



# CREST EDUCATION

## Position Description

### POSITION SPECIFICATIONS

Position Title	Student Futures Advisor	Department	Student Futures
Location	Senior Learning Centre, Hillcrest Secondary, Rivercrest Middle Years	Classification	TBC
Position Reports to (title)	Student Futures Coordinator and Head of Campus	Status	Ongoing
Direct Reports (title)	N/A		
Approved by	Executive Principal		

### CREST CONTEXT

CREST Education is an organisation which is values based, empowers leaders, enables people to make a difference and has a culture of learning and high performance in a Christian environment. CREST believes that the values, attributes and skills that each staff member brings to the organisation underpin its culture and will ultimately result in the achievement of CREST's Pillars.

### OUR FOUR PILLARS



### CREST VISION

To be a leading provider of quality Christian Education, delivered by Christian staff, equipping students for a life of faithful service.



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### KEY RESPONSIBILITIES

The following Key Responsibility Areas indicate what the position is directly held responsible for producing/achieving:

### KEY CRITERIA

#### A. GUIDANCE AND COUNSELLING

##### Key Performance Indicator:

Ensure that all processes associated with futures counselling are well-managed and maximize student opportunities.

##### Specific Requirements:

- Advise and support Secondary School staff in counselling students about career choice and subject selection.
- Attend parent information workshops that assist with student career decision making and parent partnerships.
- Conduct and organise student seminars and guest speakers.
- Collaborate with Secondary Learning and Teaching coordinators to ensure course selection and completion meets specific pathway requirements.
- Meet with parents and students regarding subject and pathway choices.
- Provide guidance for students regarding VET courses.
- Counsel individual Year 12 students and their parents, ensuring Year 12 students have an understanding of key knowledge about tertiary education and training (e.g. ATAR calculation, Selection Rank, entry requirements, VTAC preferences, apprenticeships and traineeships, etc).
- Be available after VCE and IB Diploma results are released to counsel students and parents regarding pathways options and be available to counsel students in relation to tertiary offers released in December and January.
- Assist students to secure apprenticeships/traineeships.
- Be abreast of current knowledge regarding extra requirements and application processes; including interstate and international university options (including New Zealand, USA, UK, Canada and Singapore institutions).
- Contribute to the publication of current and ongoing changes to university requirements, courses and Open Days via regular updates to parents and students in the 'CREST Career Newsletter'.



# CREST EDUCATION

## Position Description

- Provide individual counselling of Years 9-12 students with regards to pre-requisite subjects and ramifications of their subject choices for course and career options.
- Work with the Secondary Wellbeing Team and Year Level Coordinator to conduct exit interviews with leaving year 10 students and their parents so they are supported in their transition into further education and training.

### B. PROGRAM DEVELOPMENT

#### Key Performance Indicator:

Support the provision and effective delivery of a balanced and challenging careers curriculum relevant to the needs of students.

#### Specific Requirements:

- Support the delivery of careers aptitude testing to Year 10 students and participate in follow up career counselling.
- Contribute to the delivery of careers education curriculum such as work experience preparation, subject and senior secondary pathway selection, work readiness (resumes, cover letters, interview preparation), Designing Your Dream Career short course, and Year 12 career decision making and transition support.
- Assist with the delivery of the school Work Experience program, including OH&S and meeting Department of Education and Training, and Ministerial guidelines, and legislation around Child Safe, including the CREST Child Safe & Wellbeing and related policies.
- Support students on Work Experience including conducting in-person and over the phone check-ins during placements.
- Serve students and staff with the completion of Career Action Plans from Years 7-12.
- Develop and build upon existing networks and relationships between employers, industry, tertiary institutions (local and international) and the CREST community to ensure that students are fully informed about their future choices and career goals.
- Consult with and support the VCE VM Work Related Skills teacher and class

### C. GENERAL

#### Key Performance Indicator:

Ensure all administrative tasks are completed thoroughly and in a timely manner.

#### Specific Requirements:

- Support the organization of career expos for Year 11 and 12 students (CREST Pathfinding Night and VCE Careers Expo).



# CREST EDUCATION

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- Assist with the review of the College's careers programs through community engagement and feedback surveys, referencing self-assessment or career service benchmarking tools to evaluate and improve the career service.
- Maintain membership of relevant career organisations, such as the Career Education Association of Victoria and participate in the regional Career Education Network.
- Inform staff members of current initiatives in post-secondary student options.
- Collaborate with IB Careers Head (Victoria) and liaise with other IB networks to stay abreast of futures opportunities.
- Attend information sessions at relevant tertiary institutions to be aware of their current trends, facilities, courses and requirements.
- Support VTAC administration including tracking students applications and results.
- Undertake relevant professional learning both at CREST Colleges and in the broader educational community
- Assist with special events, which may include Family Evenings, Presentation Night, Open Days and Information Evenings.
- Support the delivery of the 'CREST Student Futures Department Strategic Plan'.
- Any other tasks allocated by the supervisor.



# CREST EDUCATION

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### VALUES AND BEHAVIOURS

- Consistently demonstrate and uphold CREST's shared values and behaviours in all daily activities; including the way in which decisions are made.

### STRATEGIC REQUIREMENTS

- Oversee and manage timelines to ensure the timely delivery of work, proactively identifying potential delays and implementing solutions to maintain schedule adherence. This includes prioritising tasks, optimising resource allocation, and coordinating with cross-functional teams to ensure that all deliverables meet quality standards and are completed within the established deadlines.

### OPERATIONAL REQUIREMENTS

CREST INHERENT REQUIREMENTS	FREQUENCY			
	Unlikely	Possible	Occasionally	Regularly
<b>Passive</b>				
Sitting - counter / desk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Sitting - vehicle	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Operating telephone / computer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Writing / reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Spiritual</b>				
Leading or taking part in daily devotions with staff and/or students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leading or taking part in prayer with staff and/or students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstration of our ethos and Fruit of the Spirit: Galatians 5:22	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Incorporating Biblical theology into curriculum	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Manual Handling</b>				
Bending / twisting Spine	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working with one or both hands above shoulder height	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lifting (5kg or under p/item)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lifting (5kg or over p/item)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Requiring low/light application of force	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Requiring medium to high application of force	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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Lifting/holding/restraining children	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exerting force in an awkward posture	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Holding & supporting equipment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Agility</b>				
Squatting / kneeling	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Looking up / looking down	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reaching forwards or sideways	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gripping or grabbing equipment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Mobility</b>				
Walking / standing- briefly	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Walking / standing- extended	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Walking on uneven ground	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Climb steps/stairs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Climb ladder	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Driving – passenger vehicle	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Driving – machinery/heavy commercial	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Sensory</b>				
Hearing – face to face / telephone conversations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Hearing – working with loud machinery	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Visual – read printed material, signage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Visual – computer screen, electronic signs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Visual – driving	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Visual – watching with vigilance (e.g. school traffic control)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Emotional</b>				
Dealing with complex stakeholders	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Supporting dependent persons	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Dealing with conflict	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Managing complex personal situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Providing empathy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Work Environment</b>				
Outdoor – exposed to elements, plant & equipment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Confined spaces	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working alone	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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Working at heights (greater than 2m)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exposure to extensive dust	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pollen (or other allergens)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exposure to polluted odours and/or chemicals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal Waste	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Office Use Only	
<input type="checkbox"/>	If selected - Musculoskeletal assessment recommended
<input type="checkbox"/>	If selected - Audiology (hearing) assessment recommended
<input type="checkbox"/>	If selected - Vision assessment recommended
<input type="checkbox"/>	If selected - Lone Worker risk assessment recommended

### LEADERS ONLY

## Our Leadership Capabilities.

The CREST Education leadership capabilities describe the specific knowledge, skills, attributes and behaviours required for future success to help CREST achieve our goals. They are non-technical in nature and are those common aspects applicable to our leadership that describe not what we do, but rather, how we do it. Our capabilities are informed by our purpose and strategic direction.

The capabilities are leveraged from the Future Leadership Capability Framework which is based on 25 years of international research findings and framework development.





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