IVANHOE GIRLS' GRAMMAR SCHOOL

OUR GIRLS SPEAK FOR THEMSELVES.

Position Description

Position:	Senior School Teacher Librarian
Reports to:	Head of Library and Information Services
Direct reports:	Nil
Effective date:	November 2026
Approved by:	Deputy Principal and Head of Senior School

School Context

At Ivanhoe Girls' Grammar School, we view the opportunity to educate girls, to prepare them for happiness and success in their adult lives, as a privilege. With over 122 years of experience finding and supporting the strengths of our learners, Ivanhoe Girls' continues to provide a personalised education for each student from the Early Learning Centre (Three-Year-Old) through to Year 12.

We allow students to explore and extend themselves academically, socially and culturally while developing a character founded on integrity and generous service to our broader community.

As a proudly open entry school affiliated with the Anglican Church, we welcome every student as a unique individual and we foster in them the confidence to discover their talents and to build upon them. By maintaining our enrolments between 850 and 1000 learners, we are able to know each student as an individual, to monitor their progress carefully and to ensure they feel accepted, valued and validated as they learn how to fly high. We are proud to develop articulate, courageous, critical thinkers who are generous of spirit, have a lifelong love of learning, and who have a voice and use it to make a positive contribution to their wider community. We expect our students to think independently, to question their own and other people's ideas, and to know that there are no mistakes, only opportunities to learn.

Purpose and Scope

The Senior School Teacher Librarian is responsible for the effective delivery of teaching programs in information literacy, inquiry learning, research skills and reading across the Senior School. Working as an information and research specialist, and as a curator of library collections and services, the Senior School Teacher Librarian works closely with the Head of Library and Information Services, Heads of Faculty, Director of Curriculum and Director of Learning and Innovation to ensure a cohesive and holistic approach to curriculum delivery. In addition to teaching responsibilities, the Senior School Teacher Librarian promotes a love of literature, develops students' inquiry, research and critical thinking skills, fosters a culture of reading and lifelong learning, and contributes collaboratively to the strategic objectives of the School through Library Services.

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Key Responsibilities and Duties

1. Professional Practice

- Plan and deliver differentiated teaching programs to meet the specific learning needs of students across the full range of abilities to achieve specific student outcomes
- Establish clear and attainable learning goals for students
- Use a range of teaching practices and resources to engage students in effective learning, including ICT where appropriate
- Monitor, evaluate and report student progress in key learning areas
- Use student data to inform teaching approaches and implement strategies to improve student learning outcomes
- Record and maintain records of student attendance
- Implement effective student management strategies consistent with the School's policies
- Plan for appropriate opportunities for parents/carers to be involved in their children's learning
- Effective communication with students and parents

2. Library Services

- Use the Senior School Information Literacy Curriculum to teach information literacy, research and reading skills to Senior School students by:
  - Delivering Wide Reading lessons for Years 7–9 as timetabled
  - Delivering Wide Reading lessons for Years 10–12 in collaboration with the English Faculty.
  - Delivering Research lessons in partnership with faculty members to support students' information literacy, inquiry learning and curriculum-based research needs.
- Design, teach and evaluate information literacy and research programs that enable students to locate, evaluate, synthesise, organise and communicate information ethically and effectively across a range of formats and contexts.
- Promote a culture of reading and lifelong learning through exemplary readers' advisory services, literature promotion, personalised reading guidance, and the curation of reading lists, bibliographies and learning resources that support both curriculum learning and recreational reading.
- Cultivate a vibrant culture of reading and storytelling by developing and leading literary programs, author visits, Book Week activities and reading events that inspire a love of books, celebrate authors and stories, and position the library as a dynamic centre of literacy and learning.
- Facilitate and mentor students in co-curricular and library-based learning opportunities that promote inquiry, creativity, communication, collaboration and student leadership.
- Collaborate with the Library Team and teaching staff to evaluate, develop and maintain a relevant, balanced and inclusive collection that supports curriculum priorities, contemporary pedagogies and the diverse learning needs and interests of students.

3. Student Wellbeing

- Actively participate in the Wellbeing Program.
- Attend camps as directed by Head of Senior School.
- Fulfil the role as Tutor, as required.
- Role model appropriate behaviours to our Students
- Liaise with Tutor and Year Level Co Ordinator's on Wellbeing and Academic issues
- Participate in House Carnivals
- Participate in Learning Progress meetings, providing relevant and timely feedback.

4. Mentor/Coaching

- Supervision and training of pre service teachers where required
- Model exemplary classroom practice and mentor/coach pre service teachers to engage in critical refection of their practice and to support and expand their capacity

5. Child safety

- Abide by the School's Code of Conduct, Child Safety and Wellbeing Policy, Prevention of Child Abuse Policy and Responding to Child Abuse Policy
- Maintain either a valid Working with Children Check for employment purposes or a current registration with the Victorian Institute of Teaching
- Create and maintain a child-safe culture that is understood, endorsed and put into action at all times when carrying out duties
- Immediately report any concerns regarding the safety of children
- Remain aware and responsive to the needs of vulnerable children, including Aboriginal and Torres Strait Islander students, those from culturally and linguistically diverse backgrounds, children with disabilities, international students, those unable to live at home and children and young people who identify as LGBTQIA+
- Actively participate in training provided by the School with respect to child safety

6. Professional Development

- First year teachers are required to work with their designated mentors to participate in professional development planning, implementation and reflection
- Engage and apply professional learning to improve knowledge and practice and educational outcomes of students

7. Organisational

- Actively support the Vision, Mission and Values of Ivanhoe Girls' Grammar School
- Comply with all relevant legislation and policies and procedures which may be amended from time to time

- Take reasonable care of one's own health and safety and the health and safety of others and comply with any reasonable instructions, policies and procedure
- Actively contribute to a broad range of school activities and co-curricular programs and have flexibility to attend after hours commitments if required
- Attend staff meetings, staff professional development days and Open Days
- Ensure the confidentiality and privacy of students is respected and upheld at all times
- Actively promote the School within the community

Core Competencies, Attributes and Capabilities

Specialist knowledge	• Current curriculum knowledge and pedagogical practice to meet the diverse needs of all students. • Engages in critical reflection and inquiry in order to improve knowledge and skills to effectively engage students and improve their learning • Knowledge of contemporary research into teaching and learning • Comprehensive understanding and knowledge of contemporary young adult literature and how to promote and foster wider reading
Professional practice	• Model exemplary ethical behavior and sound judgement in all professional dealings with students, colleagues and the community • Comply with legislative requirements, administrative and organisational requirements • Demonstrate responsiveness and respect in all communications with parents/carers about their children's learning and well being • Knowledge of legal and other obligations related to their work
Interpersonal:	• Build positive and professional relationships with students, colleagues and parents/carers
Professional Development	• Commitment to developing skills and competences to become an effective classroom practitioner. • Commitment to improve student performance and educational outcomes determined by the School's strategic plan
Organisational:	• Excellent time management skills, the ability to prioritise and manage competing demands
Technology:	• Sound demonstrable knowledge of MS Teams, Outlook, Office, CoPilot • Knowledge of the Library LMS, currently AccessIT • Creating Research & Information Guides – Libguides or Libpaths

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Key Selection Criteria

Mandatory: ***Successful applicants are required to provide certified copies of the mandatory qualifications listed in this section.***	• Appropriate qualifications and current VIT registration • Demonstrated expertise in delivering information literacy and research lessons • Readers' Advisory skills with specific expertise and knowledge in YA contemporary literature and Australian YA Literature • Demonstrated understanding of the need to address the academic, social and emotional needs of the students • Exceptional verbal, interpersonal and written communication skills • Passion and commitment to learning within an independent girls' school • Substantial relevant experience that demonstrates the Core Competencies, Attributes and Capabilities

Ivanhoe Girls' Grammar School has a zero tolerance policy for child abuse and is committed to promoting child safety, children's wellbeing and protecting children from abuse. Ministerial Order 1539 requires Ivanhoe Girls' to implement child safety standards and to accommodate and take the needs of all children (including but not limited to, Aboriginal and Torres Strait Islander children, children from culturally and linguistically diverse backgrounds, children with disabilities, and children who are vulnerable) into account when creating a child safe environment.

The incumbent of this role must comply with Ivanhoe Girls' Grammar School's child safety policies and related policies and procedures (including the Code of Conduct), upholding the overarching principles and values set out and conducting themselves in accordance with the commitment to take all reasonable steps to promote the safety of children.