks and assessments to support inclusive teaching practices.
- Develop and assist with the implementation of reasonable adjustments, consistent with NCCD and VCAA guidelines.
- Support students to build independence, self-advocacy, and study skills aligned with their learner profiles.

Student Case Management

- Coordinate and monitor a designated caseload of students with identified individual needs.
- Develop, maintain, and review Support Plans in consultation with students, families, and teachers.
- Collect and analyse assessment data to inform teaching and track student progress.
- Facilitate referrals to specialists and integrate professional recommendations into support plans appropriate to the school context.
- Manage NCCD processes by providing accurate documentation and evidence.
- Facilitate regular Student Support meetings to ensure consistent and collaborative support.
- Communicate adjustments, assessment accommodations, and support strategies clearly to staff, students, and parents/guardians.
- Maintain accurate records of student support and progress.

General Duties

- Participate actively in school and campus meetings.
- Undertake supervision, duty, and excursion responsibilities as required.
- Participate in professional learning and contribute to a culture of continuous improvement.
- Maintain current certification in first aid, anaphylaxis, asthma management, and mandatory reporting.
- Undertake other duties as required.

Key Relationships

Learning Enhancement Staff	House Coordinators/ Year Level Coordinators
School Psychologists	Mentors
Heads of Campus	Subject Teachers

Experience, Knowledge, Skills and Personal Attributes

- Excellent interpersonal and communication skills with students, staff, and families.
- Demonstrated empathy, patience, and professionalism when supporting students with learning challenges.
- Strong organisational and time-management skills with the ability to manage competing priorities.
- Capacity to work collaboratively as part of a multidisciplinary team.
- Initiative and flexibility in adapting to the changing needs of students and programs.
- Discretion and commitment to confidentiality.
- Commitment to the school's values and to the principles of child safety and inclusive education.

Qualifications

Required

- Current Victorian Institute of Teachers (VIT) registration
- Tertiary qualifications in education (Dip Ed, B.Ed, or equivalent)
- Secondary School teaching experience
- Demonstrated understanding of inclusive education and adjustments to support students with diverse learning needs.

Desirable

- Postgraduate qualification (or working towards) in Intervention / Inclusive Education.
- Knowledge of the NCCD framework and experience contributing to data collection.

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 has a zero-tolerance policy for child abuse and is committed to promoting child safety, children's wellbeing and protecting children from abuse.

- Mentone Grammar (the School) is committed to protecting its students from all aspects of harm, and has established strategies, practices, policies, and procedures to uphold this public commitment.
- The School takes a zero-tolerance approach to any behaviours that jeopardise student safety and wellbeing (including child abuse and reportable conduct). The School regards its student safety responsibilities with the utmost importance and strives to deliver an educational curriculum that promotes the School's ethos, vision, and values of Caring, Respect, Integrity, Endeavour, Service, Discipline and Resilience.
- All members of our Community must comply with Mentone Grammar's Student Safety and Protection Policy and Procedures and its associated policies. The policies were developed in accordance with Ministerial Order No. 1359 – Implementing the Child Safe Standards – Managing the Risk of Child Abuse in Schools and Boarding Premises.

Mentone Grammar Policies can be found at: www.mentonegrammar.net/policies

Disclaimer

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 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.

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