

## Position Description

# Leading Teacher - Head of Student Services

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### Position Information:

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3 Year Tenure

Leading Teacher Position

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### Position Purpose:

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The key purpose of the position is to

Lead the establishment of whole school programs and cultures that promote positive student outcomes with an emphasis on academic care, inclusion, wellbeing and careers and pathways guidance in line with the School's Strategic Plan and Annual Implementation Plan.

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### Position Details:

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#### Reports to:

Reports to the Principal Team

#### Direct Reports:

- Student wellbeing coordinators
- Careers advisor
- VET coordinator
- Adolescent health promotion nurse
- Integration aide(s)

#### Working Relationships:

This Leading Teacher works closely with:

- Leadership Team
- Heads of School
- Learning and Relationships Team
- The Principal Team
- Student Management Team

#### Responsible for:

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## **1. Student Services**

- Lead whole school health and wellbeing initiatives that promote student resilience, help seeking behaviours, academic care and Respectful Relationships
- Provide support to the sub-schools in the holistic care of the cohorts
- Provide expert health and wellbeing advice and referral information to families
- Lead the provision of expert advice to the student wellbeing coordinators and sub-schools relating to students with complex needs
- Lead the development and refinement of systems and processes (e.g., safety planning, access to information across the school, PSD applications and reappraisals, Thrive Fund – Empower applications, etc)
- In conjunction with the relevant leaders and other support services, manage critical incidents in the school
- Provide leadership of the student services team in their work on health and wellbeing, careers and pathways and integration support for students in the PSD program
- Monitor student referral data and plan for the delivery of primary intervention health and wellbeing programs.
- Liaise with the Darebin Network of Student Service Officers (SSSO) to determine appropriate referral pathways
- Maintain successful partnerships with external community support agencies, DET and the Department of Human Services
- Collaborate with members of the team to plan and deliver student programs relating to careers, VET and pathways
- Provide assistance to families who are experiencing financial hardship in collaboration with the Business Manager

## **2. Staff Professional & Community Learning**

- Lead staff development through workshops and staff and community information sessions related to adolescent health, adolescent and cognitive development, wellbeing, mandatory reporting and the child safe standards
- To support the careers and VET coordinator in planning for staff information and training
- To develop training materials as necessary
- Provide support and direction to staff, and make recommendations to the Principal in the annual Performance & Development process

## **3. Policy and Compliance**

- Implement school and DET policies related to health and wellbeing, learning support (PSD) and school transitions
- To ensure that any assessment and feedback utilised by the school complies with relevant Acts, regulations, statutes, legal demands and ethical standards as set by the school, state and federal legislation
- To represent the school in professional learning opportunities focused on the introduction and implementation of DET initiative.

## **4. Team development**

- Collaborate with the sub-school teams in planning for year level programs and unique learning experiences for students
- Build the capacity of team members to deliver best practice support for students and families
- Collaborate with members of the team to plan and deliver student programs focussed on successful student outcomes

## 5. Other

- Any other duties required by the Principal

### Resource allocation:

- Time Allowance
- Student Services Team
- DET SSS, Critical Incident, Emergency Management teams

### Memberships:

- School Leadership Team
- Learning and Relationships Team
- Student Management Team
- Others as required

### Position specification / skill sets:

- Experienced classroom practitioner up to Year 12
- Has sound and proven capacity to lead school communities in the development of evidence-based curriculum and pedagogy
- Has a high level of working knowledge of Victorian Curriculum and student learning theory
- Has strong systems analysis and documentation skills
- Has experience of logistics and management of activities in a large school
- Effective leadership of and facilitation of professional learning for all staff
- Can develop the capacity of their teams and other staff
- Demonstrated problem solving and issue resolution skills
- Highly developed data analysis skills and the ability to create responses that respond to identified needs
- Strong interpersonal skills are essential
- Has experience in restorative approaches to student engagement and management.

### Other:

- Teaching as negotiated
- Leadership of staff, school and student programs
- Assisting in staff performance appraisal processes
- Provide professional development and support staff as needed
- Financial analysis of programs as required

### **Child Safe Obligations:**

Victorian government schools are child safe environments. Our schools actively promote the safety and wellbeing of all students, and all school staff are committed to protecting students from abuse or harm in the school environment, in accordance with their legal obligations including child safe standards. The school's Child Safety Code of Conduct is available on the school's website.

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### **Selection Criteria:**

#### **Leading Teacher - Head of Student Services**

SC1. Demonstrated high level understanding of initiatives in student relationships and wellbeing, curriculum, assessment, educational technology and pedagogy, and the capacity to provide leadership in the alignment of these areas.

SC2. Demonstrated outstanding classroom teaching skills and the capacity to support colleagues to continually improve teaching and learning.

SC3. Demonstrated high level ability to monitor and assess student learning data at the individual, cohort and whole school level and to use this data to inform teaching for improved student learning.

SC4. Demonstrated high level written and verbal communication skills and high-level interpersonal skills including a capacity to develop constructive relationships with students, parents and other staff and contribute to the leadership and management of the school.

SC5. Demonstrated commitment and capacity to actively contribute to and lead whole school improvement initiatives, manage major curriculum or student activities and a commitment to ongoing professional learning.

SC6. Demonstrated capacity to lead whole school wellbeing and pathways programs and practices, with a multidisciplinary team, to enhance student outcomes.