



Head of Senior School Operations Position Description

Position Details

Position	Head of Senior School Operations
Award	Educational Services (Teachers) Award 2020
Agreement	Trinity Grammar School, Kew – Enterprise Agreement 2023
Position reports to	Deputy Principal; Head of Senior School
Direct reports	Senior School Daily Organiser

Position Summary

The primary purpose of the position is to oversee the efficient functioning of the Senior School's operational functions to best support learning and teaching, and student wellbeing. The Head of Senior School Operations has both strategic and operational responsibilities within the Senior School context. They have overall responsibility for timetabling in Year 7 – 12 as well as a specific portfolio of operational responsibilities within the Senior School. The Head of Senior School Operations reports to the Deputy Principal; Head of Senior School and has reporting relationship with the Director of Teaching and Learning and Director of People & Culture with regards to academic staffing and teaching allocations.

A qualified and practising teacher, the Head of Senior School Operations is also the designated owner of the School calendar incorporating all academic and broader community events across the whole school. They oversee and work in close collaboration with the Daily Operations Manager, who is responsible for School calendar data management and Senior School daily organisation. The Head of Senior School Operations and the Daily Operations Manager also work in close collaboration with the Head of Junior School and the Deputy Head of Junior School, ensuring a whole school approach to staffing and organisation across all year levels.

The Head of Senior School Operations is a key member of the Senior School Management Team, and consult with the Junior School Management Team as required for calendar or other school operations matters. They chair the Operations Team, which focuses on the operational needs related to upcoming academic and community events.

As a leader, the Head of Senior School Operations demonstrates outstanding leadership practices and helps further develop a shared understanding of these practices, including proactively seeking and reflecting on feedback as they work to grow their leadership skills and impact on student learning.

Teaching Staff Commitment

All teachers are expected to support our students in our three academic pillars of curricular, co-curricular and pastoral care. All teachers are expected to teach vertically across a range of year levels, years ELC, Prep – 6 in the Junior School and years 7 – 12 in the Senior School. Teachers are expected to support and extend the school's ethos and culture, foster in their students the enjoyment of learning and challenge, provide opportunities for students to have a whole of school experience, while striving for a broad world outlook. Staff must continue their professional development and participate in any mandatory training provided by the School.



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Responsibilities and Duties

Responsibilities	Performance Outcomes
To promote and enable the Trinity Strategic Vision	The Aspiration and Guiding Principles of the Strategic Vision are evident in the observable behaviours and professional practice of all staff at Trinity Grammar School
Provide students with a child-safe environment	A demonstrated understanding of appropriate behaviour and legal obligations relating to child safety Be familiar with and comply with the School's Child-Safe Policy and Code of Conduct, and any other policies or procedures relating to child safety
To inspire, motivate and grow a positive and collaborative learning culture across the School community	An environment of professional trust, empowerment and learning is fostered Observable professional behaviour and professional courtesy is always modelled A culture of high expectations and standards is evident in staff work practices and behaviours The Head of Senior School Operations has an active and visible presence within the School community. They: • remain informed in all areas of School life • work effectively with all members of the community • contribute to the leadership, policy and decision-making of the School
To enact a shared understanding of outstanding leadership practices	• Leaders engage in behaviours that reflect a shared understanding of outstanding leadership practice • Leaders collaborate and support each other • Leaders proactively seek feedback from all stakeholders and intentionally reflect on their strengths and opportunities for growth • Leaders share their learning about their impact
To work in collaboration with Director of Teaching and Learning and Director of People and Culture to manage academic staffing requirements and teaching allocations Yrs 7 to 12	Teaching allocations are assigned giving appropriate consideration to: • the School's learning and teaching program needs • Teacher qualifications, expertise and experience • Faculty needs and teacher preferences • compliance with the Enterprise Agreement and relevant policies • maximising the available teacher FTE • Senior School timetabling needs and constraints • timely and clear communication to individual teachers • Teacher FTE levels Yr 7 to Yr 12 are thoroughly documented and monitored • Recruitment needs are identified and acted on in a timely manner



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To create and manage the Senior School timetable.	• The School's timetable reflects the Senior School learning and teaching program needs and student wellbeing priorities • The Senior School's timetable is constructed giving appropriate consideration to: • a timetable blocking structure which caters for student choice (including Ruyton Girls School) • teaching allocations • the physical resource constraints of the School • Ruyton Girls School VCE programme needs • the allocation of yard duties and key team meetings • the timetable is maintained and modified throughout the year in response to changing needs • All knowledge in relation to the Senior School timetable and its operation is documented and transferrable at any time • Timetable training is regularly undertaken to ensure the function of timetabling software is maximized and best practice in timetabling is maintained • Examination timetables are created, scheduled, roomed and staffed in accordance with academic requirements at each year level and in collaboration with the Deputy Director of Teaching and Learning • The services of an appropriate provider are contracted as required for timetable creation and maintenance
To manage the export of timetable data to external database	• Timetable data is exported in a timely manner to all learning management systems and other related databases • Information flow from the timetable database to other databases is seamless
To oversee the School calendar, its management, and the logistics of major events	• The School calendar is a centralised, single source of truth containing all relevant and current information pertaining to all School community and academic events • The calendar is planned in accordance with the School's community and academic priorities with all calendared events undergoing an approval process • The calendar is readily accessible to all stakeholders • Workflows and associated requirements for calendar entry approvals are clearly communicated, efficient and centralized • The School's Daily Operations Manager is appropriately led and directed to manage calendar event entry and the related logistics



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To oversee academic operations Years 7 to 12 in collaboration with the Head of Senior School and other key stakeholders	All academic event planning and associated workflows ensure events are: • are highly organised logistically with regards to set-up, purchasing, invitations, event run-down and timings • are appropriately calendared and approved • are booked into the appropriate venues • are appropriately rostered with approved staff • comply with attendance marking procedures • have appropriate transportation arranged if off-site • The communications for academic events ensure that all events are: • are publicised in a professional, effective and timely manner • have planned and published schedules • have regular updates with relevant information • have clearly defined task descriptions and School expectations communicated to the staff involved • comply with all necessary documentation and operational compliance requirements including risk assessments
To oversee Senior School Operations including academic cocurricular programs, groups, clubs, trips and tours and the School Points allocation system	• Provide oversight to academic cocurricular programs and line manage the Academic Extension and Enrichment Programs Coordinator • Oversight of groups and clubs, ensuring records management, child safety and staffing are in accordance with school policies and staffing requirements are regularly reviewed. • Collaborate with key staff to ensure the school points system is regularly reviewed, clearly understood and applied fairly across Years 7 -12. • Manage international, interstate and local trips and tours, ensuring the established framework is followed, timelines are adhered to, and all risk, safety and operational requirements are undertaken by relevant staff and tour leaders.
To oversee daily organisation and the work of the Daily Operations Manager	• Short-term teacher absences, including both planned and unplanned leave, are appropriately managed and covered by the allocation of replacement staff on a daily basis • Replacement teachers are assigned in accordance with the Agreement and School policy • Sufficient casual replacement teachers are available to support the School's daily staffing requirements • Casual replacement teachers fulfil their duties as required • All teacher leave is approved and recorded in accordance with School policy and procedure



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Contributing to the management of the annual staffing budget	• The budget supports the delivery of programs in accordance with School policies and priorities. • Administrative responsibilities are fulfilled as required
Representing the School at events	• Networks and community relationships are fostered • Best practice opportunities in education are explored • Associations are maintained, and their resources utilised
Other duties as directed by the Principal and Deputy Principal	• Engage in projects as directed by the Principal and Deputy Principal • The Deputy Principal is represented in a range events and settings as directed

Knowledge and Skills

- Timetabling and organisational related experience would be advantageous
- A willingness to collaborate with key stakeholders in working towards accommodating diverse and competing needs is a fundamental requirement
- Strong IT skills with a demonstrated capacity to adapt and learn new skills as required
- Holding or working towards a post graduate qualification such as Master of Education, Educational Leadership or equivalent would be advantageous

Personal Qualities

- Ability to build strong connections with students
- Capacity for knowing students and associated needs
- Ability to foster student leadership and growth
- Collaborative leadership approach
- A strong capacity for patience and empathy in fostering a culture of care, innovation, and high performance
- Ability to champion and embody the School's values through conduct, performance, and collegiality
- A positive mindset, high emotional intelligence, and the ability to think analytically and problem-solve
- A reliable and dependable person who has good professional integrity

Connectedness and Collaboration

- Deputy Principal
- Head of Senior School
- Deputy Head of Junior School
- Daily Operations Manager
- Director of Teaching & Learning
- Deputy Director of Teaching & Learning
- Head of VCE
- Heads of Year
- Senior Head of House



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- Director of People & Culture
- Academic Extension and Enrichment Programs Coordinator
- The Principal
- Head of Junior School
- Director of Innovative Learning
- Heads of Faculty

Our Values

- Truth – seeking understanding.
- Courage – being our best selves.
- Community – connecting and learning together.
- Service – putting others first.

Policies and Procedures

All employees of Trinity Grammar School are expected and required to understand and adhere to all school policies and procedures. It is a condition of employment that all employees attend and participate in all training provided to them regarding policies and procedures in accordance with legislative requirements. A breach of school policy may result in disciplinary action.

Child Safety

Trinity Grammar is a school where the dignity of each person is recognised, respected, and fostered. The School has zero tolerance for child abuse and will treat very seriously all allegations and concerns. In line with its commitment to child safety, the School has put in place policies and procedures to uphold the Victorian Child Safe Standards. These standards aim to promote child safety, prevent child abuse, and set up processes to properly respond to allegations of child abuse.

All Staff at Trinity Grammar School are required to:

- Have current VIT registration or a current employee Working with Children Check;
- complete all mandatory reporting training and education about child safety;
- adhere to the School's Child Protection Policies, Staff Code of Conduct and associated policies and procedures;
- report suspected cases of child abuse in accordance with the School's policies.

Occupational Health and Safety

All employees must:

- take reasonable care for their own psychological and physical health and safety;
- take reasonable care not to adversely affect the health and safety of other persons;
- comply with reasonable health and safety instructions, as far as they are reasonably able, and
- cooperate with reasonable health and safety policies or procedures.



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Approval

Developed by	Office of People & Culture
Approved by	Principal or delegate
Approval date	October 2024
Next review date	

This position description summarises the duties and responsibilities associated with the position and classification level. It is not an exhaustive list of duties, and this position description may be reviewed by the Principal or their delegate in response to the school's operational and strategic requirements and the development of skills and knowledge for this position.