

# YEAR LEVEL COORDINATOR (DONNYBROOK CAMPUS)

## POSITION DESCRIPTION



<b>Reporting to:</b>	<b>Head of Secondary (Donnybrook)</b>
<b>Teaching:</b>	<b>Ongoing</b>
<b>Fraction:</b>	<b>Full-time</b>
<b>Leadership time release:</b>	<b>0.3 FTE and Homeroom (or equivalent)</b>
<b>Leadership tenure:</b>	<b>Three years</b>
<b>Leadership salary:</b>	<b>Category 2</b>
<b>Prepared:</b>	<b>August 2023</b>

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## Position Context

**Hume Anglican Grammar** is an independent, multi-campus, co-educational and Anglican Diocesan School offering education from Prep to Year 12 in the Northern growth corridor of Melbourne. We aim to provide our students with an education that prepares them for the challenges of life, equips them to contribute to the community in an environment based on Christian values and at a cost affordable to as many families as possible. It is our fundamental belief that young people who are genuinely happy will engage, aspire and thrive within our learning community. By establishing high standards in all that we do, every student is encouraged and supported to discover and fulfil their unique potential.

Hume Anglican Grammar has an open enrolment policy so educates children from many faiths and with a diverse range of backgrounds and abilities. It has a strong sense of inclusivity and a community-minded focus. We are a progressive school, not just in the development of buildings and grounds, but also in innovative thinking and advancements in our approach to teaching and learning. This is led by a group of dedicated and expert teachers who practise their craft with skill, and by building the strongest of relationships with our students. It is not by chance that we have young people who readily display warmth, humour and respect for one another and their teachers.

Since 2011, the School has occupied the Mt Ridley P-12 campus of 10 hectares, this site will ultimately have some 1,400 students. In 2019, it opened an 8-hectare second campus in Donnybrook. Commencing with junior primary, each year additional classes and year levels are added so the campus will ultimately have an enrolment of 1,600 from Prep to Year 12. At Donnybrook, the first cohort of Year 7 have commenced, so inaugural secondary students.

In 2023, the School opened its third campus in Kalkallo, as a Primary (P-6) school and as feeder to the Mt Ridley and Donnybrook Secondary schools, it will follow a similar growth pattern to Donnybrook with eventually some 600 students.

This year, the school has 2,287 students and employs some 240 staff - 163 teaching and 77 non-teaching. Currently, the student enrolment at each campus is: Mt Ridley 1,400, Donnybrook 672 & Kalkallo 215.

The school is on a growth trajectory and in 2024 is projected to increase to 2,573 students (Mt Ridley 1,400, Donnybrook 840 & Kalkallo 305) and ultimately have some 3,600 students (Mt Ridley 1,400, Donnybrook 1,600 and Kalkallo 600) with a corresponding cohort of teaching and general staff on its three campuses with plans for further expansion.

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## Purpose of the Position

Hume Anglican Grammar acknowledges the critical role of school leaders in developing a wellbeing culture across the school community, which draws links between student wellbeing and improved learning outcomes.

The Year Level Coordinator ensures the pastoral needs of students within the year level are met, and the Homeroom teachers within their year level group deliver an evidence-based student wellbeing curriculum that aligns with the whole school strategic approach Prep to Year 12. With knowledge of contemporary student wellbeing practices, the Year Level Coordinator will create a supportive, safe,

and inspiring environment, whilst promoting the School's vision, values, policies and procedures.

The Year Level Coordinator is recognised and respected by colleagues, parents and community members, as an exemplary teacher. They have demonstrated consistent and innovative student wellbeing practices and the ability to initiate and lead programs that focus on improving educational opportunities for all students. They are well respected in their ability to implement and to have oversight of the innovative student wellbeing curriculum. They continue to seek ways to improve their own professional practice and to share their experience with colleagues. They are skilled in mentoring teachers, using targeted interventions that develop knowledge, practice and professional engagement in others. They promote creative, innovative thinking and professional practice among colleagues.

The Year Level Coordinator works with members of the Senior Leadership Team, including the Director of Student Wellbeing, and other staff in positions of leadership to implement the School Strategic Plan – Shaping our Future, to promote exemplary educational experiences, that reflect the values and vision of the school.

The Year Level Coordinator plays a pivotal role in supporting the Head of Secondary (Donnybrook) by assisting them to effectively manage student wellbeing and pastoral care for the Secondary students at Donnybrook; and the Director of Student Wellbeing by assisting them to realise the vision for wellbeing across the whole school. They play a key role in overseeing the holistic development and engagement of students in the Donnybrook Secondary campus.

The Year Level Coordinator is a middle leadership position reporting to the Head of Secondary (Donnybrook) and working in the strongest of partnerships with the Head of Curriculum - Secondary (Donnybrook), the Director of Student Wellbeing, Head of Student Wellbeing - Secondary (Mt Ridley), and the other Year Level Coordinators.

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## Nature of the Position

Subject to the discretion of the Principal, the Year Level Coordinator is responsible for managing student wellbeing, the social/emotional and child safety curriculum, and behaviour management, for students within their respective year level.

The responsibilities and duties of the Year Level Coordinator include:

### Student management

- Creating a culture that is safe and secure, where students are active participants in enhancing their own wellbeing
- Managing student conduct, keeping accurate records, maintaining high standards, promoting, developing, and supporting excellence in building positive relationships
- Leading their respective year level wellbeing team and building their capacity in the management and support of students in the year level
- Maintaining standards of student attendance, participation in school activities, uniform, and general presentation
- Managing the orientation of new students
- Overseeing the transition program for students moving from one year level to the next
- Overseeing and managing Homeroom lists, in consultation with teachers and the Head of Secondary (Donnybrook) for the following year
- Utilising data such as diagnostic testing, assessment data and behavioural tracking information to inform the process of Homeroom group compilation
- Assisting the Head of Secondary (Donnybrook) in the allocation of staff to their Homeroom group, and assisting in staff appointments as required
- Case managing individual students with more significant wellbeing needs to receive the appropriate support they need (social emotional and/or learning)
- Providing regular reports on matters associated with the administration and program/curriculum delivery in a particular year
- Making regular contact with the Psychological Services Team and Learning Enhancement to ensure that all students receive the support they need
- Working with the Psychological Services Team, the Learning Enhancement Coordinator and the Director of Student Wellbeing to support all NCCD students across the year level

### Student wellbeing curriculum

- Working with the Director of Student Wellbeing, the Head Student Wellbeing - Secondary (Mt Ridley Campus) and the Student Wellbeing Leadership Team to assist in developing and implementing a developmental evidence-based Prep to Year 12 student wellbeing

- curriculum that aligns with the Australian Curriculum and incorporates student voice
- Develop a sequential curriculum that enhances social emotional skills, promotes positive mental health and ensures students are empowered about their rights in accordance with child safe standards
- Supporting, mentoring, and training Homeroom teachers for the effective delivery of the student wellbeing curriculum
- Working with the Director of Student Wellbeing to develop and implement preventative programs that respond to the emerging trends from the year level
- Evaluating the impact of interventions that enhance child safety, the student wellbeing curriculum and behaviour management, in consultation with Homeroom teachers, Coordinator of Learning Enhancement, Head of Secondary (Donnybrook), Director of Student Wellbeing and the Deputy Principal

#### Community engagement

- Coordinating programs specific to a year level such as camps and special initiatives
- Organising and promoting key events that enhance and complement the student wellbeing curriculum within their respective year level
- Supporting the Head of Secondary (Donnybrook) in implementing an effective Student Leadership program, based on student engagement and best practice
- Forming the strongest of connections with parents through regular and comprehensive communication
- Supporting the Head of Secondary (Donnybrook) in overseeing the professional involvement and conduct of staff with respect to student welfare initiatives
- Acknowledging and affirming individual/Year Level achievements through assemblies and publications
- Actively contributing to the Secondary Wellbeing Leadership Team as a permanent member of this group

#### General responsibilities

- Undertaking the duties of a teacher as defined by the Position Description for a Teacher
- Carrying out other duties as directed by the Principal

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## Qualifications, Skills and Experience:

- Breadth and depth of understanding in contemporary evidence-based student wellbeing practices
- Leadership experience
- Post graduate qualifications in educational management and leadership (desirable)
- Involvement in professional communities

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## Personal Qualities

- Outstanding communication and interpersonal skills to build relationships with key stakeholders
- Ability to motivate staff and influence student behaviour
- Facilitation, mediation, and conflict/dispute resolution skills
- Commitment to professional learning and continuous improvement
- Outstanding organisational skills, planning, analytical and strategic thinking capabilities
- Pastoral skills and personality which demonstrates a concern for the wellbeing of others
- Personal sense of initiative, enthusiasm and high energy
- A resourceful team member who can operate in a mentoring, collaborative and inclusive manner
- Demonstrated interest in ongoing personal professional development.

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## Key Selection Criteria

1. Outstanding communication and interpersonal skills to support students, lead staff and guide parents
2. Demonstrated understanding of best practice in student wellbeing practices exhibiting the ability to nurture young people in a supportive and structured environment

3. Highly proficient organisational skills, planning, and investigative thinking capabilities

**This Position Description may be altered from time to time to meet the operational needs of the School.**