

## YEAR 7 - 12 YEAR LEVEL LEADER (YEARS 7-8) / (YEARS 9 -10)

**CLASSIFICATION: LEADING TEACHER**

**START DATE: JANUARY 27, 2023**

**TENURE: 3 YEARS**

**REPORTS TO: SECONDARY PRINCIPAL**

**RELEASE TIME PER FORTNIGHT: 10 PERIODS\***

### SELECTION CRITERIA

SC1 Demonstrated expert knowledge of the relevant curriculum. Demonstrated ability to lead and manage the implementation of school priorities, and the teaching of literacy and numeracy skills across the curriculum.

SC2 Demonstrated ability to lead the planning and implementation of high impact teaching strategies that respond to student learning needs. Demonstrated ability to support teachers to evaluate the impact of learning and teaching programs on student wellbeing and engagement.

SC3 Demonstrated exemplary ability to monitor and assess student wellbeing and engagement at a class, cohort and whole-school level and use this data to lead improvement initiatives. Demonstrated ability to support others in using data to inform school programs and practice and to provide feedback on student wellbeing and engagement improvement and achievement to students and parents.

SC4 Demonstrated exemplary interpersonal and leadership skills. Demonstrated ability to lead collaborative relationships with students, colleagues, parents and the broader school community focused on student learning, agency, wellbeing and engagement.

SC5 Demonstrated ability to model behaviours and attitudes consistent with Department values and support colleagues to adopt these behaviours and attitudes. Demonstrated ability to reflect upon their own, others and whole-school practice and contribute to the provision of whole-school professional learning.

### ROLE

**Year Level Leaders** will report to the Secondary Principal and liaise closely with the Secondary Assistant Principal, including actions regarding new student entry, transition and student exits. These positions are an integral part of the College's Wellbeing Team and contribute directly to the implementation of the Student Wellbeing and Engagement Policy.

The Year Level Leaders support both students, families and staff within their designated role (7 to 8, 9 to 10). Year Level Leaders:

- Respond to, follow up on, and manage Student Behaviour across the college, with specific focus on relevant Year Level Cohorts
- Support classroom teachers with the implementation of the College's Developmental Management Approach to Classroom Behaviour (DMA)
- Support classroom teachers with the implementation of Berry Street Education Model
- Support classroom teachers with the implementation of the Rights, Resilience and Respectful Relationships in Schools Curriculum

- Monitor attendance and assist with follow up on repeated student absences
- Coordinate student referrals to Student Wellbeing Staff
- Monitor and follow up uniform
- Coordinate camps and special events
- Develop and distribute exam timetables 3 weeks before exam week.
- Year Level Leaders facilitate improved student engagement and learning outcomes by:
  - Increasing attendance for students identified at risk of disengagement
  - Working with special education and PSD staff and wellbeing team to support students with additional learning needs (eg. participation in SSG meetings and implementation of ILPs)
  - Providing a safe and secure school learning environment

## RESPONSIBILITIES

Leading teachers will be highly skilled classroom practitioners and undertake leadership and management roles commensurate with their salary range. The role of leading teachers is to improve the skill, knowledge and performance of the teaching workforce in a school or group of schools and to improve the curriculum program of a school. Typically, leading teachers are responsible for coordinating a number of staff to achieve improvements in teaching and learning which may involve the coordination and professional support of colleagues through modelling, collaborating and coaching and using processes that develop knowledge, practice and professional engagement in others. Leading teachers are expected to lead and manage a significant area or function within the school with a high degree of independence to ensure the effective development, provision and evaluation of the school's education program. Leading teachers will be expected to make a significant contribution to policy development relating to teaching and learning in the school. A leading teacher has a direct impact and influence on the achievement of the school goals. Leading teachers are usually responsible for the implementation of one or more priorities contained in the school strategic plan. Position responsibilities In recognition of the importance of leadership and management combined with exemplary teaching practice for improved student learning outcomes, the key roles of the leading teachers may include but are not limited to:

- Support the implementation of the School Strategic Plan, the Annual Implementation Plan and curriculum initiatives
- leading and managing the implementation of whole-school improvement initiatives related to the school strategic plan and school priorities
- leading and managing the implementation of whole-school improvement strategies related to curriculum planning and delivery
- leading and managing the provision of professional learning and developing individual and team performance and development plans for teaching staff within the priorities of the school
- leading and managing staff performance and development (review of staff)
- teaching demonstration lessons
- leading and managing the development of the school's assessment and reporting policies and practices
- leading and managing the implementation of the school operations and policies related to student wellbeing and behaviour management
- leading the development of curriculum in a major learning area and participating in curriculum development in other areas
- responsibility for general discipline matters beyond the management of classroom teachers
- contributing to the overall leadership and management of the school
- contributing to the development of proposals for school council consideration

## SPECIFIC DUTIES

The role of the Year Level Leaders at the College will be to facilitate high level school improvement in the provision of education programs in the Secondary School, discharging the role described on page 1, and the following specific duties:

<p>Year 9 to 10 Leader</p>	<p>In collaboration with the Careers Advisor and MIPs Coordinator, counsel students regarding their choice of programs and pathways plans.</p> <p>Maintain effective communication with parents in relation to student progress and attendance, course selection recommendations.</p> <p>Lead, administer and develop the Year 9 to 10 Real-ED program, ensuring that all relevant planning, instruction and assessment is completed with consistency.</p> <p>Administer accurate student record keeping, including academic results and attendance.</p> <p>Administer and organise the Year 9/10 elective program.</p> <p>Administer the production of student elective handbooks and the arrangement of parent information evenings.</p> <p>Administer the provision of an effective Orientation Program at each year level such as early commencement, study skills programs and camps.</p> <p>Build on the partnership with La Trobe University, strengthening programs that will enhance student learning outcomes in Years 9 &amp; 10.</p> <p>Work as an effective member of the Wellbeing Team to ensure Y 9 &amp; 10 students are well supported in with all wellbeing, engagement and health matters.</p> <p>Prepare and lead relevant team meetings at least once a term, or as required by the CLTC meeting schedule</p> <p>Distribute information and materials promptly to all staff teaching Year 9 &amp; 10 classes</p> <p>In consultation with teachers, assist with the development of the Year 9 &amp; 10 exam timetables for mid-year and end-of-year exams.</p> <p>Coordinate and lead the ABCN Partnership</p> <p>Plan and organise the Year 9 City Program</p> <p>Support the careers team with the Y10 Work Experience Program</p>
<p>Year 7 to 8 Leader</p>	<p>Maintain effective communication with parents in relation to student progress and attendance, wellbeing and behaviour.</p> <p>Work as an effective member of the Wellbeing Team to ensure Y7 &amp; 8 students are well supported in with all wellbeing, engagement and health matters.</p> <p>Lead and facilitate an effective Orientation and Induction Program for Year 7 Students.</p> <p>Administer the provision of an effective Orientation Program at other year levels such as early commencement, study skills programs and camps.</p> <p>Administer accurate student record keeping, including academic results and attendance.</p> <p>In consultation with teachers, assist with the development of the Year 7 to 8 exams in classes for Mathematics, English, Science, Humanities and PE/Health.</p>

	<p>Assist with Year 6 to 7 transition program.</p> <p>Lead, administer and develop the Year 7 to 8 Real-ED program, ensuring that all relevant planning, instruction and assessment is completed with consistency.</p> <p>Build on the partnership with La Trobe University, strengthening programs that will enhance student learning outcomes in Years 7 &amp; 8.</p> <p>Prepare and lead relevant team meetings at least once a term, or as required by the CLTC meeting schedule</p> <p>Distribute information and materials promptly to all staff teaching Year 7 &amp; 8 classes</p>
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*\* please note, time release allocations are for planning purposes, and are indicative only at this stage. They will be negotiated in the context of workforce planning with the successful applicants.*