

# MacKillop College

## Year Level Leader



### Position Description

Classification (CEMEA 2022)	Teacher aligned to years of experience
Position of Leadership Allowance	POL 3
Time Release	550 minutes release time (includes homeroom)
Position reports to	Director of Wellbeing
Year Levels	Years 10-12 on a looped cycle

### 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 Year Level Leader has a key facilitation role in fostering a positive, collaborative and cohesive culture which supports student wellbeing, academic engagement, and personal development. Working in partnership with students, staff, and families, the Year Level Leader provides effective leadership to ensure that College expectations are upheld, interventions are coordinated, and a positive, respectful learning environment is maintained.

The Year Level Leader provides professional support to Teachers for implementing behaviour support and management plans which address behavioural and academic concerns, and facilitates the communication between students, families, and staff.

This role is central to creating a safe, inclusive, and supportive environment in which students are encouraged to grow academically, socially, emotionally, and have accountability for their own learning and behaviour.

#### 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

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### Leadership

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- implement wellbeing policies and practices including, but not limited to:
  - Victorian Catholic Education Authority (VCEA) Positive Behaviour Guidelines
  - Melbourne Archdiocese Catholic School (MACS) Vision for Engagement
  - Trauma informed and restorative practices
  - positive and respectful behaviour/relationships
  - Victorian Child Safe standards
- be a key contact for students, families and staff regarding activities specific to the year level
- build a strong sense of team, open dialogue and collegiality across the year level
- develop authentic and professional relationships with students, staff and families
- lead the implementation of year level policies and strategies aimed at social, emotional and physical development
- identify trends and emerging patterns of academic performance or behaviour which require a strategic or leadership intervention
- 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 student wellbeing team to develop and enhance student engagement
- lead the implementation of the Thrive curriculum across the year level
- in partnership with families address wellbeing risks involving their student
- develop, implement and evaluate Behaviour Support Plans and apply a case management approach that is collaborative and proactive
- monitor student attendance in collaboration with Homeroom teachers to implement early interventions for attendance as necessary
- 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
- 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
- lead and support the organisation of excursions, camps and year level activities as required
- provide feedback on the composition of homerooms

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### Student Leadership

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- support and mentor students, particularly in relation to their understanding of Colleges' expectations
  - respond to student and family concerns in a timely manner, seeking support from the Deputy Principal: Wellbeing, Director of Wellbeing and/or the Principal
  - promote a culture of inclusion, respect and kindness at College
  - ensure that students represent the College appropriately by adhering to uniform requirements
  - ensure that students are respectful in the community when travelling to and from school and when engaged in camps, excursions and other activities away from the College
  - empower students to be accountable for their own learning, actions, and negotiate any conflict proactively with their peers and College staff
  - lead and facilitate student transition, by supporting induction of new students
  - assist students to access sources of support within the College e.g., counselling or learning supports
  - advocate and promote student leadership opportunities across the College
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## Supporting Teachers

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- build capacity of Teachers to review, modify and expand their use of positive, trauma informed, proactive practices
- liaise with Teachers to provide information about students at risk and relevant action plans
- model collaborative leadership across the year level
- embed a culture of continuous improvement, responsibility and shared accountability to achieve high standards
- support Teachers to hold students accountable for their individual behaviour and learning participation
- work collaboratively with Homeroom teachers to implement College expectations with consistency
- respond to the expressed and perceived needs of Year Level staff in a timely manner
- assist Teachers to develop and implement strategies to support appropriate and professional relationships with students and families, including the setting of appropriate professional and personal boundaries
- provide advice and guidance regarding College expectations and policies to ensure there is a shared understanding
- ensure there is regular and adequate communication between Teachers and Year Level leaders, ensuring that important information is shared and available
- ensure that each homeroom Teacher takes responsibility for the general tidiness of their classroom and the Year Level common areas
- provide advice, guidance and support to Teachers in managing individual student needs and facilitating appropriate escalation or referral to supports as required
- support teachers, and ensure all appropriate interventional strategies are implemented regarding poor student attendance and academic underperformance

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## Child Safety

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- act as a resource for teachers in the application of Child Protection and Safety Policies
- promote awareness of 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

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## Communication

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- communicate regularly with the Directors of Wellbeing about events, issues and concerns for the year level or individual students
- provide meaningful and regular feedback to the Deputy Principal: Wellbeing in a professional and timely manner
- provide issues summaries and briefings for matters that require escalation
- in collaboration with the relevant teaching staff, initiate and manage family contact in cases where student behaviour or academic performance need to be addressed

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## Professional Development

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- participate in the annual review process for Teachers and classroom observational assessment to receive constructive feedback
- assist teachers to develop their professional knowledge and understanding of issues which impact young people and participation in school
- facilitate professional learning for Year level teachers
- support a performance and development culture that encourages feedback from students, families and staff
- actively participate in professional development to continuously develop new skills
- maintain currency in learning technology skills required

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## General Expectations

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- support the Victorian Catholic Education Authority (VCEA) 'Statement of Principles Regarding Catholic Education'
  - act as a role model for students and staff
  - Adhere to the Melbourne Archdiocese Catholic School (MACS) Code of Conduct
  - actively contribute to the achievement of the School Improvement Plan
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- stay informed by reading the Principal Memo, all College emails/direct messages and other correspondence on at least a weekly basis, responding 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 proceedings and 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

Wellbeing	<ul style="list-style-type: none"> <li>• excellent understanding of the Melbourne Archdiocese Catholic Schools (MACS) Vision for Engagement</li> <li>• excellent understanding of the Victorian Child Safe Standards and obligations</li> <li>• excellent understanding of the MacKillop behaviour management strategy</li> <li>• a commitment to discretion, confidentiality and integrity</li> </ul>
Duty of Care	<ul style="list-style-type: none"> <li>• complete annual Child Protection and Mandatory reporting training</li> <li>• Must maintain currency qualifications in:               <ul style="list-style-type: none"> <li>– First Aid and CPR</li> <li>– Mandatory reporting</li> <li>– Anaphylaxis management</li> <li>– Asthma management</li> </ul> </li> </ul>
Emotional intelligence	<ul style="list-style-type: none"> <li>• a demonstrated understanding of social and emotional issues connected to student life</li> <li>• an ability to build positive and meaningful relationships with students</li> <li>• an ability to set clear behavioural expectations</li> <li>• an understanding of trauma informed practice</li> <li>• an understanding of emotional regulation of self and others</li> </ul>

<b>Communication</b>	<ul style="list-style-type: none"> <li>• excellent written and oral communication skills, including ability to communicate with students, families and the school community</li> <li>• strong collaboration skills to work effectively with stakeholders</li> <li>• excellent interpersonal and communication skills</li> </ul>
<b>Organisation</b>	<ul style="list-style-type: none"> <li>• ability to manage tasks with minimal supervision</li> <li>• capacity to work to timelines</li> <li>• demonstrated organisational skills including strong attention to detail</li> <li>• proven time-management skills</li> <li>• exhibited self-motivation</li> <li>• ability to manage complex projects</li> <li>• ability to lead change and effectively review and implement programs</li> </ul>
<b>Approachable</b>	<ul style="list-style-type: none"> <li>• a demonstrated ability to foster a welcoming and calm learning environment that promotes positive behaviour</li> </ul>
<b>Teamwork</b>	<ul style="list-style-type: none"> <li>• flexible and willing to help and support others</li> <li>• ability to collaborate with the teachers, staff and students</li> <li>• ability to develop and maintain excellent working relationships with key stakeholders</li> </ul>
<b>Catholic Identity</b>	<ul style="list-style-type: none"> <li>• a demonstrated commitment to working in a Catholic Education environment</li> <li>• demonstrated pastoral approach towards student and staff relationships</li> </ul>

## 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: \_\_\_\_\_