

POSITION DESCRIPTION

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| Position: | Head of Year Level |
| Reporting to: | This Role reports directly to the Head of Middle Years for year levels 7,8 and 9 and the Head of Senior Years for year levels 10,11 and 12 |
| Position Tenure: | Position of Responsibility (POR) for a three year term with a substantive full time teaching load. |

PRIMARY PURPOSE OF THE ROLE:

The Head of Year is responsible for the leadership and development of a positive culture within the year level cohort that will effectively support each individual's academic, social, emotional and spiritual development. They will work to engage, monitor and support students in the year level with a particular focus on academic tracking and monitoring. The role requires proactive engagement and communication with students, their parents and college staff.

KEY RESPONSIBILITIES

Strengthening Lutheran Identity

As a leader within a Christian school, the Head of Year will:

- Support and contribute to the growth of a strong Christian faith community through personal example and professional leadership. This includes participation in chapels, staff and student devotions and retreats.
- Collaborate with the College Pastor, Chaplain and other key staff to support the college's worship and devotion program with a particular focus on overseeing the quality of devotions at year level assemblies.
- Support the Lutheran ethos of the College.

Enhancing Excellence in Teaching and Learning

As a key leader within the college, the Head of Year will:

- Support student learning through the development of strong relationships with their cohort of students.
- Promote effective study skill programs and techniques to the year level.
- Regularly monitor the student analytics dashboard to track the academic growth and achievement patterns of individual students and the cohort in general.
- Liaise with relevant staff (academic and pastoral) as required on all matters affecting a student's academic performance or progress. This includes making adjustments to a student's academic program by following the Subject Change Application Process as required.
- Analyse academic data to identify areas for improvement in the year level learning program.
- Regularly monitor the student assessment and workload calendar across the year level to ensure a balanced academic program that ensures the opportunity for success for all students, providing updates to the Director and/or Assistant Director of Teaching and Learning as required.

- Identify students requiring support or further challenge and work collaboratively with the Head of Middle Years and the Assistant Director of Teaching and Learning to interpret data and plan strategies for student improvement and/or recognition.
- Collaborate with the Head of Enhanced Learning and Head of House on the provision of personalised programs and suitable adjustments for students with specific learning needs, to ensure every student has the opportunity for success that is equal to their peers.
- Be proactive in referring students to the Head of House for pastoral support when needed.
- As a classroom teacher, model high levels of pedagogical expertise, collaboration and teamwork in the enhancement of student learning outcomes and actively support the teaching and learning initiatives of the college.
- Actively support the co-curricular program of the college.

Engage in Continual Improvement and Innovation

As a key leader within the college, the Head of Year will:

- Continually seek out and engage in latest educational research.
- Be an innovative and dynamic educational leader committed to a reflective process of continual improvement, contributing to goal setting and reflection practices.
- Model engagement and lead the ongoing growth of student wellbeing, and spiritual and academic growth, in line with the college's goals and priorities.
- Work collaboratively with the Pastoral Care team and provide input to ensure that the strategic plan and priorities are the key focus.
- Lead reflection and action to refine and achieve improved outcomes for students in the year level.

Community Building

As a key leader within the college, the Head of Year will:

- Work collaboratively with the relevant Head of Middle Years and Heads of House to engage, monitor and support students in their year level.
- Develop a positive culture in the year level where all students strive for excellence in all aspects of their learning, service and co-curricular involvement.
- Set high standards of student conduct, engagement and attendance, encouraging active and high-quality participation in all activities of the college.
- Seek and promote service opportunities for the year level in conjunction with the Head of Service Learning.
- Develop and maintain positive partnerships and collaboration with staff, students, parents, carers and the wider community.
- Work collaboratively with staff to acknowledge service, reward excellence, celebrate success or to explore ways to increase engagement and progress.
- Embrace inclusion and help build a culture of high expectations that takes account the richness and diversity of the wider school community and education systems and sectors.
- Demonstrate responsiveness in all communications with parents about their children's pastoral and learning needs, referring matters as appropriate to key personnel.
- Lead staff and students to develop a culture of positive school spirit that enables students to engage positively in all college activities.
- Orientate new students to the year level and college in collaboration with the Head of House.

Leading Effective Organisation and Management

As a key leader within the college, the Head of Year will:

- Take responsibility for ensuring that the expectations of the college are regularly communicated to, and met by, students in their year level.
- Oversee administrative functions in relation to student academic programs in line with college policies and procedures such as subject changes and effective record keeping on the Learning Management System.
- Ensure the parent-facing Year Level Home Page is professionally presented as per college requirements and provides up-to-date, timely information for parents of the year level.
- Lead and plan engaging and effective year level assemblies.
- Oversee the planning, approval and risk management of the year level events and activities, such as camps or social events, ensuring that they are relevant to strategic and learning goals of the college, well planned, appropriately documented and effectively communicated.
- Model effective leadership and be committed to ongoing professional development and personal health and wellbeing in order to manage the complexity of the role and the range of learning capabilities and actions required of the role.
- Professional leadership presence at, and involvement in, college events such as parent information nights, co-curricular, social and sporting events.
- Respond to and professionally address parental, staff and student concerns in a timely manner.
- Be actively present during Chapel, and before and after school, for students, parents and staff.

Teaching Component

- In addition to the responsibilities and duties of this role, the incumbent will be required to undertake a classroom teaching component.

These descriptors are considered the key duties and responsibilities of the position, however, the position description is considered dynamic and is subject to change. You may be required to perform other duties in this role as required to meet the needs of our students and the college.

KEY INTERNAL RELATIONSHIPS

This position reports the Head of Middle Years and will be expected to work closely with the following key stakeholders within the College.

Associated Relationships:

- Principal
- Director of Pastoral Care and Wellbeing
- Sub-school Administration Assistant
- Other Heads of Year
- Heads of House
- Director of Teaching and Learning
- Teachers

QUALIFICATIONS

- The Head of Year will be an accomplished classroom teacher and be familiar with the duties and responsibilities of the role.
- All teachers must be registered (or able to be registered) with the Victorian Institute of Teaching.
- Commitment to, and competence in, the use of technology in the classroom is required.

- An understanding of restorative practices and the psychology of positive education will be highly regarded.

PERSONAL QUALITIES

The successful candidate will exhibit the following personal qualities:

- Strong interpersonal / personal skills.
- Ability to be confidential and keep student, parent, and teacher confidentiality.
- Be proactive and well organized with strong administrative, record keeping and IT skills.
- Be a role model and positive member of the college community including being fully supportive of the college.

KEY SELECTION CRITERIA

The successful applicant will need to demonstrate or have the demonstrated capacity to develop the capabilities described below:

- SC 1.** Demonstrated ability to enhance the Lutheran identity of the college through leading staff to support the Christian ethos of the college, and its worship and devotional program. This includes the support of high quality of practice of pastoral care and student learning in pastoral care groups which includes the growth of understanding of the Christian world view and links between positive psychology and Lutheran theology in both staff and students.
- SC 2.** Knowledge and skills to support high quality student learning and growth. This includes high levels of knowledge and skills of restorative processes and strategies that enhance student engagement consistent with the college's pedagogical and wellbeing practices.
- SC 3.** Demonstrated levels of confidence, flexibility, teamwork, innovation and perseverance required to get the best from staff and students and contribute to a highly effective culture of learning. This includes a commitment to ongoing professional learning and continual improvement and innovation across all dimensions of college life with a particular focus on the enhancement of student wellbeing.
- SC 4.** Demonstrated professional skills that foster effective learning partnerships with students, parents and members of the wider community. This includes the ability to maintain a positive focused environment with a high standard of pastoral care, presentation and performance and high levels of engagement with the co-curricular and community engagement activities of the college.
- SC 5.** Demonstrated interpersonal expertise that fosters effective learning partnerships with students, parents and members of the wider community. This includes high levels of self-knowledge and the ability to maintain a positive, focused environment with a high standard of pastoral care. An understanding of restorative practice and the psychology of positive education will be highly regarded.

OUR COMMITMENT TO CHILD SAFETY

All students who attend Luther College have a right to feel and to be safe. The wellbeing and safety of all students in our care is our first priority and we have zero tolerance to child abuse. The college has a commitment to child safety and teaching staff will be responsible for understanding, applying and promoting the college's commitment to child safety, and its related policies and procedures.

Employment at Luther College is subject to school policies including the Child Safety Policy, Child Safety Code of Conduct and Mandatory Reporting Policy and participating in all related mandatory training. To ensure the safety of all students, staff will take into account issues relating to Aboriginal students, students from cultural and linguistic diverse backgrounds, or students with a disability, in addressing child protection and disclosures.

PROFESSIONAL EXPECTATIONS

All staff are expected to:

- All employees will commit to upholding and supporting the college's Lutheran ethos and the mission of the Lutheran Church.
- Demonstrate commitment to Ministerial Order No. 1359 "Child Safe Standards – Managing the risk of child abuse in schools and school boarding premises", the Child Safe Program – Child Safety and Wellbeing Policy and Child Safe Program – Child Safety Adult Code of Conduct.
- Have a shared responsibility for risk identification of child abuse, and be well-prepared in how to respond to child safety concerns.
- Be responsive and maintain respectful communications and collaborative relationships with the Luther College community.
- Adhere to and implement all safe work practices and procedures in accordance with the Luther College Occupational Health & Safety Policy.
- Work safely and report any hazards in accordance with school procedures.
- Model exemplary ethical behaviour and exercise informed judgments in all professional dealings.
- Attend staff meeting/s and professional learning as scheduled each term.
- Meet expectations as set out in the Luther College Staff Handbook.

CORE LEADERSHIP BEHAVIOURS

The following core leadership behaviours are expected of the person within the position.

Professional Composure: Is a settling influence within a complex environment, is not easily irritated or quick to judge, can manage reasonable stress without it affecting professional performance.

Ethics and Values: Demonstrates Christ-like values, role models expected behaviors, demonstrates honesty and integrity in all situations irrespective of complexity.

Decision Quality: Makes good decisions, based on sound data, credible educational research, collective wisdom, experience and in alignment with the college's strategic aims and objectives.

Interpersonal Expertise: Relates well to all kinds of people, easily builds rapport and trust, is respectful and diplomatic in dealings with others, represents situations accurately without embellishment and displays a genuine empathy for others.

Communication: Can communicate with clarity and purpose within a variety of settings, is an active listener, is slow to judge and form opinions, is able to interpret and respond accordingly to the non-verbal responses of others. Provides consistent public support both within and outside of the college for school-wide policy initiatives and strategic priorities.

Organizational Agility: Knowledgeable about the relational and operational complexity of organizations, works effectively to achieve strategic priorities and learning goals of the college, and understands how best to motivate and align teams of people to achieve these.

Priority and Solution Focused: Can identify what is of strategic importance and prioritizes focus of self and others accordingly, can limit distractions, overcomes blocks and barriers, is able to complete projects within required timeframes, consistently meets the goals of the organization and exceeds the expectations of others, creates opportunities and support structures for others to be internally motivated.

Self-Knowledge: Knows personal strengths and weaknesses, reflects upon previous experiences to facilitate personal and professional growth, regularly seeks feedback from others, values transparency and accountability.

Courage and Conviction: Speaks the truth with love, corrects communicated inaccuracies, provides direct feedback to others, faces difficult situations from a clear process perspective, does not personalize professional situations unnecessarily.