



## POSITION DESCRIPTION

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<b>POSITION:</b>	Head of Careers Education
<b>KEY RELATIONSHIPS:</b>	This position reports to the Head of Senior School. All positions at the School ultimately report to the Principal.
<b>POSITION STATUS:</b>	Part time (0.8FTE) or full time (may include an approximately 0.2FTE teaching load) 5-year tenured position, commencing Term 1, 2025
<b>PRIMARY FOCUS:</b>	The Head of Careers Education collaborates with school staff, the Senior Leadership Team and support agencies to develop and initiate a range of pathways programs, including course counselling, Work Experience and Structured Workplace Learning.
<b>DOCUMENT DATE:</b>	October 2024

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### CAMBERWELL GIRLS GRAMMAR SCHOOL – A Community Dedicated to Learning, Action and Service

#### ***Our Vision***

A leader and innovator in education, dedicated to fostering a passion for learning and building a more just and sustainable world.

#### ***Our Mission***

A Christian school in the Anglican tradition, inspiring students in their love of learning and nurturing compassionate leaders with global mindsets.

#### ***Our Values***

We welcome students of all faiths and cultures, educating them to see wisdom through intellectual inquiry, service learning and spiritual growth, honouring the values of integrity, commitment, respect, hope and courage.

#### ***Our Key Areas of Focus***

- Learning Designed for All
- Our Community
- Our Expert Workforce

#### ***Our Motto***

'Utilis in Ministerium' (Useful in Service)

### THE ROLE

The main function of the Head of Careers Education is to coordinate all aspects of the Camberwell Girls Grammar School Careers Program including the following main functions:

- Delivery of a Career Education program within the School.
- Individual careers counselling in the areas of subject selection, career development and tertiary course selection.
- A Work Experience Program.
- Career and pathway advice information to students, parents and staff.

### KEY INTERNAL CONNECTIONS

#### **Reporting directly to**

- Head of Senior School

## Associated Relationships

- Principal
- Deputy Principal
- Head of Middle School
- VCE Coordinator
- Director of Learning Design and Development
- Head of Strategic Initiatives
- Head of Educational Operations
- Year Level Coordinators
- Student Wellbeing Team
- Heads of Department

## KEY DUTIES AND RESPONSIBILITIES

### 1. Careers Counselling

- Assist students to find information, make decisions and act to build appropriate career pathways using a strength-based approach.
- Maintain the careers resource centre (both physical and digital) with up-to-date information on careers, pathways, tertiary and training options including the on-line careers library and school careers website.
- Inform and advise students of tertiary education requirements and pre-requisites within Australia and internationally, including the UCAT, Open Days in TAFEs, Colleges and Universities, scholarship programs and fee structures, through a variety of means including career education programs for students, assemblies, presentations to parents and students, school newsletters and the Careers website.
- Provide assistance and resources for students interested in interstate and overseas study including the collection and uploading of academic transcripts, predicted grades, references and other specified school supporting documentation.
- Manage all aspects of the SEAS process for Year 12 students, including providing advice to students and working with members of the Wellbeing Team to complete statements of support.
- Provide advice and training for extra requirements such as folio preparation, UCAT testing, interview preparation and international application procedures.
- Manage and oversee all aspects of VTAC applications and procedures.
- Manage and oversee all aspects of the Predicated ATAR process for entry into university, with support from the VCE Coordinator and VCE Staff.
- Manage and oversee all aspects of the Reference Writing Process for entry into university, with support from the Head of Senior School and Senior School Staff.
- Provide Year 12s with advice and guidance through results, change of preference periods and offers.
- Collecting and collating statistical information of students' post school tertiary destinations.
- Interview and advise Years 9 to 11 students prior to selection of VCE subjects.
- Scheduling of interviews with Years 9 – 12 students as required.
- Collaborate with the VCE Coordinator and Head of Learning Diversity to identify those students for whom VET subjects or unscored VCE pathways may be appropriate and to counsel those students as part of a team approach.
- Sit on the VCE Subject Selection panel to provide advice on VCE and VET subject selection for students in the Senior School.
- Record keeping and monitoring of meeting notes and student destinations.
- Presentations to groups with varying interests and needs, including parents, staff and international students.
- Undertake student welfare duties, being sensitive to students experiencing personal, social, or organisational problems and liaise with relevant wellbeing colleagues.
- Conduct interviews with Years 9 to 12 students and parents as required, on all Learning Conversation Days and throughout the year.
- Complete professional development activities; attend relevant tertiary career functions, expos, regional meetings and events.
- Educate teachers regarding transferable skills, careers and work and University sector requirements and how this impacts the curriculum and programs at Camberwell Girls.
- Facilitate transition from school into the next phase of life
- Analyse whole school trends and data on tertiary offers and student choices.



- Be available on VCE results day and during Change of Preference periods (in December and January) to support students VTAC applications.

## 2. School Programs

- Manage and oversee all aspects of University Enhancement and VCE VET subjects including liaising with RTO's, enrolment, administration requirements, attendance and student progress, with support from the VCE Coordinator.
- Manage and oversee all aspects of University Scholars and University Awards programs including advertisement, communication, selection criteria and references, with support from the Head of Senior School.
- Design and regularly review a comprehensive Year 7 – 12 Careers Education scope and sequence.
- Ensure that the Careers Education program is appropriately integrated into the curriculum, UpSkill Program, in consultation with the Heads of School, Head of Strategic Initiatives and the Director of Learning Design & Development.
- Actively find opportunities to align the Careers Education program with the By Design learning architecture, UpSkill, Micro credentials and other CGGS strategic initiatives.
- Manage all aspects of the Work Experience program including organisation, promotion, supervision and evaluation of the program, compliance with legislated guidelines and workplace visits.
- Explore and develop links with industry and other external organisations for internship and other work-based opportunities.
- Monitor and update 'The Careers Department Virtual Work Experience Program'.
- Organise a biennial Careers Expo for Years 9 – 12 students and parents involving university and industry representatives.
- Organise a biennial Careers Night, in consultation with the OGA, for Years 9 – 12 students and parents involving alumni and relevant professionals from university and industry.
- Organise guest speakers and alumni, booking venues, and advertising sessions to students and staff at year levels from 9 – 12
- Assist with the Information Nights including preparing information and resource packs, presenting and follow up with parents and students.
- Coordinate and set up Year 9 & 10 Career events, in consultation with the OGA.
- Assist with the organisation of the Year 9 'World of Work' Conference.
- Present on job seeking skills including resumes and interviews.
- Coordinate Year 12 specific events including the 'Introduction to LinkedIn' workshop and 'Transition to Tertiary' program.
- Develop existing networks to expand student opportunities to complete micro credential courses to build their portfolio of skills and interests.

## 3. Communication

- Communicate with students, parents, staff and the wider community on a regular basis through newsletters, social media and other platforms.
- Conduct interviews with Years 9 to 12 students and parents as required, on all Learning Conversation Days and throughout the year.
- Work collaboratively with teachers of other subject departments.
- Produce a weekly Careers Newsletter for students and copy for parents in The Weekly.
- Update the School Careers website regularly.
- Maintain relationships with alumnae, in conjunction with the Alumnae Relationships Coordinator.
- Maintain a database of contacts.

## 4. Professional Learning

- Attend all Head of Department Meetings.
- Monitor and implement evidence-based or informed practices in education and differentiated learning.
- Participate regularly in professional learning and support members of the wider school team to engage in professional learning.



- Prepare and implement an annual professional development plan in accordance with school priorities and individual learning needs.

## 5. General Teaching Staff Expectations & Other Duties

- Manage an annual budget.
- Participate in the annual School review process in order to continuously improve knowledge and practice.
- Active involvement in wellbeing programs, being sensitive to students experiencing personal, social, or organisational concerns and liaising with relevant colleagues.
- Mentor staff members as required.
- Attend and contribute to meetings for departments and staff, as well as parent-teacher meetings, school events, Open Day, excursions, assemblies and services.
- Be actively involved in the School's extensive co-curricular program.
- Undertake rostered supervisory duties outside of the classroom and exercise responsibility for the welfare of students.
- Supervise student teachers or student career practitioners as required.
- All other duties and responsibilities as set out in the CGGS Staff Handbook
- Other duties as required.

## 6. Health & Safety

All staff are expected to:

- Adhere to and implement all safe work practices and procedures in accordance with the CGGS Occupational Health & Safety policy, Workplace Health & Safety policy and Manual Handling policy
- Work safely and report any hazards in accordance with school procedures
- Monitor and take full care of the health and safety of others within area of responsibility
- Participate when required in the resolution of safety issues

## QUALIFICATIONS

### **Essential Criteria:**

- Tertiary qualifications in Careers Education, or similar
- First Aid qualification (Level 2) and current CPR qualification
- Anaphylaxis Awareness qualification in line with Ministerial Order No. 706
- Current Working with Children Check
- Current National Criminal History Police Check

### **Desirable Criteria:**

- VIT Registration

## PREVIOUS EXPERIENCE, SKILLS AND KNOWLEDGE

### **Essential Criteria:**

- Experience in the development and delivery of course, careers and pathways counselling
- Experience in career-focused roles essential

## KEY PERSONAL ATTRIBUTES

- A passion for education
- A strong interest in working with children
- High level interpersonal skills and proven ability to work collaboratively in a team
- Positive and flexible attitude
- Enthusiasm and energy
- Self-motivation
- Commitment to achieving best practice



- The ability to be discreet and maintain confidentiality
- Well-developed time management and organisational skills
- Demonstrated understanding of common approaches, policies, programs and research relating to careers counselling and pathways planning
- Ability to apply the standards of ethical practice required under the Professional Standards for Australian Careers Development Practitioners
- High level computer competency, including advanced MS Office Suite skills and database experience
- Excellent customer service skills
- Service ethos
- Experience and confidence in dealing with difficult and sensitive issues
- Ability to interpret the degree of intervention required in individual cases
- Commitment to School policies, procedures and codes of conduct

### PROFESSIONAL EXPECTATIONS

- Demonstrate commitment to Ministerial Order No. 1359 – Implementing the Child Safe Standards, and CGGS Code of Conduct
- Be responsive and maintain respectful communications and collaborative relationships with the CGGS community
- Model exemplary ethical behaviour and exercise informed judgments in all professional dealings
- Meet expectations as set out in the CGGS Staff Handbook
- Adhere to and implement all safe work practices and procedures in accordance with the CGGS Occupational Health & Safety policy, Workplace Health & Safety policy and Manual Handling policy
- Work safely and report any hazards in accordance with school procedures
- Participate in OHS training as required

### WHY WORK AT CAMBERWELL GIRLS GRAMMAR SCHOOL?

Camberwell Girls offers opportunities for every student to be the creator of high-quality work, in an environment focused firmly on the future. Through academic excellence, we pride ourselves on being innovative as well as providing the following benefits to all staff:

- Staff wellbeing focus and fun social activities
- Salaries and packages above Award-level
- Active Professional Learning & Development programs
- Paid Discretionary Leave
- Additional paid Personal/carer's Leave
- Employee Assistance Program available for all staff and their immediate household members

### COMMITMENT TO CHILD SAFETY

Camberwell Girls Grammar School (CGGS) is a child safe organisation which welcomes all children, young people, their families and their participation. We are committed to providing culturally inclusive environments where all our students are safe and feel safe and have confidence their voice is heard. We promote positive interactions between students and adults, and between students and their peers based on mutual trust and respect.

Child safety is a shared responsibility. Everyone engaged or employed by CGGS has a role to play in promoting child safety. All are aware of their responsibility to promptly raise issues or concerns about a child's safety or wellbeing. We have zero tolerance for child abuse and we take proactive steps to identify children who may be at risk or experiencing vulnerability to mitigate harm or distress.

Particular attention is given to the safety needs of Aboriginal or Torres Strait Islander students, those from culturally and linguistically diverse backgrounds, students with disabilities, international students, those unable to live at home and children and young people who identify as LGBTQIA+.



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We regularly seek input from students, parents, carers, staff and volunteers in our child safe practices and communicate our policies and ongoing strategies following each systematic review

### **STAFF OBLIGATION TO CHILD SAFETY**

All staff at Camberwell Girls Grammar School (CGGS) take an active role, and are well informed of their obligations, in relation to Child Safety Ministerial Order No 1359 – “Child Safe Standards – Managing the Risk of Child Abuse in Schools and School Boarding Premises”. The CGGS Child Safety Commitment is incorporated into the school’s employment cycle from recruitment and reference checking to induction, probationary and 12 monthly performance reviews and regular Professional Learning. Employment at CGGS is subject to school policies including the Child Safety and Wellbeing Policy, Community Code of Conduct (includes Child Safety), Child Safety Mandatory Response and Reporting Policy being read, understood and adhered to.

### **CHILD SAFETY EXPECTATIONS FOR STAFF**

All staff at CGGS must ensure that their students have a child safe learning environment at all times. Every interaction that a staff member has with a student must be conducted with child safe standards in mind and with an understanding of the CGGS child safe policies and procedures. This relates to all student interactions onsite, offsite or online, and in all programs including excursions, events, camps and parent involvement activities.

*N.B. This position description is not intended to represent the entirety of the position nor is it intended to be all-inclusive. CGGS reserves the right to modify this position description in consultation with the incumbent from time to time depending on the operational needs and requirements of the School.*



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