



# Year Level Leader

<b>Title</b>	Year Level Leader
<b>Classification</b>	Full Time (Ongoing) – Teaching
<b>Tenure</b>	3 Year Position of Leadership (2027 – 2029)
<b>POL Level</b>	POL 3
<b>Time Release</b>	12 x 70-minute periods (Year 7 Year Level Leaders) 10 x 70-minute periods (all other Year Level Leaders)
<b>Category</b>	Teaching Staff
<b>Key Reports</b>	Deputy Principal Student Engagement and Head of School
<b>Award</b>	Catholic Education Multi-Enterprise Agreement 2022
<b>Membership</b>	Student Engagement Leadership Team Primary Links (Year 7) Child Safety Team (where applicable)

## Purpose of the Position

The Year Level Leader is an integral part of the Student Engagement Leadership Team. This leadership role will manage a team of Homeroom teachers and will work collaboratively with the other Year Level Leader at their assigned year level. There will be two Year Level Leaders at each year level (7-11).

Year Level Leaders provide proactive, high-quality leadership and play a key role in implementing the College's vision, mission and strategic plan. With a sound knowledge of all the students in their cohort, the Year Level Leader responds to, and supports, the needs of student. This role provides leadership in the personal development, pastoral care and behaviour management of students.

As a member of the College staff, the Year Level Leader will promote and uphold the Catholic values of the College and present a positive and appropriate public profile. The Year Level Leader will actively participate in the implementation of the College vision and mission statement and be guided by the College motto of 'Live Fully Act Justly'.

## Key Contacts

- Director of Learning Diversity
- Director of Senior Pathways
- Director of Curriculum and Pedagogy
- Director of Student Programs
- College Events Coordinator
- VCE Coordinator
- Applied Learning Coordinator
- Homeroom Teachers
- Subject Teachers
- College Counselling Team
- Community Liaison Officer



## Key Roles and Responsibilities

The Year Level Leader will:

- foster and facilitate student wellbeing strategies that promote the social, emotional, academic and moral development of students
- promote and model an approach to wellbeing practices that focuses on acknowledging positive behaviours
- develop, support and facilitate the College's Wellbeing Program at their year level with the Heads of School
- adhere to and role model restorative practices and approaches when working through wellbeing issues with staff and students
- monitor standards of safety, conduct, recalls, behaviour, uniform, punctuality and attendance
- maintain appropriate data and documentation for your relevant cohort pertaining to any wellbeing concerns
- monitor student attendance in conjunction with the relevant Head of School at fortnightly partnership meetings
- support students and families experiencing school avoidance and liaise with the relevant Student Engagement Team members
- foster positive family partnerships by facilitating parent meetings and phone calls regarding student wellbeing concerns
- ensure transparency of relevant information when communicating with teachers regarding the needs and concerns of students
- maintain confidentiality when managing sensitive student matters
- maintain legal obligation in relation to child safety, mandatory reporting and reportable conduct with the support of the Heads of School and Deputy Principal Student Engagement
- work with the Community Liaison Officer to identify any vulnerable students or families that may require additional support
- respond to and escalate student, parent/carer or staff concerns in a timely manner
- lead an effective and efficient response to student behaviour management
- monitor student progress utilising data from SEQTA (Learning Management System)
- implement a Student Code of Conduct, set student goals and support the Head of School with Student Engagement Plans
- support the induction of new students entering the year level
- Year 7 Year Level Leaders facilitate the College Transition program in conjunction with the Head of School and Deputy Principal Student Engagement
- Year 7 Year Level Leaders support the transition processes relevant to Year 6 to 7 transition
- Year 7 Year Level Leaders oversee the primary school transition data and attend primary school visits
- attend fortnightly SET (Student Engagement Team) meetings to collaborate with Learning Diversity and the College Counselling Team
- attend PSG (Parent Support Group) meetings in conjunction with the Director of Learning Diversity to support students with additional needs



- implement and monitor student programs, counselling referrals and liaise with external agencies
- collaborate with the Head of School regarding students on Weekly Conduct Cards and Student Engagement Plans
- lead year level assemblies, communal homerooms, fortnightly year level briefings and parent information evenings
- facilitate lunchtime and after-school Recalls
- demonstrate a consistent leadership presence each day, monitoring student arrival, locker areas and punctuality to class
- facilitate and assist with particular events relevant to each year level eg. Year 7 Orientation, Welcome Days and Year 10 Formal
- support the Camps Coordinator with providing group allocation for camp
- allocation of lockers at each year level
- other duties as required by the Principal.

## General Qualifications

- Full VIT Registration
- Master of Education and/or Leadership, or equivalent (advantageous)
- Accreditation to Teach in a Catholic School (advantageous)
- Accreditation to Teach Religious Education and/or Lead in a Catholic School (advantageous)

## Experience, Knowledge and Skills

- A demonstrated experience in leading best practice in Student Wellbeing and behaviour management
- Demonstrate organisational ability in managing events, timelines and communication processes
- Demonstrate the ability to maintain consistent record keeping when it comes to student management
- Knowledge of evidence-based strategies that support Student Wellbeing
- Strong understanding of the social, emotional, and academic challenges associated with secondary school students
- Excellent interpersonal and communication skills to engage effectively with students, families and external stakeholders
- Demonstrate the ability to be confidential regarding sensitive student concerns
- Strong teamwork skills, with the ability to work across leadership teams, including the College Counselling Team, Learning Diversity and Teaching and Learning
- Ability to interpret student data and use it to inform planning, targeted support and strategies
- Demonstrated commitment and knowledge of child safety policies and processes



## Child Safety

All members of staff share in the responsibility for the prevention and detection of child abuse, and must:

- Have a clear understanding of Ministerial Order 1359 on Child Safety as it relates to the College's Code of Conduct, policies, procedures and practice
- Have a sound understanding of the eleven child-safe standards
- Be familiar with and comply with the school's child-safe policy and code of conduct, and any other policies or procedures relating to child safety
- Provide students with a child-safe environment
- Uphold a zero-tolerance attitude towards child abuse
- Ensure cultural safety for Aboriginal children and children from culturally and/or linguistically diverse backgrounds
- Provide a safe and accessible environment for children with a disability
- Implement strategies that promote a healthy and positive learning environment.

## Key Selection Criteria

1. The capacity to provide leadership that is characterised by a commitment to the Catholic Faith and our College motto *Live Fully Act Justly*
2. A proven capacity to provide leadership that is characterised by a strong desire for continuous improvement, lateral thinking and innovation
3. A commitment to Child Safety with a strong knowledge and understanding of Child Safety legislation and responsibilities
4. The ability to build positive, trusting and respectful relationships with students, families and staff
5. A clear vision for planning and implementing effective wellbeing strategies and student management processes, including an understanding of the MACS Vision for Engagement.
6. An ability to work collaboratively and facilitate dynamic teamwork
7. Proven success as an exemplary teacher

## Final Statement

The purpose of the position description is to provide an overview of the major tasks and responsibilities of the position. It is not intended to represent the entirety of the position. The incumbent may be requested to perform other tasks, not specifically stated, and the Principal may modify the position description in consultation with the incumbent from time to time, depending on the operational needs and requirements of the College.