



## Position Description

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| <b>Position:</b>        | <b>Head of Careers and Future Pathways</b>                                                                  |
| <b>Position Status:</b> | Full-time, ongoing (with potential 8-10 period teaching allotment per cycle)                                |
| <b>Classification:</b>  | In accordance with the Presbyterian Ladies' College Teachers Agreement 2026                                 |
| <b>Reports to:</b>      | Deputy Principal (Curriculum & Learning) . All positions in the College ultimately report to the Principal. |

## Presbyterian Ladies' College

Established in 1875, Presbyterian Ladies' College (PLC) is a leading Christian independent school for girls from Kindergarten to Year 12, with onsite boarding available from Year 7.

The campus is situated in the east of Melbourne on a 16-hectare site, creating a unique environment of a school in a park.

Our core values, underpinned by our Christian Ethos, are Integrity, Empathy, Courage, Delight and Service, and these provide an enduring foundation for dynamic learning.

The College Mission is to provide an outstanding education within a Christian context that:

- prioritises care
- promotes holistic development and growth
- personalises learning
- provides enriching opportunities
- perpetuates principled living and a service ethic
- prepares students for their time as scholars, thinkers, citizens, advocates, and leaders

PLC seeks to appoint staff who are passionate about education, with the highest professional skills who will actively support the Christian teachings and ethos of the College, and possess a willingness to make a positive difference to the lives of PLC students. This will be visibly demonstrated through their behaviours, attitudes and role-modelling of the four PLC values: truth and excellence, character and integrity, service, care and respect. All staff must also commit to a culture that supports and embraces Child Safe Standards.

Our consistently impressive academic results reflect the high-quality teaching, dedication of the students and visionary leadership for which the College has long been renowned.

We value and nurture the individual strengths and passions of the students. The personal development of our students is our priority with extensive age-appropriate learning, care and wellbeing programs. The students' talents and interests are nurtured within a rich curriculum program, as well as through extensive co-curricular offerings.

Our ultimate goal is to develop girls who are fully prepared and will flourish in their life and work well beyond school as they contribute in meaningful ways to their community as scholars, thinkers, citizens, advocates and leaders.



## Position Overview

The Head of Careers and Future Pathways leads the design and delivery of modern, forward-thinking and global career development programs that equip students for a rapidly changing world.

The role proactively bridges the transition between learning at school and thriving in the global economy. The Head of Careers and Future Pathways is directly responsible for creating an inspiring culture of life readiness, real-world learning, career agency, networking, and enterprise, designed to further future proof PLC graduates.

The Head of Careers and Future Pathways is responsible for the design and implementation of a new Years 7-12 Career and Life-Readiness Development Framework. The framework encompasses the provision of high-quality strategic guidance for study, career counselling, exposure to local and global pathways, high impact networks, student enterprise, real world experiential learning and immersive experiences.

The Head of Career and Future Pathways should adhere to the [Career Industry Council of Australia \(CICA\) Professional Standards](#).

## Key Responsibilities:

### Career and Life-Readiness

- actively support the Christian ethos of the College, modelling a Christian example in all activities
- lead a life-readiness program, partnering with curriculum and wellbeing leaders to design and implement a sequential data-informed Year 7-12 career curriculum that:
  - moves beyond university admission to embed career literacy, financial capability, and real-world industry problem-solving;
  - actively teaches students resume writing, interview skills;
  - provides supportive assessments such as strength-based personality testing, Morrisby testing;
  - empowered students to explore new pathways and skills; and ask questions about learning areas after school and careers options and opportunities
- deliver personalised, strength based coaching sessions for senior students, guiding them through complex tertiary applications, early entry schemes, interstate and overseas admissions and scholarship profiles;
- implement a whole school Careers Education Program aligned with the Victoria Curriculum;
- oversee transition plans for students pursuing non-linear or alternative pathways such as entrepreneurship, gap years, or industry employment, ensuring equal value;
- monitor student data and progress and support students identified as at risk regarding engagement or post-school pathway clarity;
- provide individual student careers counselling in the areas of subject selection, liaising closely with Year Level Coordinators and Heads of Departments on student needs and pathways;
- publish regular newsletters and communication systems for students and families outlining events (such as university open days), job spotlights, scholarship opportunities, and study tips.

## Learning Pathways

- provide detailed expert advice to all students on VCE, IB and VET career pathways;
- develop detailed and specific 'Career Action Plans' across all year levels;
- provide comprehensive support for VET Delivered to Secondary School (VDSS);
- facilitate, manage and evaluate in depth and inclusive Work Experience opportunities;
- directly support & supervise all domestic university applications through the national Tertiary Admissions Centres;



- directly support & supervise all international university applications including UCAS, Common App and direct entries across the globe;
- provide active university admissions support including interview practice, personal statements and references;
- provide active and uplifting counsel to lift horizons and encourage students through the change of preference and university offer periods following final results;
- collect, analyse and collate statistical information of students' post-school tertiary destinations;
- Coordinate and support the schools VET VDDS courses;
- Manage compliance documentation, RTO Service Level Agreements (SLAs), and credit transfer, VCE recognition requirements in alignment with VCAA standards.

### **Community and Curriculum Integration**

- consult with curriculum and wellbeing leaders to audit and embed career literacy, real-world case studies and industry guest speakers directly in subject learning programs;
- design and deliver a parent education strategy, hosting targeted seminars and webinars that develop understanding of modern hiring, linear, traditional and non-linear career paths and the changing landscape of tertiary admissions;
- attend, support and actively present at school events, including Parent Information Evenings.
- lead, organise and coordinate pathways initiatives including Careers Expositions, and University and Industry visits and workshops, Year 10 Subject Selection evenings and networking dinners;
- maintain excellent relationships with local, national and international tertiary institutions and pathway networks to facilitate student transitions;
- pursue and develop structured partnerships with industry organisations (e.g. finance, engineering, creative, technology, the arts) for student internships, site visits and project based learning;
- engage with professional associations outside school relevant to development/maintenance of careers related initiatives including Careers Education Association of Victoria.

### **Mentoring and Alumnae Partnerships**

- partner with Advancement to develop and oversee a scalable, high impact Alumnae Mentoring Network, matching students with early to mid career mentors;
- support global sponsorship opportunities for students;
- operationalise inspirational and innovative learning opportunities for immersive and experiential learning experiences such as camps, network dinners, startup pitch experiences, interviews.

### **Other Duties**

- as directed by the Deputy Principal (Curriculum & Learning) or the Principal;
- maintain up-to-date understanding and support of the College's commitments to Child Safety, Health & Safety, and Policy & Compliance;
- maintain personal and professional growth in relevant and effective professional development. coordinate and support the Careers practitioners in the team;
- assist the Deputy Principal (Curriculum & Learning) to determine future budgetary requirements for the department;
- oversee the management of department budget, resources, facilities and/or equipment;
- apply for grants that assist with resource acquisition or access to program development;
- participate in co-curricular programs;



### **Qualifications / Registrations / Certifications:**

- post graduate Career Development or Careers Counselling qualification
- professional membership of a CICA accredited association
- current registration with the Victorian Institute of Teaching (VIT)

### **Key Relationships:**

- Senior School Teachers and Staff
- Curriculum Coordinators
- Year Level Coordinators

### **Key Competencies, Skills and Attributes**

- warm and approachable, with a capacity to build trust and rapport with students;
- a proven track record in strategic networking and developing trusted partnerships;
- proven capacity to develop and deliver successful future focused learning programs;
- enthusiasm for young people's futures with an ability to nurture and guide the passions and career pathways of students
- rich knowledge in tertiary application procedures in Australia and overseas;
- an understanding of vocational assessments and ideally, also of psychometric assessments;
- proven ability to form and deliver projects and evaluate actions that support student learning and future pathways;
- proven capacity to lead, motivate and inspire fellow teachers and academic and wellbeing leaders to support student futures;
- excellent communicator with outstanding interpersonal skills to lead programs, collaborate with staff and engage the school community;
- willingness to embrace challenges when required and seek proactive solutions;
- availability to work outside of normal school hours, including attendance for VCE and IB results and change of preference periods.

### **Workplace Health and Safety**

PLC is committed to fostering a safe, healthy and respectful environment for all members of the College community. All staff share responsibility for contributing to a positive workplace culture by complying with the College's OHS policies, procedures and practices, taking reasonable care for their own health and safety and that of others, and supporting an environment where wellbeing, safety and respect are valued and prioritised.

### **Child Protection**

PLC is committed to being a Child Safe organisation where the safety, wellbeing and best interests of children and young people are at the centre of all we do. All staff share responsibility for creating and maintaining a child safe culture by complying with applicable child protection legislation and the College's Child Safe policies, procedures and practices. This includes actively supporting student wellbeing, promoting inclusion, respect and empowerment, taking action to keep children and young people safe from harm, and raising any concerns regarding child safety. The College has zero tolerance for child abuse.



*Presbyterian Ladies' College*  
MELBOURNE



**Dr Emma Burgess**  
Principal

September 2026

*The purpose of this position description is to provide a general overview of the key responsibilities of the position and is not intended to represent the entirety of the position nor is it intended to be all-inclusive*