



SUCCESS PROFILE – First Nations Student Coordinator

Setting your career for success at Geelong Grammar School

ROLE TITLE:		First Nations Student Coordinator
DIVISION:		Residential Education, Care & Community
CAMPUS:		Corio
REPORTS TO:		Vice Principal Residential Education, Care & Community
DIRECT REPORTS:		Not Applicable
EMPLOYMENT STATUS:	Tenure	Full Time Ongoing
	Hours	1.0 FTE (flexibility to reduce to 0.8 FTE for an Operational employee) 1.0 FTE (if employed as a Teacher)
	Working Weeks	Operational Annualised 52 Weeks 39 working weeks, 4 weeks annual leave, 9 weeks leave without pay , OR Teachers Averaged over 52 weeks
CLASSIFICATION:		Operational Salary Scale General A7, OR Teaching Salary Scales GGS Enterprise Agreement

THE ROLE

General Description and Role Purpose

- Support the pastoral care and learning needs of First Nations students across campuses.
- Lead and develop First Nations programs, policies and practices and enhance cultural awareness across campuses.

Key Responsibilities/Accountabilities

- Oversee new student orientation and transition across campuses.
- Work collaboratively with Heads of House, House Mentors and Teaching Staff to support student pastoral and learning needs.
- Meet regularly with First Nations students, facilitating connections within and across year levels.
- Monitor the wellbeing and academic progress of First Nations students.
- Be a point of contact and cultivate and maintain strong connections with families.
- Attend relevant sport and co-curricular activities.
- Liaise with Yalari Student Support Officers and Mentors to ensure comprehensive weekly support for students.
- Facilitate termly review meetings to assess student progress, identify needs and allocate resources.
- Engage Academic Tutors for students as required.
- Organise cultural activities for students.
- Plan and facilitate Reconciliation Week, NAIDOC Week events, and other related cultural events.



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- Work with teachers to support the implementation of First Nations perspectives into the curriculum.
- Work with key stakeholders to implement the School’s Reconciliation Action Plan (RAP), and lead the current RAP working group and support the chair.
- Liaise with Abstudy to negotiate additional funding and resources to support students and their families as needed.
- Undertake and coordinate the administrative functions associated with the First Nations Program, including beginning and end of term travel through Abstudy.
- Contribute to the CARE Team and other student-led initiatives in response to the Reconciliation Action Plan.
- Educate the GGS Community more broadly on matters impacting our First Nations students and enhance general cultural awareness.
- If employed as a Teacher, undertake a minimum 0.2 FTE academic teaching role.

Out of hours contact/ other role requirements

- The incumbent will likely to be required to work public holidays which fall during Term time, where the School is operational.
- The attendance at School events, such as family day, athletics carnival, leavers ceremony and valedictory dinners is encouraged.
- Travel is a requirement of this role. Travelling between campuses.

Physical, Environmental and Psychosocial requirements

PHYSICAL	Expectation	Rarely	Occasional	Frequent	Not Applicable
Mobility	Ability to move around the workplace, including stairs and uneven ground	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mobility Endurance	Hiking across rugged, uneven, steep or slippery terrain, often while carrying a pack	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Sitting /Standing	Capacity to sit or stand for extended periods	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Manual Handling	Ability to lift/carry items up to ___ kg (role-specific) Loading trailers, including lifting above shoulder height. Pushing/pulling heavy items such as bike trailers, boats, stretchers Setting up and packing down large equipment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Operate Vehicles	Operate vehicles or heavy machinery Drive long distances on both sealed and unsealed roads, often with limited breaks Towing and reversing trailers of various sizes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Work at Heights	Using ladders, scaffolding or other objects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Fine Motor Skills	Use of keyboard, writing instruments, equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Visual Capacity	Reading screens, documents, and observing surroundings	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Auditory Capacity	Communicating in person/phone, responding to alarms	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>



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Water-based Activities	Paddling canoes, kayaks, or rafts Carrying boats and gear around water access points Working in wet environments (eg Rivers or rainy weather)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Fatigue Capacity	Working non-business hours shifts Overnight supervision of students Being on-call Possible sleep disruption	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Travel	Off-site travel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ENVIRONMENTAL	Expectation	Rarely	Occasional	Frequent	Not Applicable
Noise Exposure	Working in moderate noisy environments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Workspace Layout	Open-plan or shared workspace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Screen-Based Work	Prolonged computer use	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Biological/Chemical Exposure	Exposure to cleaning agents, laboratory materials (if applicable)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Shift or Extended Hours	Work outside standard hours (if applicable)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Outdoor work	Work in hot, cold, wet conditions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Working alone	Work alone or in isolation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Confined Spaces	Work in confined spaces where only one egress (escape route) exists	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
PSYCHOSOCIAL	Expectation	Rarely	Occasional	Frequent	Not Applicable
Interpersonal Engagement	Regular interaction with staff, clients, students or stakeholders	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Emotional Regulation	Managing conflict, sensitive matters, or distressed individuals	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Workload Management	Managing competing priorities and deadlines	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Change Adaptability	Responding to operational change	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Decision-Making	Exercising judgment within delegated authority	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Confidentiality	Handling sensitive or personal information	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Autonomy	Working independently with accountability	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Resilience	Managing pressure and ambiguity	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>



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THE PERSON – Key Selection Criteria

Knowledge/Skills/Qualifications | *What you need to KNOW*

Knowledge / Skills:

- Knowledge and understanding of First Nations communities and cultures.
- Knowledge of learning and wellbeing needs of First Nations students.
- Ability to liaise with internal and external stakeholders to support positive outcomes for First Nations students.
- Well-developed organisational skills.
- Exceptional relationship management skills.
- Excellent written and oral communication skills.
- Well-developed digital competency.

Qualifications:

- Current driver license is essential to the role
- Anaphylaxis Course (22578VIC - Course in First Aid Management of Anaphylaxis) [Essential]
- Asthma Course (22702VIC - Course in the Management of Asthma Risks and Emergencies) [Essential]
- First Aid Course (HLTAID011 Provide First Aid Course) [Essential]
- CPR Course (HLTAID009 - Provide cardiopulmonary resuscitation [Essential]
- Victorian Institute of Teaching (VIT) Membership (if a Teacher) or Working with Children Check (WWCC)/ Police Check

Experience | *What you HAVE DONE*

- Worked in a role supporting First Nations youth, families and/or communities.
- Worked in a school or educational context.
- Worked collaboratively in teams, to achieve personal and organisational outcomes.
- Proven ability to incorporate First Nations perspectives into the curriculum.

Personal Attributes/Attitude | *Who you ARE*

- Courageous
- Curious
- Compassionate
- Civility
- Connection
- Collaborative
- Open to new experiences
- Comfortable with trial and error
- Resilient
- Respectful and approachable
- Confident



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- Reflective
- Disciplined and measured

Competencies | *How you behave and what you CAN DO*

- Demonstrates exemplary ethical standards
- Acts with integrity
- Builds positive and professional relationships with staff, students, and parents
- Open to new ideas and approaches
- Collaborates effectively with individuals and teams
- Commits to the development of self and others
- Aligns personal and organisational purpose
- Committed to evidence-based practice (substantiation)

WORKING AT GGS

- The Success Profile (SP) should be read in conjunction with the School’s Ligh Blueprint, individual performance and development plan, employment contract or relevant agreement etc.
- The SP outlines key responsibilities only. Other duties consistent with the position purpose may be expected.
- Geelong Grammar School is committed to the safety of all students and has a zero tolerance of student abuse.
- Geelong Grammar School is committed to providing a safe and healthy environment. All Employees, contractors, students, volunteers, and visitors share a mutual responsibility to adhere to safety guidelines and contribute to this safe environment, in accordance with the *Occupational Health and Safety Act 2004 (Vic)*.
- Employment is conditional upon obtaining a Victorian Working with Children Check (Employment) and a National Police Check, or current VIT registration.
- Where applicable, employment as a Teacher is conditional upon maintaining a current VIT registration (inc. Police Check), proficiency in all of the AITSL Standards, First Aid qualifications and have current Anaphylaxis Management Accreditation in accordance with Ministerial Order 706 and the School’s Anaphylaxis Management Policy. Teachers are expected to participate fully in the School’s academic, pastoral and co-curricular programmes.
- Geelong Grammar School is committed to experiential learning with and through nature and Creative and Positive Education. Employees are required to attend a Discovering Positive Education training course.

Reviewed by: Vice Principal | Residential Education, Care & Community

Approved by: Employee Engagement

Effective Date: 1 June 2026