



POSITION DESCRIPTION

POSITION:	Inclusive Learning Facilitator
DEPARTMENT:	Learning and Teaching
CAMPUS:	Toorak Campus
REPORTS TO:	Head of Inclusive Learning Early Childhood & Primary
DIRECT REPORTS:	Not Applicable
EMPLOYMENT STATUS:	Casual
APPROVAL:	March 2026

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 Inclusive Learning Facilitator is responsible for providing support to assigned students to maximise learning opportunities for students with diverse needs across Prep to Year 6. The position requires collaboration with classroom and specialist teachers, the Head of Inclusive Learning – Early Childhood & Primary and external specialists to support students to achieve their potential. The Inclusive 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 in the following areas:

- Assist and support classroom and specialist teachers to implement the teaching programme and cater for students' individual learning needs
- 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 Inclusive Learning Facilitator is responsible for the following tasks:

- To assist classroom and specialist teachers to ensure students' needs are addressed through the teaching and learning programme
- To assist in implementing the Individual Education Plans of students requiring individualised support
- To work with individual students and/or small groups of students to support development in all curriculum areas and in self regulation
- To support identified students' wellbeing and engagement in play / outdoor programs as necessary
- To maintain positive and supportive interactions with all teachers, parents and relevant consultants
- To attend Student Support Group meetings as required
- 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 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 Inclusive Learning Facilitator reports to the Head of Inclusive Learning | Early Childhood & Primary and works closely with a number of key contacts internal and external to the School:

Internal Liaisons

- Head of School / Campus
- School Psychologists
- Heads of Departments
- Inclusive Learning Team
- Teaching staff – Toorak campus'
- Operational staff – Toorak campus'
- Students

External liaisons

- Parents and Guardians
- Student Welfare professionals
- External Psychologists
- Educational and Medical Specialists
- Speech and Language Pathologists

- Occupational Therapists
- Professional Associations
- Visitors to Toorak campus

KEY SELECTION CRITERIA:

- A passion and ability to cater to the individual learning needs of students, particularly those with specific learning and behavioural difficulties
- Experience supporting students' learning and behavior from Early Childhood to Year 6
- Excellent interpersonal and communication skills, including an ability to develop rapport with students, parents and guardians, teaching staff and external consultants
- Well-developed organisational and conceptual skills
- Capacity to work effectively within a team and to actively support team members
- A variety of education experiences working with students across a range of learning, social and behavioral issues
- A commitment to professional development and a willingness to participate in Geelong Grammar community activities and cocurricular programmes
- Demonstration of Courage, Compassion, Curiosity, Connection and Civility and application of the Strategic Imperatives

QUALIFICATIONS AND EXPERIENCE:

- Qualifications (Certificate III in Education Support) and/or experience as a Classroom Assistant or Integration Aide within an Early Childhood or Primary School setting
- Current Victorian Working with Children Card (Employment) and National Police Check
- 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.

Desirable

- Previous experience of the International Baccalaureate Primary Years Programme

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 all students and has a zero tolerance of student abuse.

The School's Student Safeguarding Framework, which includes the Student Safeguarding Strategy, Student Safeguarding Policy and Student Safeguarding Code of Conduct, is available on the [GGG website](#), under 'Student Safeguarding'. The School's expectation is that all staff members (and School Community members) comply with the Student Safeguarding Framework policies and procedures and the [Child Safe Standards](#), as applicable to their role. Any queries in respect of this Framework or the School's expectations should be directed to safeguarding@ggs.vic.edu.au.

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.

