

# POSITIONS OF RESPONSIBILITY 2020



BRIGGS Kirk  
EPPING SECONDARY COLLEGE

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# POSITIONS OF RESPONSIBILITY 2020

Title	POR	ES	Title	POR	ES
<b>Leading Teachers</b>			<b>Positions of Responsibility Cont...</b>		
Teaching & Learning	6		<b>Student Achievement Coordination</b>		
Student Achievement	6		Student Achievement Coordinator Year 7	5	
Alternate Education and Programs	6		Student Achievement Coordinator Year 8	5	
Middle School	8		Student Achievement Coordinator Year 9	5	
Senior School	6		Student Achievement Coordinator Year 10	5	
Careers Education & Programs	26		Student Achievement Coordinator Year VCE	8	
Literacy	6		Student Achievement Coordinator Alternate Unit	3	
Digital Technologies & Communication	6		<b>Curriculum Support</b>		
<b>Learning Specialists</b>			Timetable	7	
Maths	4		Reporting coordinator	4	
English	4		ACE program coordinator	2	
Humanities	4		Tech School Ambassador	2	
Science	4		Daily Organiser	9	
Learning Specialist - Cross Curricula	4		Daily Organiser Support		ES
Learning Specialist - Cross Curricula	4		Sports Coordination	4	
<b>Positions of Responsibility</b>			Music Coordination	2	
<b>Year Level Coordination</b>			Musical Futures	2	
VCE - (Yr12 110)	7		Performing Arts	2	
VCE - (Yr 11 215)	9		Student Leadership	4	
Year 10x2 - (251)	16		Student Leadership	4	
Year 9 x 2 - (191)	14		VET Coordinator	3	
Year 8 x 2 - (186)	12		Student Wellbeing Coordination	30	
Year 7 x 2 - (186)	12		Integration Support	4	
Pathways - 1 class	3		Individual Learning Plan Support		ES
VCAL - (4 classes)	8		<b>Additional Wellbeing 0.5 ES staff</b>		ES
Future Directions 11 and 12 (2 classes)	4		Learning Support Program Facilitator		ES
<b>Key Learning Areas</b>			Integration Coordinator		ES
English	4		AEU (elected representative)	1	
Humanities	4		OH&S (elected staff representative)	1	
Maths	4				
Science	4				
The Arts	4				
PHASE	4				
LOTE	4				
Technology - Food	2				
Technology - Materials	2				
EAL Curriculum	2				
Positive Education Program	4				

## APPLICATION PROCESS AND SELECTION CRITERIA

Applications for the positions enclosed will open with the publication of this booklet and will be due by the advertised time for the positions.

All staff are encouraged to apply for Positions of Responsibility (this includes teaching staff and ES staff) however, some of the positions are tagged as ES only due to budgetary constraints. Also, some of the roles are only open for teaching staff due to the nature of the role. If you need more information as to which roles are available for which, please ask Helene.

To apply, please provide 3 copies of an application that addresses the Key Selection Criteria below to the front office by the date published for the position that you wish to apply for. For each application, please include the cover page that is found at the end of this booklet.

### **Key Selection Criteria:**

Applicants must be able to demonstrate:

1. a high level of knowledge related to the position.
2. a high level of communication and inter-personal skills.
3. a high level of planning and organisational skills.
4. a demonstrated ability to respond proactively to school based needs in relation to the specific area.
5. a demonstrated commitment to the use of learning technologies in this position and in the classroom

**(The criteria are general criteria recommended and used by most schools)**

If you would like to apply for more than one position, please provide a list of the positions that you would like in order of preference. There is a space to do this on the application cover sheet at the end of the booklet.

## YEAR LEVEL COORDINATION

A Year Level Co-ordinator will be responsible for:

- Oversee the general behaviour of students in the year level
- Develop the identity and community of students of that year level
- Foster positive relationships between staff, students and parents
- Ensuring that the SWPBS initiative is implemented as it relates to student behaviours and student management.
- Create and implement innovative strategies to maintain and increase engagement.

Specific Tasks:

Student Management and Wellbeing:

*Implement a Positive Climate for Learning that is safe, secure and supportive.*

- Monitor attendance and intervene where required by Attendance Policy.
- Develop management team of relevant staff for students with significant attendance issues and the follow up process being implemented
- Administer, Monitor and follow up behavioural detentions with students who require further support in following the SWPBS.
- Attend and contribute to Wellbeing and Engagement meetings
- Attend school awards evening, and attend year level related afterhours events
- Organise and manage an assembly program including; recognition, wellbeing, academic achievement eg elevate and student leadership.
- Be a presence around classes and lockers, move students to class expeditiously.
- Use Xuno and reporting data to monitor classroom exits detentions, suspensions, academic achievement and referrals and:
- Make referrals where necessary to the relevant staff in the school including to LSP program.
- Implement the college uniform policy and conduct regular uniform blitzes. Use Xuno to keep a record of students breaching uniform rules
- Link at risk, positive case managed, and students who present with wellbeing matters with Transition Broker, Wellbeing, Leading Teacher - Senior School and Leading Teacher - Careers Education & Programs.
- Monitor students' Individual Learning Plans, Safety Plans and Behaviour Plans and intervene as necessary
- Contact parents regarding behaviour, wellbeing and positive matters
- Implement the college's policies and procedures around Bullying, Cybersafety, Engagement, Diversity and Progression Support and support staff to respond to these matters
- Assist in the implementation and evaluation of Extra Curricula Student Wellbeing and Engagement Programs, excursions, House and college-based activities and programs. (Healthy Relationships, Safe Partying, GOALS, etc)
- Actively encourage student involvement in extra-curricular events and assist in the administration and implementation of these events
- Support staff in the development of enhanced conflict resolution, problem solving skills and classroom management
- Identify staff that may need additional support, PD or follow up and refer to relevant School Leading teacher (Senior or Middle)

## Administrative Support:

- Allocate lockers and monitor their appropriate use.
- Other duties as directed by the principal.

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### SPECIFIC YEAR LEVEL BASED TASKS:

#### YEAR 7

- Organise Year 7 Camp and pre book for following year.
- Assist the Assistant Principal and SWC in implementing the Transition Process and Program (Grade 6-7)
- Assist with the organisation of Grade 6 Orientation Day and Information Evening.
- Assist the Student Leadership Team in implementing the Peer Support Program.
- Organise recognition assemblies with the support of the Student Leadership Team.
- Organise and manage end of year activities day and festivities.

#### YEAR 8

- Assist in the organisation of a Year 8 Camp and book for the following year.
- Organise and manage end of year activities day and festivities.
- Organise recognition assemblies with the support of the Leading Teacher - Middle Years.
- Take an active role in Year 8 into Year 9 elective process
- Maintain and celebrate the Graduation system

#### YEAR 9

- Organise camp (to Bogong) and pre book for following year.
- Assist in implementation of Engagement and Wellbeing programs (Healthy Relationships, GOALS, etc).
- Organise and manage the recognition assemblies with the support of the Student Leadership Team.
- Organise and manage end of year activities day and festivities.
- Support the Student Leadership Leader in implementing the Peer Support Training.
- Support the Pathways selection process by providing relevant student information and provide a year level meeting time for the Pathways coordinator to speak to students regarding the Pathways application and selection process.
- Take an active role in Year 9 into Year 10 elective process

#### YEAR 10 CO-ORDINATOR/S

- Organise Year 10 camp
- Attend year 10 Transition Information Evening and respond to students who do not attend.
- Organise the Year 10 Formal in conjunction with Pathways coordinator and students
- Liaise with Work Experience coordinator/Transition Broker to support year 10 students who have placements.
- Support the Leading Teacher - Careers Education & Programs with the "Real Job" Interviews.
- Support the Student Achievement Year 10 Coordinator with Exams
- Manage the Commencement program for Year 9 into 10

#### YEAR 11 (VCE) CO-ORDINATOR

- Manage the running of the Year 11 exams in consultation with Leading Teacher - Middle School, VCE Student Achievement Coordinator and timetabler.
- Implement the end of year commencement timetable and program.
- In conjunction with Leading Teacher - Middle School or Senior School AP complete all required VCAA documentation with respect to Special Provision, Special Examination arrangements, authentication issues, subject audits etc.
- Support SAC Redemptions on Wednesday and Thursday as needed

#### YEAR 12 (VCE) CO-ORDINATOR

- Support the administration of the VCAA exams
- Implement the end of year commencement timetable and program Support the Leading Teacher - Middle School in organising and running the Term 3 trial exams.
- Organise and monitor student study/support program to incorporate mentoring, study groups and PODs.
- Organise together with VCAL coordinator, the end of year celebrations including: Valedictory, final day breakfast and assembly parade.
- In conjunction with Leading Teacher - Middle School or Senior School AP complete all required VCAA documentation with respect to Special Provision, Special Examination arrangements, authentication issues, subject audits etc.
- Monitor programs in relation to study skills for all year 12 students.
- Support SAC Redemptions on Wednesday and Thursday as needed

#### PATHWAYS CO-ORDINATOR

- Foster working rapport with students and teachers within the Pathways program
- Liaise with VCAL Program coordinator, Leading Teacher - Careers Education & Programs and Transition Broker regarding student movement within VETis and Structured Workplace Learning (SWL).
- Coordinate and implement Pathways Program selection process.
- Monitor teacher upkeep of progressive assessment and reporting records.
- Conduct interviews for enrolment into Pathways and seek advice from appropriate AP, SWC and Senior Engagement & Programs LT, Year 9 Coordinator and teachers.
- Liaise with parents on an ongoing basis in relationship to student individual timetable and changes that may take place progressively.
- Ensure that Pathways students comply with whole school procedures and policies.
- Link at risk students with school / work Transition Broker, Leading Teacher - Careers Education & Programs and/or SWC.
- Visit Pathways students in Structured Work Placement and VETis programs to check on progress and monitor direction.
- Assist in the development and programming of the "Pathways" Curriculum and documentation.
- Maintain and set up positive case management for students who are at risk.
- Liaise with Work Experience coordinator to ensure that all year 10 Pathways students have placements.
- Attend year 10 Transition Information Evening and ensure that all students attend.
- Attend and contribute to Alternate Unit meetings. (i.e Agenda items and programs initiatives)

#### VCAL CO-ORDINATOR/S

- Foster rapport with students and teachers within the VCAL program
- Maintain sound communication lines between parents, students and school throughout the student's time within the VCAL program.
- Liaise with Transitions and Programs LT, Leading Teacher - Careers Education & Programs and Transition Broker regarding student movement within VETis and Structured Work Placement.
- Coordinate and implement VCAL Program selection process.
- Monitor teacher upkeep of progressive assessment and reporting information and records.
- Conduct interviews for enrolment into VCAL and seek advice from appropriate AP, SWC and Transitions and Engagement LT, Year 10 & 11 Coordinator and teachers.
- Liaise with parents on an ongoing basis in relationship to student individual program & timetable and changes that may take place progressively.
- Link at risk students with school/work Transition Broker, Leading Teacher - Careers Education & Programs and/or SWC.
- Visit VCAL students in Structured Work Placement and VETis programs to check on progress and monitor direction.
- Assist in the development and programming of the VCAL curriculum and documentation.
- Maintain and set up positive case management meetings for students who are at risk or require transition plans regarding their future direction.
- Liaise with EAL Coordinator, Integration Coordinator, Transition Broker and all interested parties regarding VCAL students participating in the "Future Directions Support Program".
- Develop "Individual Learning Plans" for students when deemed necessary.
- Oversee the annual completion of CAPS for VCAL students
- Attend year 10 Subject Selection Information evening to support Careers Coordination.
- Attend and contribute to Alternate Unit team meetings. (i.e Agenda items and programs initiatives)

#### FUTURE DIRECTIONS PROGRAM COORDINATOR

- Foster rapport with students and teachers within the Future Directions program
- Maintain sound communication lines between parents, students and school throughout the student's time within the Future Directions program.
- Liaise with Transitions and Programs LT, Leading Teacher - Careers Education & Programs and Transition Broker regarding student movement within VETis and Structured Work Placement.
- Coordinate and implement Future Directions Program selection process.
- Monitor teacher upkeep of progressive assessment and reporting information and records.
- Liaise with parents on an ongoing basis in relationship to student individual program & timetable and changes that may take place progressively.
- Ensure that Future Directions students comply with whole school procedures and policies.
- Link at risk students with school / work Transition Broker, Leading Teacher - Careers Education & Programs and/or SWC.
- Visit Future Directions students in Structured Work Placement and VETis programs to check on progress and monitor direction.
- Assist in the development and programming of the Future Directions curriculum and documentation.
- Maintain and set up positive case management meetings for students who are at risk or require transition plans regarding their future direction.
- Develop "Individual Learning Plans" for students when deemed necessary.
- Oversee the annual completion of CAPS for Future Directions students
- Attend year 10 Subject Selection Information evening.
- Attend and contribute to Alternate Unit team meetings. (i.e Agenda items and programs initiatives)



## INSTRUCTIONAL LEADERS

Instructional Leaders are responsible to the Principal as important middle level leaders who drive initiatives in curriculum and pedagogy and ensure administrative and advisory functions. They report directly to Leading Teacher - Teaching and Learning.

### **Specifically Instructional Leaders have a responsibility:**

Towards students:

- to counsel and advise them on faculty related matters;
- to teach them effectively, efficiently and responsibly by ensuring equal learning opportunities for all by setting work appropriate for diverse abilities, backgrounds and interests; monitoring their progress and providing quality feedback on performance; providing a safe, stimulating environment in which their full potential may be realised; providing varied opportunities for learning, making the best use of resources and teacher expertise;
- to be a role model by demonstrating fairness and quality;
- ensuring consistency of student experience of the curriculum across classes and cohorts;
- ensuring all students are provided with meaningful learning experiences that allow and encourage them to achieve success;
- advocate for continual improvement of student outcomes.

Towards teachers:

- to be a role model by being an exemplary teacher;
- by supporting the well-being and morale of teachers within a safe and stimulating work environment; acting on complaints, providing mediation, maintaining effective communication.
- encourage a participatory decision making within the faculty following the school's KLA charter;
- consult and represent the interests and opinions of faculty members;
- respond to the professional development needs of individuals and the KLA as a whole;
- assist new staff to integrate into the KLA;
- manage staff groups to ensure that all contribute to the ongoing work of the KLA and the wider school community such as Professional Learning Communities;
- Contribute to the school KLA charter and implement this within the faculty;

Towards the wider school organisation:

- organise and lead KLA meetings and ensure that agendas and minutes are recorded and published;
- attend and contribute to Curriculum Leadership Meetings and ensure that the School Teaching and Learning policies, procedures and improvement strategies are being implemented;
- ensuring that all staff are following the Overview and Scope and Sequence for each year level and administering the CAT tasks as required;
- ensuring VCE teachers are following current VCE study designs and the school's VCAA policies and guidelines;
- assisting the Leading Teacher - Teaching and Learning and Reporting Coordinator with the development of report templates including identifying the key assessment tasks for semester reports;
- supporting staff with the writing of reports – providing direction as required.
- provide structured opportunities for moderation of CATs and SACs and ongoing refinement and oversee the preparation and of exams;
- conduct regular evaluations of teaching programs and review suitability of assessment and reporting practices within KLA and ensure that they follow the Curriculum Overview and Scope & Sequence documents;
- engage staff in the selection of relevant textbooks and ensure booklists are accurate;

- ensure that the organization of incursions and excursions follows the current policies and procedures;
- manage the faculty budget in accordance with program budget practices
- contributing to the total curriculum opportunities of the school;

## KLA SPECIFIC TASKS

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### ENGLISH:

- Organise activities that promote English such as the Premier's Reading Challenge (in conjunction with the librarian) at Year 7, Spelling Bee at year 8, Debating/Public Speaking at Year 9, Principal's Writing Challenge and the Writers Festival.
- Analyse the NAPLAN results with the staff and develop and implement strategies to further improve student growth rates.

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### PHASE:

- Ensure that appropriate PE uniform is followed by all students
- Organise and promote Healthy Living & Lifestyle activities

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### HUMANITIES:

- Organise activities that promote Humanities like Night of the Museum for Year 7 students and Medieval Day for Year 8, etc.

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### ARTS:

- Organise the annual school Art exhibition
- Assist the Performing Arts Coordinator with the organisation and management of School Performances/Productions

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### TECHNOLOGY:

- Organise Technology contribution to the Annual ESC Art Exhibition.

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### LANGUAGES:

- Organise activities that promote Languages, including Dante Alighieri Competition, Italian Week, Immersion camps and the Italy trip.

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### SCIENCE

- Organise activities that promote science e.g. Science Week, competitions, Uni Bridges and other projects
- Liaise with lab technician regarding duties and upkeep of science labs and equipment

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## MATHS

- Analyse the NAPLAN results with the staff and develop and implement strategies to further improve student growth rates.
- Organise activities that promote maths e.g. Maths Week, competitions
- Coordination of Maths problem-solving program

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## EAL

- Liaise with English Leader and Year 12 English teachers regarding the assessment of EAL students in mainstream classes
- Support other KLAs to assist with strategies and materials in catering for EAL students in these subjects
- Conduct professional learning for mainstream teachers who have EAL students in their classes
- Promote the celebration of cultural diversity within the school.

## POSITIVE EDUCATION PROGRAM

Please note that as this position is an equity funded position, time allocated is dependent on the equity funding provided each year and the advertised time allocation is an estimate only the following job description is based on the advertised time allocation and if this is lower, then aspects of the role will be negotiated.

### Background

Epping Secondary College has been on a journey towards becoming a Positive Education school since 2013 or longer. Many staff have given generously of their time and expertise to ensure that ESC is embedding positive psychology strategies within the curriculum and programs of the school. The four key foci (growth mindset, character strengths, mindfulness and neuroplasticity), while not yet embedded, are commonly used amongst many staff, and most students are familiar with the concepts. But there is a lot more work to do!

The Positive Education Leader will work with Assistant Principals, Leading Teachers, staff and students to ensure that Positive Education is not just a guaranteed and viable part of our school culture, curriculum and programs into the future, but that it is an aspect of our school which positively and measurably impacts the wellbeing and learning outcomes of all staff and students at the college.

The key requirements of the role will be:

- Coordinate the roll out of the Mindfulness program that was trialled in 2018 with year 7 students. this involves collaborating with the positive education team to design, monitor and evaluate the effectiveness of this program in improving student outcomes.
- Providing professional learning and support to staff in key principles of positive Psychology and strategies to imbed this in classroom practice.
- Oversee the Learning for Life curriculum to ensure that the various needs of the college are being met and that Positive Psychology strategies are being taught to junior students across the college.
- Liaise with and inform the senior school and middle school managers on Positive Psychology techniques and strategies that can be implemented.
- Attend student wellbeing and engagement meetings and contribute as appropriate.
- Continuously building on one's own academic understanding of positive psychology to ensure that there is an intellectual rigour to the strategies employed
- Focussing on the use of evidence-based strategies and ensuring that outcomes are measurable.
- Conducting all work in a way which builds staff wellbeing and increases the connectedness, trust and positive working relationships of all staff at the school.
- Building staff wellbeing priorities into the everyday programs of the school.
- Evaluating current school programs and any new initiatives using the PERMA model of wellbeing.

## STUDENT ACHIEVEMENT COORDINATORS

### **Role Description:**

The Student Achievement Coordinator role includes proactive work with students and teachers to improve student-learning outcomes and address underperformance across the school with specific focus on the middle band students. The Student Achievement Coordinators will work at each year level (7-12) in close association with the year level coordinators, relevant leading teachers and instructional leaders with a specific focus on enhancing and maximising student performance.

### **Data usage**

- Support the student achievement LT with the organisation of the relevant testing at the appropriate year level eg AAS, NAPLAN, VCE, and other testing as required.
- Collect, collate, and disseminate learning data relevant to year level
- Work with staff on how to read, analyse and use this data to plan and meet the needs of individual and groups of students
- Use data to profile individual and groups of students and develop strategies with individual and groups of underperforming students to maximize their performance eg through mentoring, goal setting, and workshops.
- Investigate strategies to extend middle band students in the appropriate year level
- Monitor and analyze the academic detention data and investigate how to best respond at an individual and whole school level.
- Arrange study skills programs and events for students
- Use data for recognition in assemblies
- Work in collaboration with the LT Senior School, LT Middle School and YLCs to support the school 'Progression Support Policy' by arranging and participating in panel meetings for students deemed 'at risk'.

### **Specific duties at years 10-12 include:**

- Collect, collate and distribute relevant learning data including SAC and exam results to teachers
- Collect, organize and analyse exam data (year 10-12) to identify underperformance and other issues and to design support programs for students
- Assist with the preparation and organization of senior school exams in association with senior school leader
- Monitor students studying VCE subjects and develop support strategies and programs as needed.

### **To build student capacity:**

- Develop system processes and procedures that ensure underachieving and high achieving students are identified, monitored, supported and extended eg mentoring individual and identified groups
- Develop relationships with students, teachers and organise meetings with parents / carers to support student achievement and address underperformance
- Refer students to LSP program or ACE where necessary

### **To build staff capacity**

- Work with staff on how to read, analyse and use relevant data to plan and meet the needs of individual and groups of students
- Develop strategies to share and work with staff to support and extend underperforming students in the low, middle and top bands
- Support PLC teams to use data to plan the what and how in their teaching and learning
- Provide support to staff to improve teacher practice and student learning across the school
- Liaise with appropriate teams to assist with student subject and program selection

## TIMETABLE CONSTRUCTION

The primary responsibility of the timetable is to develop the main school timetable, in consultation with the Leadership team and Assistant Principal, Teaching and Learning.

### **Specific tasks include:**

- Constructing the timetable for each term and each year level this includes Middle Years and Senior Years timetables, and Yard Duty timetables;
- Liaising with Leadership to develop these timetables;
- Communicating timetable information to staff in a timetable fashion;
- Liaising with staff to resolve timetable related issues;
- Providing timetable information to all appropriate parties to ensure that this information is available and accessible to all members of the school community.

## REPORTING COORDINATOR

The role of the reporting coordinator will revolve around ensuring that the technical aspects of the reporting program are completed each cycle and that the reports are published on schedule. The reports coordinator will report directly to the Leading Teacher - Teaching and Learning.

### **Key duties:**

- Work with Leading Teacher - Teaching and Learning and Instructional leaders to set up report templates in Accelerus.
- Work with Leading Teacher – Digital Communications, Systems and E-Learning to ensure that Accelerus and Xuno links are established and working correctly.
- Oversee the importing and exporting of data into and out of the Accelerus program.
- Liaise with staff to ensure that class lists and templates are correct.
- Communicate reporting requirements to staff.
- Respond to staff issues with reporting templates and class lists.
- Ensure that reports are exported and uploaded onto the Xuno platform for students and parents to access.
- Monitor and adhere to reporting deadlines and school expectations around these.

## ACE PROGRAM COORDINATION

The ACE program coordinator is responsible for overseeing the students in the ACE program and organizing opportunities for these students to access services and experiences to meet their needs.

### **The Duties will include:**

- Overseeing the testing and allocation (working with appropriate YLC and AP) of prospective ACE students from Primary Schools.
- Communicate with grade 6 parents about successful ACE applications for the following year.
- Maintaining data on ACE students to track the progress and learning needs of ACE students.
- Communicating relevant information to the parents of ACE students.
- Communicating with staff who teach ACE students to ensure that they are supported to provide extension opportunities for these students as appropriate.
- Conducting relevant parent forums about options for ACE students within their accelerated pathway.
- Designing and conducting survey(s) with parents of ACE students to gain parent and community feedback on the program.
- Working with the Teaching and Learning LT to provide PD for staff on the nature and needs of gifted and talented students.
- Organising the provision of opportunities for ACE students to interact on a social and academic level with other ACE students for personal and interpersonal development. This will include at least two cross age excursions as well as various other activities throughout the year.
- Organising extension learning activities for ACE students such as inquiry learning throughout the year.
- Organising student involvement in extra-curricular extension programs and competitions such as Science Talent Search and others.

## TECH SCHOOL AMBASSADOR

This role is one that is required by the network to ensure that schools are making use of the new Tech School located at the Epping campus of Melbourne Polytechnic.

Essentially, this role exists to provide a link between Epping Secondary College and the North Eastern Technical School. The duties of this role include:

- Maintain current knowledge of Tech school initiatives, opportunities and programs
- Attend all Tech school events and publish these to relevant school staff
- Liaise with relevant KLA coordinators and Learning Specialists to ensure that opportunities provided are taken up as benefits the school and students
- Provide regular reports for the school newsletter regarding the school's involvement in Tech School programs
- Maintain records of school involvement in Tech School programs and the impact of this on student learning/engagement outcomes.

## DAILY ORGANISER

### Role description:

The daily organiser is responsible for maintaining the college programs on a day to day basis through the coverage of classes when teachers are absent, on professional development, excursions, etc.

### Duties include:

- Attending school early enough to have any extras and in lieu allocated before the commencement of classes and to maintain a record of such extras and in lieu.
- Allocating 'extras' and 'in lieu's' in a fair and equitable manner on a day to day basis, including classroom teaching and yard duty.
- Maintaining the extras and the in lieu component of the First Class data base term by term.
- Arranging for the employment of Casual Relief Staff
- Providing a list of weekly absences to the Business Manager
- Organising alternative timetables by collapsing classes where necessary, when class groups are out of the college and arranging this on the First Class system.
- Applying room changes within the First Class system to assist the period rolls being marked.
- Liaising with Year Level Coordinators, KLA coordinators, sport co-ordinator, PD Coordinator or organiser of activities and collapse classes and allocate students
- Working with staff in the organising of timetables and staffing for incursions, special events formal testing and exams.
- Contributing to 'This Coming Week'
- Communicating with the Business Manager regarding employment of CRT's.
- Attend the local Consultative Committee on a fortnightly basis and the PD approvals committee
- Liaise with the Daily Organiser, Support to coordinate how the two roles will work together.

## DAILY ORGANISATION SUPPORT

### Role description

The purpose of this role is to provide support to the Daily organiser.

### Duties include:

- Maintaining a current knowledge of the First Class data base and contributing to this as appropriate
- Arranging staffing for the Professional Practice Days. This includes liaising with the Principal class to organise the days, organising staffing for these days including the booking of staff through the ANZUK agency,
- Assisting with the development of CRT 'packs' and information for CRTs covering PPDays
- Acting as Daily organiser for periods when the DO is unable to do so (such as when attending camps and excursions / on leave, etc.)
- Liaising with the DO to arrange how the two roles will operate and coordinate.

## SPORTS COORDINATION

### Role Description:

The focus of this position is to coordinate the implementation of Sport Education.

### Duties will include:

- To liaise with the PHASE Coordinator and PHASE staff to actively contribute to the implementation of the Sport Education policy.
- To provide a calendar of inter/intra school sport programs/days across the school year.
- Manage the allocation of scheduled training sessions and equipment for interschool sport training and assist staff in this.
- Organise and administer school based sports activities and programs such as swimming, cross-country, athletics and golf;
- monitoring the allocated budget;
- maintain the sports noticeboard to promote sport and provide current information
- provide information about the school sports program to staff and students in a timely fashion.
- inform the Consultation Committee of sporting events and ensuring that excursion guidelines are adhered to.
- ensure that First Aid requirements are met on all sporting excursions and activities
- ensure that OH&S requirements are met
- ensure that lists of students and staff involved in sport are given to the Daily Organiser, Office, Year Level Coordinators and Attendance Officer in advance and on the morning of the competition.
- liaising with the Daily Organiser and Year level Coordinators regarding sports days and support in the decisions and processes of collapsing classes, and allocating students
- Liaise with the District Sport Coordinator and to attend Sports Coordinators Meetings.
- Liaise with the staff professional development coordinator to organise professional development of staff, parents and students in relation to Sport Education.
- In conjunction with the Student Development coordinators and assistants, organise special clinics and lunchtime activities.
- Coordinate the Athletics Day with the support of the PE staff and Year level coordinators.
- Celebrate the success of students and teachers by producing articles and photographs for the college newsletter and magazine.
- Arrange for appropriate awards and certificates to acknowledge student achievement at Student Recognition Assemblies and Annual Awards Nights.
- Promote sports dates and activities via staff and student bulletin one week in advance.

## SOCCER PROGRAM ALLOTMENT

The Soccer Program administration will be taken on by the ES Soccer Program Coaching role. As part of the program, there will still be an opportunity for a member of staff to contribute to the program in the form of teaching two sessions a week on the Wednesday afternoon (during the SIP year 10 and Community elective year 9 block).

The person who takes on this role would need to do the following:

- Plan and deliver coaching programs suitable for the program for the year 9 and 10 level program.
- Liaise with the Soccer Program Coach (ES) to design and deliver the program.
- Be the conduit for the relay of information between the program coach and the wider school community.



## MUSIC COORDINATOR

### Role Description:

The focus for this position will be the coordination of the music program at the college including the management of Instrumental Music staff and the organisation of performances.

### Duties will include:

- Coordinate the provision of instrumental music tuition at the college including:
  - support for instrumental music teachers
  - organisation of timetables for instrumental teachers
  - organisation of student programs, notices, timetables, etc
  - through the Business Manager organisation of student levies and their collection for the music program
  - promote instrumental music
  - encourage student involvement in the Performing Arts Events and Evening
  - organise an Instrumental Music evening during term 4 to showcase students achievements
  - work with the Performing Arts Co-ordinator to organise and run events throughout the year.
- In conjunction with the CAPA KLA leader and the classroom music teacher organise the music performances of the instrumental music students including the appropriate number of public performances
- With the support of the classroom music teacher ensure the provision and repair of the college musical instrument collection
- Ensure that all OH&S issues are addressed
- Take responsibility for the Instrumental Music Program Budget

## MUSICAL FUTURES EXPERT COACH

### Role Description.

- Provide support and coaching to music staff in order to develop a deep and comprehensive knowledge of Musical Futures.
- Develop curriculum materials and ideas that are in line with the Musical futures Pedagogy.
- assist in the implementation and broadening of the Music Curriculum at the Senior Level (VCE)
- Develop connections and relationships with other Musical Futures schools and organisations.
- Lead and implement strategies and approaches that will take the school's Musical Futures Program to the next level

## STUDENT LEADERSHIP LEADERS

The administration of the student leadership program changes in response to changes at the leadership level. Oversight of the program will, once again, reside with one of the Leading Teachers (LT Student Development, achievement and voice) and there will be a significant focus on the idea of student voice in response to the school strategic plan goal in this area.

As such, there will be two student leadership positions. These positions will include the following duties:

- Organise the application and appointment of all student leadership positions across the college
- Liaise with and communicate with the Principal and Assistant Principal and LT to establish the direction of the student leadership program for the year.
- Provide assistance and support and mentoring to the SRC. Act as conduit between SRC and the wider school community.
- Assist student leaders in the execution of recognition assemblies at all year levels.
- Organise and run the end of term activities.
- Liaise with community groups to ensure that students are involved in SRC Cluster and Congress activities.
- Manage the organisation and implementation of House activities throughout the year including house athletics sports day.
- Oversee the management of the House points system and tally and regularly communicate this to the school community.
- Organise celebration events for the winning house at the end of the year.
- Oversee the work of the House captains and ensure that they have the support required to be effective in their roles.
- Organise student leadership camp and induction evening.
- Manage the peer support program
- Oversee the merit card system
- Advertise student achievements via the school bulletin, newsletters, recognition assemblies and so forth.
- Organise overall leadership of the college awards night.
- Oversee training for student leaders across the year.
- Prepare student leaders for roles in the college Open Night, Student Conferences days, Awards nights and so forth.
- Work with school captains to develop strategies to further student voice across the school and to include student opinion in school decision making processes.

These roles can be divided up as is suited to the successful applicants.

### **Administrative responsibilities:**

- Controlling and maintaining course codes
- Entering all student details into the VASS system
- Data entry for all VET and certificate courses
- Informing relevant outside bodies, local staff and students of start and finishing dates of courses.
- Enrolment amendments made by operator
- Sending home of invoices for outstanding VET fees
- Collection of outstanding VET fees
- File and maintain MOU information
- File and sign off on student training plans
- Mail out of letters to parents
- Mailing out of letters of thanks to employers

### **Organisational responsibilities:**

- Compilation of VETis enrolments across the school (VCE/VCAL)
- Maintaining student record of VETis/ certificate course enrolments
- Attendance at regional VET information meetings
- Liaise with cluster schools re VETis courses available for inclusion in the NMVC information booklet
- Oversee organisation and management of VETis/certificate programs being run in the college (reporting /audits)
- Keep participating schools informed on class times and dates. Including notification when a class is not being run on a particular day.
- Inform participating schools of start and end dates for Epping based courses.
- Oversee and administer student withdrawals from VETis programs.
- Report back to the Senior School meetings re VET issues.
- Keep students and relevant staff updated on VETis issues and developments throughout the region.
- To celebrate the success of students and teachers by producing articles and photographs for the school newsletter and magazine.
- To arrange appropriate awards and certificates to acknowledge student achievements.
- Liaise with RTOs regarding options for Epping Secondary College students/re available programs, requirements, student attendance and results

## STUDENT WELLBEING COORDINATOR

### Specific Duties:

- Provide in-depth counselling, either personally or through coordination of external agencies.
- Attend Student Support Group meetings with Year Level Coordinators and other leaders as required.
- Attend Principal team meetings when required to provide overview of wellbeing issues, programs and students at risk, follow up and progress.
- Attend SWC Network meetings when scheduled.
- Provide support and advice in implementing appropriate strategies through student management meetings
- Referral of students to external agencies or DET psychologists.
- Coordination and management of all wellbeing staff including psychologists, counsellors and youth workers.
- Liaise and establish links with external agencies.
- Assist Assistant Principals, Senior and Middle School Leaders, YLCs and teachers with mediation of student conflicts as required.
- Liaise with teachers / Middle and Senior School Leaders / Year Level Coordinators to set up special programs, modified or alternative programs when necessary.
- Refer and liaise with alternative settings when appropriate.
- Assist with the exchange of information between external agencies and the school.
- Collect transition information of grade 6 students who have had Ed Psych referral or other significant intervention from the school, in line with the Whittlesea Network protocols.
- Support the enrolment process of new students by gathering appropriate information to ensure that transition into the school is effective.
- Support students who are in Out Of Home Care – liaise with school designated person.
- Communicate with parents and guardians and provide support and referrals when necessary.
- Liaise with teachers to organise appropriate programs that may be delivered in the classroom to assist students with issues that impact their well-being and development.
- Liaise with teachers about students with learning difficulties and refer them on for testing if required.
- Support students on issues relating to school refusal, chronic absenteeism, mental health, homelessness and other issues impacting on completion of studies. This may involve ringing parents/students, home visits and working with NWR when necessary.
- Participate in or organise lunchtime activities or breakfast programs when required.
- Work as part of a Student Wellbeing Team on student wellbeing and support policies and procedures.
- Maintain detailed case notes for students.
- Prepare regular reports for Principal Team and others when necessary.
- Work in collaboration with the Integration Coordinator.
- Acquire resources to be used in Health and other relevant curriculum areas.
- Overseeing of the college Drug Education Policy.
- Management of the Wellbeing budget.
- Assisting with financial assistance when required and coordination of State School Relief and Schools, Camps and Excursions funds.

## STUDENT WELLBEING SUPPORT

- Develop and monitor the implementation of the Child Safe Standards across the school
- Take responsibility for and coordinate the Out of Home Care Program



## INDIVIDUAL LEARNING PLAN COORDINATOR

This role is a blend of the ILP coordination and Integration coordinator positions. With the majority of Coordination tasks for both of these programs being managed by ES staff in these areas, the coordination role has changed.

The role will include the following duties:

### **Key responsibilities:**

- Coordinating the development and maintenance of Individual Learning Plans for all students involved in specialist learning programs across the college including the PSD program, LSP program, ACE program, OoHC.
- Coordinating Program Support Groups – assisting with the organisation of meetings, developing agendas, taking and disseminating minutes/records of decisions.
- Liaison with Integration Coordinator, LSP Coordinator, OoHC Designated Person, ACE Coordinator, VCAL and Future Directions Coordinators and YLCs/ KLA leaders as appropriate.

### **Additional responsibilities:**

#### ORGANISING TRANSITION PROGRAMS

- Primary to secondary.
- Secondary to post-school education.

#### LIAISON WITH OTHER AGENCIES/SCHOOLS

- Consultation with regional office/staff and other support agencies.
- Liaison/networking with post school agencies, particularly TAFE Colleges, specialist disability agencies.
- Liaison with primary schools re transition of students with disabilities.
- Liaison/networking with special schools/facilities re transition and programs,
- Organising submissions to DET for resources for identified students: requesting testing for student support staff, arranging PSG's to apply for resources, collating relevant materials and sending to DET, writing requests to Region for facilities development, equipment submissions for phase one students and visually/physically impaired students, informing /supporting parents.

## INTEGRATION COORDINATION (ES)

### INTEGRATION PROGRAM ADMINISTRATION

- Develop the Integration Aides Timetables and review these when required: ie each term if school timetable changes, with new students or integration staff etc
- Support/Consultation to Staff (teachers and Aides) around strategies for supporting particular students
- Coordinating Program Support Groups – assisting with the organisation of meetings, developing agendas, taking and disseminating minutes/records of decisions.
- Coordinating Aides - involvement in Aide selection, including job description, interviewing and selection, timetabling, training/consulting/supporting/clarifying roles, Aide welfare and OH&S, weekly meetings, daily organising due to absences etc., resolving conflicts.
- Coordinating/Writing Submissions - for paramedical support, resources, student equipment, facilities requirements.
- Obtaining quotations/ordering specialist equipment.
- Preparing Program Budget submissions and reports; Program evaluation report.
- Organising appropriate rooms, furniture, materials, equipment for integration students.
- General Program Administration - filing, photocopying, checking/adjusting timetables, up-dating data bases, form filling, distribution of materials and information.
- Reporting to Principal and Other School Bodies - School Council, Consultative committee, Leadership Team.
- Writing/collecting, disseminating reports for students on the program.

### SCHOOL PROGRAM AND POLICY MAINTENANCE AND DEVELOPMENT

- Evaluating/revising ESC Integration policy and procedures, role descriptions/guidelines for Integration teachers and aides.
- Provide support to the School Magazine Committee by collecting material that could be used in the School Magazine.

### DIRECTLY SUPPORTING INTEGRATION STUDENTS

- Student Work Experience - preparing students, organising placements, supporting placements.
- Student Health and Personal Management - hygiene, administration of medication, managing equipment use (hearing aids, computers, etc), teaching Aides how to do these tasks.
- Ensuring that Assessment of Student Progress is implemented appropriately- assessment against Vic Curriculum levels or PSG goals.
- With the Principal and Business Manager Resolving Conflict – between aides, between aides and students; between aides and teachers, between teachers and parents/aides and parents.
- Coordinating/Liaison with Other Educational and Welfare Support Staff - visiting teachers, paramedical staff, speech pathologists, psychologists, OTS when students are absent etc., including arranging facilities in the school, contacting when students are absent etc.
- Consultation/communication with parents and school staff where deemed necessary.
- Liaise with the VCAL and VCE Coordinators, (EAL Coordinator and student manager), Transition Broker and all interested parties regarding integration students participating in the “Future Directions Support Program”.

## INTEGRATION SUPPORT

- Following up referrals from staff in relation to learning issues.
- Organising Secondary Assessment Profiles for students who are identified with learning issues.
- Liaise with Educational Psychologists to determine if students fulfil the criteria to be assessed.
- Have an understanding of Behavioural and Learning Assessments such as WISC V, Vineland and Child Behavioural Checklist.
- Organise extensive documentation and collaborate with Educational Psychologists to write applications for PSD funding.
- Enter Student learning profiles on XUNO.

## LEARNING SUPPORT PROGRAM COORDINATION (ES ROLE)

### Role Description:

The Learning Support Program Coordinator will be responsible for the effective running of the LSP, and ensuring that the program meets its aims. The program aims to strategically and flexibly support and engage disadvantaged students of all kinds to improve on the skills most important to and for them to achieve their proposed career pathways and personal goals. This includes but is not limited to: literacy and numeracy; executive functions and psychological wellbeing; behavioural and engagement goals; relationship development and school connectedness; and career pathways. The successful applicant will oversee the work of the ES staff who take the classes, and be involved in the academic and behavioural management of the students who are participating.

### Duties will include:

- Managing the enrolment of students into the program, monitoring their progress as they take part in the program, and determining the best time for students to exit the program. This includes:
  - Meeting with parents and developing an Individual Learning Plan for the student, and outlining goals for the program.
  - Ensuring the appropriate pre-entry data is taken for each student, which is used to guide the development of their program and evaluate their growth over the course of their participation.
  - Developing and maintaining the online master timetable as students enter and exit the program, and ensuring that appropriate staff have access to this timetable for attendance, contacting and monitoring purposes.
  - Ensuring that the referral process for students entering the program is rigorous, data-based and fair.
  - Meeting with appropriate staff and parents of students to determine when students will finish their involvement in the LSP, and taking end-point data using the same process for pre-entry data.
- Providing guidance, assistance and support to the ES staff on a regular basis including:
  - Providing appropriate professional development for the ES staff involved in the LSP.
  - Meeting with ES staff on a regular basis to keep abreast of program needs, student progress and efforts to provide for student needs.
  - Work with ES staff in developing new curriculum (ie: modules for Hands On Learning, literacy support materials for QuickSmart, or perhaps new executive function activities for Learning Support).
  - Supporting ES staff with student behaviour management in a positive, affirming manner (unconditional positive regard), but with high expectations of student effort, growth and outcomes.
- Liaising with all individuals with a vested interest in the students taking part in the program to increase the value of the program for the students and maximise growth. This will involve meeting with Year Level Coordinators, Student Wellbeing Coordinators, Achievement Coordinators, Assistant Principals, teaching staff, parents, and of course the students themselves.
- Evaluating and further developing the program and resources to meet the aims of the program to enhance student learning and engagement outcomes. This may include expanding aspects of the program (ie: adding an additional ES staff members to enable a further 20-25 students to take part in QuickSmart per year).
- Managing the LSP budget and directing funding to the areas of highest need.







# POSITION OF RESPONSIBILITY APPLICATION COVER SHEET

**Applicant Name**

**Position of  
Responsibility**

**All Positions  
being applied for  
in order of  
preference**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

**Key Selection Criteria:**

Applicants must be able to demonstrate:

1. a high level of knowledge related to the position.
2. a high level of communication and inter-personal skills.
3. a high level of planning and organisational skills.
4. a demonstrated ability to respond proactively to school-based needs in relation to the specific area.
5. a demonstrated commitment to the use of learning technologies in this position and in the classroom