

Year Level Leader

Position Overview

Year Level Leaders are responsible for the care and wellbeing of students at the year level, and the policies, programs and activities that contribute to this. They work with students, staff and families to build positive relationships and to ensure that everyone experiences welcome, respect, safety and a deep sense of belonging. Their work is given impetus by the College motto, *love one another as I have loved you*, the College values, an unwavering belief in the inherent dignity of each person, created in the image of God, and a commitment to ensuring that students have every opportunity to be the best they can be.

Areas of Responsibility

Year Level Leaders share responsibility for the implementation of the School Improvement Plan (SIP) and will lead aspects of the work, either at a team or whole school level. Improvement priorities for 2021 – 2024 are:

1. Catholic Identity and Mission
2. Agency in Learning
3. Individual and Collective Efficacy
4. Connections, Relationships and Partnerships

Year Level Leaders build the capacity of staff, and foster the collective efficacy of their team through collaboration and shared work, effective use of data and feedback, research, coaching and reflective practice. They are primarily responsible for:

- leading students and staff in creating a healthy, safe and respectful school culture;
- leading teachers in their pastoral and wellbeing roles;
- ensuring a child safe environment; and
- effectively leading and managing the year level.

Organizational Relationships

The Year Level Leader will:

- be directly responsible to the Deputy Principal (Pastoral Care) and the Principal;
- be a member of the Pastoral Team;
- lead meetings of the Year Level Team;
- chair the fortnightly Student Wellbeing and Learning Team (SWaLT) meeting; and
- represent the Pastoral Team on a range of College committees and working parties such as the School Child Safety Team.

Statement of Duties

Leading wellbeing to enhance learning.

Year Level Leaders lead and support staff to create a healthy, safe and respectful school culture by:

- ensuring all students are known, experience belonging and are supported in developing strong relationships with peers and staff;
- facilitating the implementation of the Berry Street Education Model and trauma informed, positive education practices (TIPE);
- facilitating the design and delivery of the pastoral care program;
- supporting positive student behaviour through the design and implementation of Tier 1 (universal) strategies;
- modelling and monitoring the consistent expectations around student behaviour;
- proactively monitoring and supporting student wellbeing;
- building relationships with families through Family Nights, Community Conversations and other school / year level events;
- valuing parents and carers as partners in the education of young people;
- supporting families through clear and timely communication regarding their child;
- developing, implementing and reviewing whole school wellbeing initiatives, policies and procedures; and
- fostering an understanding of the interconnection between faith, learning and wellbeing.

Year 9 Only

In conjunction with the Trinity Teaching Team, the Year 9 Level Leader will design, document, implement and review the Trinity curriculum in line with College learning, teaching, and assessment priorities, pedagogy, policies and practices.

Student Wellbeing

Year Level Leaders are responsible for student wellbeing in areas that are beyond those that can be managed by the pastoral care or subject teacher. This involves:

- being available to students to advise and support them;
- connecting students to the wellbeing supports available at the school;
- working with the Pastoral Team to identify wellbeing supports and resources beyond the school, and referring students to these;
- reviewing student data (wellbeing and learning) to identify needs;
- facilitating Tier 2 supports for small groups or individual students with an identified need;
- chairing the SWaLT case management process for students with Tier 3 learning and behaviour needs;
- collaborating with Learning Diversity to ensure that appropriate information is communicated to staff about student adjustment and individual needs;

	<ul style="list-style-type: none"> • monitoring the implementation of actions agreed to at the SWaLT meeting; • attending and/or leading PSG / Care Team meetings, as required; and • working with outside agencies and families to support students at risk.
Leadership and Management	<p>Record Keeping</p> <ul style="list-style-type: none"> • Use SIMON to document wellbeing and learning concerns, follow up actions and all documents relevant to the issue and its resolution. • Ensure staff complete administrative procedures, and keep accurate records on SIMON in relation to attendance, learning, wellbeing and behaviour concerns, follow up actions and parent communication. • Ensure that privacy and confidentiality of information is as is appropriate. <p>Transition</p> <ul style="list-style-type: none"> • Plan transition and year level induction activities and programs. • Prepare year level class lists and allocate new students to classes. • In conjunction with the Learning and Teaching Executive, lead the subject and elective selection process, including information sessions. • Plan Orientation Days for incoming students (Year 7 YLL). • Assist with welcome interviews for incoming Year 7 students. <p>Year Level Activities</p> <p>Oversee and where applicable, organise year level based activities such as:</p> <ul style="list-style-type: none"> • Camps (Years 8 and 9). • Year Level Assemblies and Liturgies. • Preparation for exams / exams (Years 9 and 10). • Guest speakers. • Reflection Days. • End of year activities. • Community engagement programs. • Family Nights / Activities. <p>General</p> <ul style="list-style-type: none"> • Organise the distribution of lockers, locks and student diaries. • Oversee care of homerooms and year level locker area. • Assist in the organisation and planning of Feast Day. • Distribute and manage the 1:1 digital learning device program. • Recognise and celebrate student strengths and achievements. • In conjunction with pastoral care teachers, monitor attendance, punctuality, uniform, appearance, respectful interactions and engagement in learning. • Be a visible presence in corridors and the yard, particularly during morning homeroom and between classes.
Student Voice and Agency	<ul style="list-style-type: none"> • Facilitate formal and informal activities which promote student voice and agency. • Develop opportunities for formal and informal student leadership at the level.
Child Safety	<ul style="list-style-type: none"> • Ensure that staff are familiar with, and comply with the Child Safety Policy, the Code of Conduct, Protect and Mandatory Reporting, and other

	<p>policies or procedures relating to child safety.</p> <ul style="list-style-type: none"> • Ensure that students at the year level are provided with a child-safe environment, and that staff are familiar with, and comply with the College Child Safety Policy, the Code of Conduct and policies and procedures relating to child safety. • Demonstrate duty of care to students in relation to their physical and mental wellbeing. • Take on the role of College Child Safety Officer.
General Duties	<ul style="list-style-type: none"> • Contribute to a healthy and safe work environment for yourself and others and comply with all safe work policies and procedures. • Attend school meetings and after school activities, sporting events, mass, community and faith days as required by the Principal. • Demonstrate professional and collegiate relationships with colleagues. • Participate in the Performance Development and Coaching process, and complete a formative review at the mid point of the appointment. • Other duties as directed by the Principal.

CORE REQUIREMENTS	
Commitment to Catholic Education	<ul style="list-style-type: none"> • A demonstrated understanding of the ethos of a Catholic school and its mission. • A demonstrated understanding of the Church's teachings and the Catholic leader's role in the mission of the Church.
Commitment to Child Safety	<ul style="list-style-type: none"> • A demonstrated understanding of child safety and the ability to set up practices, policies and procedures to ensure the safety of young people in the area. • A demonstrated understanding of appropriate behaviours when engaging with children. • Familiarity with legal obligations relating to child safety (e.g. mandatory reporting). • Be a suitable person to engage in child related work.
Education and Experience	<p>As a POL 3, Year Level Leaders will have commenced or completed further study in a related field and/or be able to demonstrate ongoing engagement in professional enrichment.</p> <ul style="list-style-type: none"> • Postgraduate qualifications in Student Wellbeing. • Teaching Qualifications. • Current Victorian Institute of Teaching (VIT) registration. • Accreditation to teach in a Catholic school (or be working towards this).

KEY SELECTION CRITERIA

The successful applicant will need to demonstrate:

- A clear and developmentally informed vision for the year level.
- A proven commitment to the ethos and ideals of Catholic Education.
- An understanding of the College priorities for school improvement and how, as a year level leader, they might further these.
- An understanding of the *Child Safety Standards, Response to Intervention Framework*; the *Berry Street Education Model* and *trauma informed positive education practices* and the *MACS eXcel Wellbeing for Learning Framework*.
- A strong desire to improve student learning and wellbeing outcomes, and for each student to be the best they can be.
- A broad and contemporary understanding of wellbeing, learning and student engagement.
- Demonstrated ability to initiate ideas and to lead change.
- Demonstrated excellence as a classroom teacher.
- Sound organisational and interpersonal skills, and the ability to communicate effectively.
- The ability to work as part of a team and provide leadership in the implementation of pastoral care policy and programs.
- The ability to contribute critically and constructively to the development of policies and procedures.
- Recent or current engagement in further study and / or ongoing professional learning.

Level: POL 3

Time Allocation: 12 x 60 minute periods

Tenure: 3 years 2022 - 2024