



Position Title: Head Coach of Aesthetic Sports

Prepared: October 2026

Reports To: Head of Club Sport

Prepared by: Director of People and Culture

Position Purpose

To provide dynamic leadership of the St Leonard's College Aesthetics Program by successfully igniting the passion and interests of all those in the College. The Head Coach of Aesthetic Sports will foster a positive and rewarding environment that celebrates both performance, participation and fitness aspects across the program.

Position Status

The Head Coach of Aesthetic Sports position is a permanent part-time position of 22.5 hours per week.

It is expected that this role will have times that require evening and weekend work, an agreed remuneration will be determined for additional time.

Proposed working hours

Monday	Tuesday	Wednesday	Thursday	Friday
12pm – 6pm	6am – 10am	11.30am – 6pm	6am – 10am	3pm – 6pm

Additional hours for attending competitions will be required.

Working Relationships

The position of Head Coach of Aesthetic Sports supports a variety of relationships with other members of the College cocurricular team and works alongside coaches and teaching staff to develop and facilitate the various Aesthetics programs.

Duties, Responsibilities & Essential Job Functions

- In consultation with the Head of Club Sport, provide leadership and strategic direction to the Aesthetic Sports Program at St Leonard's College.
- Develop and implement strategies that align with the College Strategic Direction.
- Offer a broad range of performance and participation initiatives providing lifeworthy experiences through safe and best practice approaches.
- Promote and develop professional connections in the Aesthetic Sports community to ensure the highest quality of coaching experiences are provided to all students in the program.
- In conjunction with the Head of Club Sport, source, induct, mentor and develop Aesthetic Sports coaches.
- Maintain knowledge and update research into best coaching practices for aesthetics sports. Ensure staff are updated regularly.

- Follow all College processes for student activities including duty of care, child safe. OHS and other legislative requirements.
- Create processes for stakeholders to provide feedback in a transparent and equitable manner.
- Develop post-season reviews based on best practice.

Create and maintain an inclusive, positive culture that enhances Aesthetic Sports from both a performance and participation perspective

- Develop and implement practices to ensure students feel safe; emotionally, mentally and physically.
- Have a visible presence as Head Coach on training and competition days.
- Construct training timetables that allow for student participation and progressive skill development.

Deliver results that reflect achievement of identified performance and/or participation measures for both individual and team competitions

- Identify, select and develop teams to perform at their best both individually and as a team.
- Deliver programs to develop and strengthen aesthetic sports skills across all ages and abilities.
- Develop and deliver a periodised training program suitable for all students entering competitions.
- Support elite and emerging athletes through pathway connections and mentoring opportunities.
- Safeguard the wellbeing of students – work with students who are injured or require rehabilitation to return to competition.

Maintain, enhance, and develop varied working relationships

- Maximise the working relationship with the Head of Club Sport to ensure a cohesive and professional delivery of programs in the Aesthetics Sports Program.
- Be well informed of developments across the Aesthetic Sports Sector both in the geographical area and beyond.
- Attend competition days interacting with both competitors, coaches and parents.

Oversee and manage the overall administration required for the Aesthetic Sports program

- Maintain accurate attendance and participation records on the College online systems of all students in the program.
- Maintain accurate records of the coaching staff participation and qualifications, also ensuring required documentation is on file with People and Culture prior to coaching.
- Manage all association memberships required within the Aesthetic Sports Program.
- Communicate efficiently, effectively, and professionally with school leadership, staff, students, and parents in line with the College communication structure and requirements.
- Ensure that all information required for parents and participants is available via College online platforms such as STL Link and School Newsletters.
- Promote the program and celebrate success via the College newsletter and other network articles.

Fulfill all financial and registration requirements

- In consultation with the Head of Club Sport, devise and maintain the budget for Aesthetic Sports.
- Liaise with the Head of Club Sport and Finance department to ensure all payments are up to date.
- Review current memberships and if required, recommend options that may be beneficial to the College.
- Oversee the roster of coaches to ensure budget and planning obligations are met regarding terms of employment.
- Any other duties as directed by the Principal (or their delegate).

Qualifications and Skills

- Cheer Credentialed - at Least Level 3 with experience in coaching other cheer squads up to Level 3
- Gymnastics Australia Coach Accreditation (at least Gymnastics For All (GFA) or be willing to obtain).
- Extensive knowledge of the AASCF (Australian All Star Cheerleading Federation), TFT (TFT Sports and Event Management) and GV (Gymnastics Victoria) rules for competition
- Current (or willing to obtain) qualifications in First Aid, CPR, Anaphylaxis, Diabetes Level 2 (or willing to be obtained).
- Previous experience coaching or working in a school environment (preferred)
- Excellent communication skills and the ability to work effectively with a wide variety of people – students, parents and teachers
- Excellent organisational, planning and time-management skills
- Experience and knowledge in fundamental motor skill development, functional training and conditioning, and safe teaching progressions
- Current Victorian Working with Children Check

Professional Qualifications and Checks

Teachers

A relevant tertiary qualification in Education is required, and you must hold a current VIT Registration.

Professional Services Staff

Appropriate qualifications or experience specific to the role is a requirement.

It is a condition of employment that all staff provide a current Employee Working with Children Check, or VIT Registration, before their position can be confirmed. A Criminal Record check may also be requested in certain circumstances.

Child Safety and Wellbeing Responsibilities and Requirements

St Leonard's College has zero tolerance for child abuse.

St Leonard's College is committed to the safety and wellbeing of our students.

All employees are required to have a positive history of working with children, and be able to demonstrate their suitability, experience and attributes in relation to child safety.

Prior to commencing employment, information will be collected in order to establish suitability for child-connected work as defined in Ministerial Order 1359, Implementing The Child Safe Standards – Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Everyone working at St Leonard's College is responsible for the care and protection of the children and young people within our care and the reporting of information about suspected child abuse. This includes not only a strong belief but also a legal requirement to comply with the Child Safe Standards as gazetted by the Minister for Child Protection and the obligations set out in Ministerial Order No. 1359.

All members of staff share in the responsibility for the prevention and detection of child abuse, and must:

- Be responsible for understanding the St Leonard's College Child Safety and Wellbeing Framework; applying the College's Child Safety and Wellbeing Policy including being compliant with the Child Safety and Wellbeing Code of Conduct, Child Safety and Wellbeing Complaints and Concerns Procedure, Child Safety and Wellbeing Response and Reporting Procedure, Staff Student Boundaries Policy and being proactive in reporting any concerns or identified risk.
- Take all reasonable steps to protect children from abuse

- Be aware of key risk indicators of child abuse, including harm caused by other children and students, to be observant, and to raise any concerns they may have relating to child abuse with the Principal, the Deputy Principal, the Head of Counselling Team or with one of the Child Safety Officers.
- Discuss their belief that a child is in need of protection with the College's Child Safety Officers so that they may obtain assistance and advice in relation to reporting their concerns to DFFH or Victoria Police. Promote the cultural safety, participation and empowerment of Aboriginal and Torres Strait Islander children
- Promote the cultural safety, participation and empowerment of First Nation's people, students with a disability, students with linguistically and/or culturally diverse backgrounds, overseas students, students who are unable to live at home and lesbian, gay, bisexual, transgender and intersex (LGBTIQ+) students Promote the safety, participation and empowerment of children with a disability
- Promote the safety, welfare and wellbeing of students.

General Responsibilities

All staff are to be supportive of the St Leonard's College Mission Statement and to enhance the school's reputation as one which is a warm and caring environment, characterised by efficiency, professionalism and a willingness to meet the individual needs of those within its community.

This position is covered by the conditions stipulated in the *St Leonard's College Agreement 2026*, and any subsequent Agreement.

- The College:
 - is an equal opportunity employer
 - complies with the requirements of the Privacy Act
 - has a strong commitment to Health, Safety and Wellbeing
 - will not tolerate racism or harassment of any kind.
- College Standards - all staff are expected to actively support the following standards:
 - Communication – effective, helpful and positive
 - Confidentiality – Protect the privacy and confidentiality of all personal information (staff/families/students)
 - Teamwork – work together as a team to achieve the best results. Share information and collaborate across all sections of the College; trust, respect and support
 - Accountability – we do our work with honesty, integrity and enthusiasm
 - Performance – we perform to the best of our ability
 - Initiative – looking for opportunities to improve the way we work; flexible, adaptable and efficient.

This Position Description is a guide only and is not intended to be an exhaustive or exclusive list of duties attached to this position. The Position Description is subject to review in response to the changing needs of the College and to the development of the successful incumbent's skills and knowledge.