

MacKillop College

Year Level Leader



Position Description

| | |
|----------------------------------|--|
| Department | Wellbeing |
| Classification (CEMEA 2022) | Teacher aligned to years of experience |
| Position of Leadership Allowance | POL 3 + 550 minutes release time (includes homeroom) |
| Position reports to | Director of Wellbeing |

About MacKillop College

MacKillop is a Catholic college in the Josephite tradition. Inspired by the spirit of St Mary of the Cross MacKillop, we strive to:

- encourage individuals to reach their full potential as life-long learners by providing an innovative, challenging and collaborative learning and teaching environment in a rapidly evolving society;
- foster leadership by empowering and developing all members of the school community;
- enhance positive relationships in a supportive community by promoting justice and a sustainable future;
- support wellbeing by affirming the intrinsic dignity of each individual, embracing diversity and empowering active citizenship;
- witness to the presence of God amongst us by celebrating our Catholic heritage as a faith community.

Overview of the Role

The primary role of the Year Level leader is to work proactively and collaboratively with teachers to develop, maintain and encourage positive and professional relationships and interactions between students, staff and families across the year level.

The Year Level Leader will lead and facilitate programs, initiatives and interventions and be responsible for the timely support of the students as well as provide professional support to staff teaching at the designated year level.

Commitment to Catholic Education

- demonstrate an understanding of the ethos of a Catholic school and its mission
- demonstrate an understanding of the Church's teachings and the Catholic teacher's role in the mission of the Church
- demonstrate a capacity to instil in students a respect for each other in accordance with the teachings of Jesus Christ
- willingness to integrate the Church's teachings into all aspects of curriculum

Commitment to Child Safety

- ensure students are provided with a child safe environment
- be familiar with and comply with the MacKillop College child safe policy and code of conduct, and any other policies or procedures relating to child safety
- demonstrate a duty of care to students in relation to their spiritual, physical and mental wellbeing
- implement strategies which promote a healthy and positive learning environment
- demonstrate an understanding of child safety standards and obligations (e.g. mandatory reporting)
- demonstrate an understanding of appropriate behaviours when engaging with children
- report any concerns relating to child safety immediately



Accountabilities

Building a culture of support

- be a positive role model for staff and students and building a strong sense of team across the year level
- develop authentic and professional relationships with students, staff and families, promoting collegiality and open dialogue
- respond to individual student and parent concerns in an appropriate and timely manner, seeking support from, or escalating to, a Director of Wellbeing or the Deputy Principal: Wellbeing as required
- work collaboratively as a member of the wider Student Wellbeing Team to develop and implement targeted programs to support engagement
- lead the implementation of approved year level strategies, programs or initiatives including, in partnership with the Thrive Leader, maintain the ongoing currency of the Thrive program
- in partnership with families address issues of complexity or concern that place students at risk, either academic or health and wellbeing
- develop Behaviour Support Plans and apply a case management approach that is collaborative and proactive to support students with complex needs
- collaborate with the Directors of Wellbeing to cultivate positive and professional relationships and behaviours
- nurture a sense of collaboration and teamwork through regular engagement, open communication, and genuine consultation to support participation in decision-making
- lead and implement appropriate actions that are inclusive, trauma informed and create a culture of Restorative Practices
- ensure that College policies and practices are promoted, understood and administered effectively
- monitor student attendance, and in conjunction with Homeroom teachers and Student Wellbeing Team communicate with families as required
- develop, implement and evaluate policy and procedures as required
- advocate and promote student leadership opportunities across the College
- liaise with the Learning Diversity Team and Learning and Teaching Team on data, assessment and reporting
- organise and lead Year Level Information Nights
- plan, organise and conduct year level assemblies and support whole school assemblies
- support the organisation of excursions and activities as required
- provide feedback on the composition of homerooms

Student Leadership

- support and mentor students particularly in relation to meeting the Colleges' expectations
- promote a culture of inclusion, respect and individual accountability for behaviour
- ensure that students represent the College community in an appropriate and respectful manner by adhering to the general expectations and uniform requirements
- ensure that students are being respectful to visitors to the College and to the public when travelling to and from school or when engaged in learning away from school
- empowers students to be responsible for their own learning, be accountable for their actions, negotiate conflict and proactively engage with their peers, staff and the broader College community
- facilitate student transition and support the induction of students new to the College and year level
- assist students to access sources of support within the College e.g., counselling or learning support programs

Leadership of Year Level staff

- Build capacity of the year level staff to
 - review, modify and expand their use of positive, proactive behaviours and an integrated curriculum to form our students and their individual and collective pastoral needs.
 - embed a culture of review, responsibility and shared accountability to achieve high standards for all.
 - support staff in the discharging their duties regarding holding students accountable for their individual behaviour
 - work collaboratively with Homeroom teachers to implement College expectations to ensure consistency
 - respond to the expressed and perceived needs of the Year Level staff in a timely manner
-

-
- assist staff to develop and implement strategies to support appropriate and professional relationships with students, including the setting of appropriate boundaries
 - provide guidance to support College expectations and policies and ensure there is a shared understanding among staff
 - support year level teachers to promote and manage student behaviour and alignment to College expectations
 - keep staff informed of important matters affecting their Year Level
 - ensure that each homeroom takes responsibility for the general tidiness of their classroom and common areas
 - provide guidance and support to staff in managing the needs of individual students
 - ensure all appropriate interventional strategies are implemented regarding poor student attendance and academic underperformance
 - communicate regularly with the Directors of Wellbeing about events, issues and concerns for the year level
-

Child Safety

- act as a resource for the college in the application of Child Protection and Safety Policies
 - promote child protection issues within the MacKillop community
 - respond to general queries with respect to the College's Child Protection and Safety Policy
 - ensure Child Safe policy and procedures are clearly communicated to all stakeholders including students, families and staff
 - ensure procedures are followed for reporting child protection concerns and reportable conduct matters
 - consult with the College's designated Child Safety and Wellbeing Officers/Directors of Wellbeing when responding to child safety or wellbeing concerns raised by staff, students or their families
-

Communication

- respond to concerns from students and families in an appropriate and timely manner
 - provide meaningful and regular feedback to students in a professional and timely manner
 - provide written reports for families that clearly reflect the student's approach to learning, performance on a range of assessment tasks, strengths, challenges and recommended future learning strategies
 - participate in Student Progress Interviews
 - initiate family contact in cases where student behaviour or academic performance need to be addressed
 - respond promptly to family requests for information, return phone calls and answer emails
 - maintaining records of communications with students, staff and families
 - Engage empathetically with staff, students and families when dealing with difficult situations
-

Learning Environment

- create and maintain a safe and challenging learning environment
 - promote positive, respectful and encouraging relationships
 - demonstrate effective classroom behavioural management skills, implementing appropriate behaviour management strategies
 - use appropriate restorative practices to support student inclusion and when necessary, reintegration
 - model and support staff to ensure that restorative practices are being used effectively to manage behaviour
 - establish clear expectations for student behaviour and encourage students to take responsibility for their own behaviour
 - establish clear learning expectations for students based on individual needs
 - create a stimulating learning environment by using a variety of teaching strategies and activities
-

Professional Development

- support a performance and development culture
 - participate in the appraisal process for teachers and classroom observational assessment to receive constructive feedback
 - commit to ongoing professional development
 - maintain required ICT skills for learning and teaching
 - contribute and participate in the annual review meeting process
-

General Expectations

- support the Victorian Catholic Education Authority (VCEA) 'Statement of Principles Regarding Catholic Education
- act as a role model for students
- actively contribute to the achievement of the School Improvement Plan
- stay informed by reading Principal Memo, all College emails and other correspondence on at least a weekly basis and respond appropriately
- abide by all College policies and procedures
- work collaboratively and build effective working relationships
- ensure MacKillop Colleges' public image, professional reputation and best interest is represented through all interactions and activities
- model a professional approach for all staff and students, including conduct, language, and professional dress
- attend all relevant school meetings, functions, events, liturgies, open days, staff faith, professional development as required by the Principal
- observe the strictest confidentiality for all sensitive and private information
- participate in duty supervision as rostered and other supervision duties as required
- actively contribute to the care of all College facilities, grounds, equipment and resources

Work Health and Safety

- take reasonable care of your own health and safety
- take reasonable care for the health and safety of others who may be affected by their acts or omissions
- cooperate with any actions MacKillop College implements to comply with WHS requirements
- comply with all Safe Working Procedures
- use appropriate Personal Protective Equipment (PPE) as required
- periodically update MacKillop College about any medical condition that:
 - is life threatening or may require Emergency Services to be called
 - could impact on their ability to perform their duties
- complete safety training courses as required and participate in compliance briefings or inductions as required
- do not 'intentionally or recklessly interfere with or misuse' anything provided at the workplace to support health, safety and welfare
- report all hazards (e.g. unsafe working conditions) and incidents (e.g. injuries, illnesses etc.)
- work co-operatively and consult with Health and Safety Representatives to resolve workplace safety changes and issues
- undertake all work activities in a manner that ensures the workplace is free from harassment, bullying and discrimination and supports workplace diversity
- contribute to a healthy and safe work environment and comply with all safe work policies and procedures

Other Duties

It is not the intention of this role description to limit the scope or accountability of the position but to highlight the most important aspects. All employees are required to undertake reasonable duties commensurate with their skills and training from time to time in accordance with the needs of the College or as directed by the Principal.

Required Capabilities

| | |
|---|---|
| Meet the Professional Standards for Teachers | <ul style="list-style-type: none">• Fulfil and adhere to the professional standards for Teachers as outlined by the Australian Institute for Teaching and School Leadership (AITSL)• Adhere to the AITSL Codes of Conduct and Ethics |
| Duty of Care | <ul style="list-style-type: none">• complete annual Child Protection and Mandatory reporting training• Must maintain currency qualifications in:<ul style="list-style-type: none">– First Aid and CPR– Mandatory reporting– Anaphylaxis management– Asthma management |

| | |
|-------------------------------|---|
| Emotional intelligence | <ul style="list-style-type: none"> • A demonstrated understanding of social, and emotional issues connected to student life • A demonstrated capacity to lead and promote respect for students and staff |
| Communication | <ul style="list-style-type: none"> • Excellent written and oral communication skills, including ability to communicate with students, families and the school community • Excellent interpersonal and communication skills |
| Organisation | <ul style="list-style-type: none"> • Ability to manage tasks with minimal supervision • Capacity to work to timelines • Demonstrated organisational skills including strong attention to detail. • Proven time-management skills • Exhibited self-motivation |
| Contemporary Teaching | <ul style="list-style-type: none"> • Use of multiple teaching techniques to engage students in learning • Use of technologies associated with the method taught • Contemporary knowledge of the subject matters being taught |
| Approachable | <ul style="list-style-type: none"> • A demonstrated ability to foster a welcoming and calm learning environment that promotes positive behaviour |
| Teamwork | <ul style="list-style-type: none"> • Ability to work as part of a team • Ability to collaborate with other staff to develop and share teaching resources • Ability to develop and maintain excellent working relationships with key stakeholders. |
| Catholic Identity | <ul style="list-style-type: none"> • A demonstrated commitment to working in a Catholic Education environment • Demonstrated pastoral approach towards student and staff relationships |

Qualifications, Education and Experience

Essential

- Relevant Teaching qualification
- Accreditation to Teach Religious Education
- Current Victorian Institute of Teaching (VIT) registration
- Demonstrated understanding and experience of the learning and teaching pedagogy associated with the Victorian Curriculum
- A commitment to teaching in Catholic School environment

Desirable

- Relevant post-graduate studies (or working towards such qualifications)
- Experience in use of student data to maximise learning and wellbeing outcomes

Declaration

I accept the above duties for the position at MacKillop College.

Name: _____

Signature: _____

Date: _____