



GEELONG GRAMMAR SCHOOL®
EXCEPTIONAL EDUCATION

POSITION DESCRIPTION

POSITION:	Learning Facilitator Literacy/Numeracy Support
DEPARTMENT/CAMPUS:	Corio Campus
DATE PREPARED:	November 2025
REPORTS TO:	Head of Inclusive Learning

WORKING ENVIRONMENT

Geelong Grammar School is one of the world's leading coeducational boarding and day schools offering exceptional education to all of its students, from Early Learning to Year 12. Geelong Grammar School seeks to inspire its students and community to thrive and make a positive difference through its unique and transformational education. Geelong Grammar School has four campuses:

Bostock House (approximately 100 students). Situated in the Geelong suburb of Newtown, this campus caters for day students from Early Learning to Year 4. After Year 4, students from Bostock House proceed to Corio. The Bostock campus has approximately 17 full time and part time teaching and support staff.

Toorak (approximately 320 students) is located in Melbourne. It caters for day students from Early Learning to Year 6. After Year 6, most students proceed to Corio. The Toorak campus has approximately 50 full time and part time teaching and support staff.

Corio (approximately 920 students) offers day, day boarding, weekly boarding and full boarding in Years 5 to 8 (Middle School) and day and full boarding in Years 10 to 12 (Senior School). About 70% of Corio students are full boarders. Approximately 100 staff (nearly all teaching) reside on the campus, with 30 accommodation units being connected to boarding houses, and the remainder consisting mostly of free-standing residences. The campus is like a small community with its own (large) kitchen/dining facilities, a medical centre (9 beds), chapel and maintenance workshops and comprehensive educational infrastructure. The campus also provides high-level sport, recreational, training and performance facilities used by the School community. The Handbury Centre for Wellbeing provides a gymnasium, indoor swimming pool, dance studio and multi-purpose playing courts and the (SPACE) provides "State of the Art" auditoriums, performance theatres, creative education hubs and display spaces that utilise the latest in technology.

Timbertop (approximately 245 students) is a boarding campus for all Year 9 students, located near Mt Buller in Victoria's Alps. All teaching staff live on the campus and students spend the entire year at Timbertop taking part in hiking, recreational and community service activities.

POSITION OBJECTIVE

The Learning Facilitator is responsible for providing support to teachers and students to maximise learning opportunities for students with diverse needs. The position requires collaboration with Classroom Teachers including specialist teachers to support students to achieve their potential. The Learning Facilitator must be able to work cohesively within the classroom environment to support the teaching programme and those students requiring extra assistance. The main focus is on the following areas:

- Assist and support Classroom and Specialist Teachers to implement the teaching programme and cater for those requiring additional assistance
- Assist and support identified students to achieve their learning goals and objectives in the classroom and outdoor environment, including working with individual students who may require significant support

KEY RESPONSIBILITIES

The Learning Facilitator is responsible for the following tasks:

- To work with small groups of students to deliver targeted literacy and numeracy interventions under direction from the Literacy/Numeracy Specialist and Head of Inclusive Learning – Middle School
- To assist Classroom and Specialist Teachers to ensure students' needs are addressed through the teaching and learning programme
- To support the Individual Learning Plans/Targets of students requiring individualised support
- To maintain positive and supportive interactions with all teachers, parents and relevant consultants
- To work as a cooperative member of the team ensuring harmonious relationships are maintained and delegated responsibilities are fulfilled
- To adhere to School teaching and OH&S regulations and policies
- To attend team and School meetings where necessary
- To strictly maintain the confidentiality of students, parents and staff
- To contribute to the co-curricular programme of the School as required
- To attend Parent Support Group meetings as required.
- To reflect and uphold the values of the School at all times and take an active role in the general life of the School
- To contribute to the ongoing constructive evaluation of the School programme, policies and activities where required.

ORGANISATIONAL RELATIONSHIPS:

The Learning Facilitator reports to the Head of Inclusive Learning and works closely with a number of key contacts internal and external to the School:

Internal Liaisons

Inclusive Learning Team
Teaching staff
Administrative and support staff
School Psychologists

Possible External liaisons

Student welfare professionals
Psychologists
Educational and medical specialists
Speech and language pathologists
Parents and families
Professional Associations
Occupational Therapists

KEY SELECTION CRITERIA:

- An interest in contemporary evidence-based practice in literacy and numeracy instruction
- Ability to build positive and respectful student relationships that encourage participation and maintain a supportive learning environment
- Knowledge of learning difficulties and disabilities and how they impact learning, participation and engagement
- The ability to follow teaching and learning plans with rigour and attention to detail
- Have a willingness to collect and record student progress data accurately, and to always maintain confidentiality and professionalism
- The ability to work collaboratively as a valued member of the Inclusive Learning team to support consistent and targeted intervention practices
- Have a willingness to undertake professional learning and reflection to improve skills and keep up to date with best-practice approaches.
- Have a commitment to professional development and a willingness to participate in Geelong Grammar community activities and cocurricular programmes

Qualifications & Skills

Mandatory

- Qualifications (Certificate III in Education Support) and/or experience as a School Integration Aide/Facilitator
- Current Victorian Working with Children Card (Employment)
- National Police Check completed within three (3) months prior to appointment
- It is a condition of employment that staff must possess First Aid qualifications and have current Anaphylaxis Management Accreditation in accordance with the new Ministerial Order 706 and the School's Anaphylaxis Management Policy (2015). Information regarding Anaphylaxis Management Accreditation requirements, training courses and compulsory briefings scheduled by the School are provided by the Head of Campus.

Highly desirable

- Experience and/or training in delivering structured literacy and numeracy programs to individual and small groups of students (e.g. MacqLit, Sounds-Write, Spelling Mastery, QuickSmart Numeracy, etc.)
- Knowledge of explicit teaching principles, including using modelled examples, facilitating guided practice and delivering clear student feedback
- Experience working with middle years learners (Years 5-8), understanding their developmental, social and emotional needs

COMMITMENT TO POSITIVE, ADVENTURE AND CREATIVE EDUCATION:

Geelong Grammar School is committed to experiential learning with and through nature and Creative and Positive Education.

All staff are required to attend our Discovering Positive Education training course within their first two years of employment at the school. Staff also have the opportunity to participate in ongoing Positive Education training throughout the year.

OUR COMMITMENT TO STUDENT SAFEGUARDING

Geelong Grammar School is committed to the safety of students and has a zero tolerance of student abuse.

WORKING WITH CHILDREN CHECK & NATIONAL POLICE CHECK

All employees of Geelong Grammar School must hold a Victorian Working with Children Check (Employment) prior to appointment, and National Police Check completed within three (3) months prior to appointment.

OTHER REQUIREMENTS

Current driver licence is essential to the role