



Year Level Team Leader / House Leader Role Description

POL 3

Time allowance: 10 x 60 minute periods per 10 day cycle

POL tenure: 3 years, with an accompanying ongoing, full-time teaching position

Position Description

The Year Level Team Leaders / House Leaders have a key role in the implementation of the College's Wellbeing Policies by supporting student wellbeing for learning. They set the direction for student wellbeing in their specific year level(s)/House ensuring every student's opportunities for growth is maximised. The correlation between the wellbeing of a student and their success as an engaged learner is well researched and documented.

The partnership between Learning Mentors, Subject Teachers and Year Level Team Leaders / House Leaders is pivotal in the pastoral care and empowerment of Mount St. Joseph Girls' College students.

The Year Level Team Leader / House Leader supports the three-way partnership between staff, students and families, and oversees the wellbeing and learning dimensions of students within their group. The Year Level Team Leader / House Leader will contribute to the development of student wellbeing and the implementation of the Student Wellbeing learning sphere of the School Improvement Framework.

Prerequisites

Commitment to Child Safety

- A demonstrated understanding of child safety
- A demonstrated understanding of appropriate behaviours when engaging with children
- Familiarity with legal obligations relating to child safety (e.g. Mandatory reporting)
- Be a suitable person to engage in child-connected work

Education and Experience

- Teaching qualifications
- Current Victorian Institute of Teaching (VIT) registration
- Accreditation to teach in a Catholic school (or be working towards such accreditation)
- Qualifications in the area of Student Wellbeing is desirable

Responsibilities

Leadership

- Support the vision and mission of the Catholic learning and faith community of Mount St. Joseph Girls' College.
- Participate in the College Middle Leaders Program in order to continue to build leadership capacity and growth.
- Lead the formation and development of Learning Mentors.

Student Wellbeing

- Support Learning Mentors and Subject Teachers as they endeavour to support the academic, social, emotional and spiritual needs of students.

- Collaborate with the Director of Student Wellbeing and Director of Learning Diversity and Student Services Manager to support the transition and induction of new students in their year level or House group.
- Monitor and continually check in with new students for their first year to ensure social connections and engagement.
- Act as a conduit for parents/carers and the College teaching and administration staff regarding the learning and wellbeing of individual students.
- Develop and encourage effective student leadership opportunities at the year level or House group.
- Encourage student co-operation, emphasising respect for others and observation of school rules.
- Support the Director of Catholic Identity and members of the Faith & Identity Team in their leadership of retreats and liturgical celebrations.
- Work with the Wellbeing Team to develop a comprehensive wellbeing program that is scoped and sequenced.
- Monitor student attendance and participation in the co-curricular life of the College.
- Meet with parents and/or carers when to discuss wellbeing and learning for ensure growth and connectedness.
- Direct Learning Mentors to monitor student attendance and punctuality.
- Ensure all students are adhering to the expectations of the College.
- Document interactions on SIMON to monitor trends and patterns in the year level to ensure effective case management meetings.
- In conjunction with the Deputy Principal Student Wellbeing and the Director of Student Wellbeing, implement the school's child-safe policy and code of conduct, and any other policies or procedures relating to child safety.
- Co-ordinate the pastoral care of students and student wellbeing programs of the year level or House group.
- Be familiar with and adhere to Child Safety and PROTECT protocols.
- Develop meaningful relationships with all students in the year level / House group
- Ensure a visible presence in year level /House area throughout the day to proactively enhance wellbeing and connection
- Allocate time during recess / lunchtimes to be available for students.

Student Learning

- Develop a strong academic and learning culture within their year level or House group.
- Working in conjunction with the Subject Teachers, manage the learning needs of students in their year level or House.
- Plan for suitable interventions or opportunities to address identified needs by liaising with the appropriate staff e.g. Learning Diversity Leader, counsellors, Director of Learning Diversity and Student Services Manager..
- Organise camps and whole year level or House activities, excursions and incursions.
- Develop year level programs that support high academic rigour and promote General Capabilities identified in the Victorian Curriculum.
- Liaise with Subject Teachers and the Director of Learning Diversity or Student Services Manager regarding the progress of students with diverse learning needs.
- Liaise with Subject Teachers and Domain Leaders to support students' diverse learning needs.
- Conduct regular PSG meetings for students in year level / house.
- Liaise with the Learning Development Leaders to ensure that school processes support the growth in learning.
- Monitor and negotiate assessment tasks and schedules.
- Monitor student academic growth and meet with parents and carers to ensure a proactive approach to learning.
- Employ an evidence-informed approach to leading learning across the College, drawing on peer reviewed research and internally collected data.

Communication

- Be available to discuss with parents and carers matters concerning their child.
- Keep staff informed of pertinent decisions or information affecting students in the year level or House group.
- Communicate information of a serious nature to the Director of Student Wellbeing and/or relevant members of the Stewardship Team.

Administration

- Oversee the general organisation and administration of the year level or House group and the co-ordination of activities pertaining to that year level or House group.
- Be responsible for organising and conducting year level or House assemblies on a regular basis.
- Consult, plan and communicate with relevant staff regarding any activity that involves the whole year level or House group and co-ordinates other such activities involving groups within the year level or House.

- Assist in arranging information sessions for students and parents as required, e.g. Open Day, Parent Information Evenings.
- Convene in person wellbeing and learning meetings for teachers of that year level or House group, keeping records and ensuring follow-up.
- Compile and keep current records particular to the students in that year level or House group.
- Organise special transition programs where appropriate.
- Be responsible for the organisation and follow up of Case Management Meetings.
- In conjunction with the Learning Mentors, communicate information to staff relevant to the student's social, emotional, physical and academic wellbeing.
- Lead and work with staff to follow up student behaviour, uniform, lateness and absenteeism (including extended leave/family holidays) and relevant learning issues.
- Keep detailed records of student incidents, parent/teacher discussions and referrals on SIMON.

Undertake related duties as requested by the Principal who may vary the above duties.

Required Attributes and Skills

The successful candidate will be able to demonstrate the following:

1. Support of the vision and mission statements of our learning and faith community at Mount St. Joseph Girls' College.
2. A commitment to the Catholic ethos of the College and recognition of the role of all leaders in Catholic schools to provide faith leadership.
3. The capacity to provide leadership characterised by lateral thinking, innovation and a willingness for ongoing improvement.
4. The ability to dialogue with staff in a collegial manner to achieve improved learning outcomes for students.
5. The capacity to create and maintain an environment that supports continuous improvement in curriculum design and delivery leading to the achievement of high-quality outcomes for all students.
6. Well-developed interpersonal skills including a demonstrated ability to work and communicate within a team environment.
7. Proven organisational skills and capacity to show initiative in working independently.
8. The ability to liaise and communicate effectively and positively, ensuring productive interchange and professional conversation with regard to student outcomes.