

Year Level Coordinator

POSITION DESCRIPTION



Reporting to:	Head of Student Wellbeing - Secondary
Teaching:	Ongoing
Employment Fraction:	Full-time
Teaching Fraction:	0.65 FTE
Leadership time release:	0.35 FTE and Homeroom (or equivalent)
Leadership tenure:	Three years
Leadership salary:	Level 3
Prepared:	June 20256

Position Context

Hume Anglican Grammar is an independent, multi-campus, co-educational and Anglican Diocesan School offering education from Prep to Year 12 in the Northern growth corridor of Melbourne. The School aims to provide its students with an education that prepares them for the challenges of life, equips them to contribute to the community in an environment based on Christian values and at a cost affordable to as many families as possible. It is Hume's fundamental belief that young people who are genuinely happy will engage, aspire and thrive within our learning community. By establishing high standards in all that it does, every student is encouraged and supported to discover and fulfil their unique potential.

Hume Anglican Grammar has an open enrolment policy so educates children from many faiths and with a diverse range of backgrounds and abilities. It has a strong sense of inclusivity and a community-minded focus. Hume is a progressive school, not just in the development of buildings and grounds, but also in innovative thinking and advancements in its approach to teaching and learning. This is led by a group of dedicated and expert teachers who practise their craft with skill, and by building the strongest of relationships with students. It is not by chance that Hume has young people who readily display warmth, humour and respect for one another and their teachers.

After 3 years located elsewhere, in 2011 the School commenced in Mickleham the Prep to Year 12 Freier campus on 10 hectares. In 2019, it opened another Prep to Year 12 campus in Donnybrook on an 8-hectare site. Starting with junior Primary year-levels, this campus will ultimately have an enrolment of 1,596. At Donnybrook, the Primary school has reached capacity with 588 students (as with Freier Primary) and with Secondary commencing in 2023 next year will have 784 Year 7 to 11 students. Each year as additional classes and year levels are added, it will progress to offer Year 12 in 2028.

In 2023, the School opened its third campus in Kalkallo, as a Primary and a feeder to the Freier and Donnybrook Secondary schools, it has followed a similar growth pattern to Donnybrook reaching capacity this year with 588 students.

In 2027, the School will enrol 3,408 students and expected to employ near 400 staff. The student enrolment at each campus will be at Freier 1,448, Donnybrook 1,372 and Kalkallo 588. Ultimately, by 2029, will have some 3,640 students (Freier 1,456, Donnybrook 1,596 and Kalkallo 588) with a corresponding cohort of teaching and general staff over 400 across its three campuses. It is expected to be one of the largest non-government schools in the State.

Recently, the School announced its acquisition of a 10-hectare parcel of land in Wollert for its fourth campus planned to open in 2033. This will comprise two Primary schools and a Secondary school and when it reaches its capacity, will enrol over 2,500 students. In all, Hume Anglican Grammar will ultimately educate over 6,000 students, with plans for further expansion.

Variation to the Role

Due to circumstances surrounding a particular appointment, there may be variations to the role as described at the top of this page. If so, it will be detailed below.

A Year Level Coordinator who is responsible for 6 sets will have their leadership release increased by 2 periods per fortnightly timetable cycle.

Purpose of the Position

Hume Anglican Grammar acknowledges the critical role of school leaders in developing a wellbeing culture across the school community, which draws links between student wellbeing and improved learning outcomes.

The Year Level Coordinator ensures the pastoral needs of students within the year level are met, and the Homeroom teachers within their year level group deliver an evidence-based student wellbeing curriculum that aligns with the whole school strategic approach Prep to Year 12. With knowledge of contemporary student wellbeing practices, the Year Level Coordinator will create a supportive, safe, and inspiring environment, whilst promoting the School's vision, values, policies and procedures.

The Year Level Coordinator is recognised and respected by colleagues, parents and community members, as an exemplary teacher. They have demonstrated consistent and innovative student wellbeing practices and the ability to initiate and lead programs that focus on improving educational opportunities for all students. They are well respected in their ability to implement and oversee an innovative student wellbeing curriculum. They continue to seek ways to improve their own professional practice and to share their experience with colleagues. They are skilled in mentoring teachers, using targeted interventions that develop knowledge, practice and professional engagement in others. They promote creative, innovative thinking and professional practice among colleagues.

The Year Level Coordinator is directed by the Director of Student Wellbeing, and other leadership staff to implement the *School Strategic Plan – Shaping our Future*, to promote exemplary educational experiences that reflect the values and vision of the school.

The Year Level Coordinator supports the Head of Student Wellbeing – Secondary and Head of Section by assisting them to effectively manage student wellbeing and pastoral care across their year level. They contribute to a whole-school approach to wellbeing by overseeing students' holistic development and engagement, and by assisting to design, implement, and evaluate wellbeing curriculum that aligns with the *Vision for Student Wellbeing*.

The Year Level Coordinator is a member of the Student Wellbeing Team and holds a middle leadership position, reporting to the Head of Student Wellbeing - Secondary. They work in close partnership with other Year Level Coordinators, the Director of Student Wellbeing, and the Head of Teaching and Learning. Through this work, they help ensure that the educational experience reflects the school's values and vision.

Responsibilities and Duties

Subject to the discretion of the Principal, the Year Level Coordinator is responsible for managing student wellbeing, the social/emotional and child safety curriculum, and behaviour management, for students within their respective year level.

The responsibilities and duties of the Year Level Coordinator include:

Student management

- Creating a culture that is safe and secure, where students are active participants in enhancing their own wellbeing
- Managing student conduct, keeping accurate records, maintaining high standards, promoting, developing, and supporting excellence in building positive relationships
- Leading their respective year level wellbeing team and building their capacity in the management and support of students in the year level
- Maintaining standards of student attendance, participation in school activities, uniform, and general presentation
- Managing the orientation of new students
- Overseeing the transition program for students moving from one year level to the next
- Overseeing and managing Homeroom lists, in consultation with teachers, the Head of Student Wellbeing – Secondary and the Head of Section for the following year
- Utilising data such as diagnostic testing, assessment data and behavioural tracking information to inform the process of Homeroom group compilation
- Assisting the Head of Section and Head of Student Wellbeing – Secondary in the allocation of staff to their Homeroom group, and assisting in staff appointments as required
- Case managing individual students with more significant wellbeing needs to receive the appropriate support they need (social emotional and/or learning)

- Providing regular reports on matters associated with the administration and program/curriculum delivery in a particular year
- Making regular contact with the Student Allied Health Team and Learning Enhancement Coordinator to ensure that all students receive the support they need
- Working with the Student Allied Health Team, the Coordinator of Learning Enhancement and the Director of Student Wellbeing to support all NCCD students across their year level.

Student wellbeing curriculum

- Working with the Director of Student Wellbeing, the Head Student Wellbeing – Secondary and the Student Wellbeing Leadership Team to assist in developing and implementing a developmental evidence-based Prep to Year 12 student wellbeing curriculum that aligns with the Australian Curriculum and incorporates student voice
- Developing a sequential curriculum that enhances social emotional skills, promotes positive mental health and ensures students are empowered about their rights in accordance with child safe standards
- Supporting, mentoring, and training Homeroom teachers for the effective delivery of the student wellbeing curriculum
- Working with the Director of Student Wellbeing to develop and implement preventative programs that respond to the emerging trends from the year level
- Evaluating the impact of interventions that enhance child safety, the student wellbeing curriculum and behaviour management, in consultation with Homeroom teachers, the Coordinator of Learning Enhancement, the Head of Student Wellbeing – Secondary, the Head of Section, and the Director of Student Wellbeing.

Community engagement

- Coordinating programs specific to a year level such as camps and special initiatives
- Organising and promoting key events that enhance and complement the student wellbeing curriculum within their respective year level
- Supporting the Head of Section and the Coordinator of Student Leadership in implementing an effective Student Leadership program, based on student engagement and best practice
- Forming the strongest of connections with parents through regular and comprehensive communication
- Supporting the Head of Student Wellbeing – Secondary and the Head of Section in overseeing the professional involvement and conduct of staff with respect to student wellbeing initiatives
- Acknowledging and affirming individual/Year Level achievements through assemblies and publications
- Actively contributing to the Secondary Wellbeing Leadership Team as a permanent member of this group.

General responsibilities

- Undertaking the duties of a teacher as defined by the Position Description for a Teacher
- Carrying out other duties as directed by the Principal

Qualifications, Skills and Experience:

- Breadth and depth of understanding in contemporary evidence-based student wellbeing practices
- Leadership experience
- Postgraduate qualifications in educational management and leadership (desirable)
- Involvement in professional communities

Personal Qualities

- Outstanding communication and interpersonal skills to build relationships with key stakeholders
- Ability to motivate staff and influence student behaviour
- Facilitation, mediation, and conflict/dispute resolution skills
- Commitment to professional learning and continuous improvement
- Outstanding organisational skills, planning, analytical and strategic thinking capabilities
- Pastoral skills and personality which demonstrate a concern for the wellbeing of others
- Personal sense of initiative, enthusiasm, and high energy
- A resourceful team member who can operate in a mentoring, collaborative and inclusive manner
- Demonstrated interest in ongoing personal and professional development.

Key Selection Criteria

1. Outstanding communication and interpersonal skills to support students, lead staff and guide parents
2. Demonstrated understanding of best practice in student wellbeing practices exhibiting the ability to nurture young people in a supportive and structured environment
3. Highly proficient organisational skills, planning, and investigative thinking capabilities

This Position Description may be altered from time to time to meet the operational needs of the School.