



YEAR LEVEL LEADER

POSITION DESCRIPTION

Our Vision: Catherine McAuley College (CMC) lives out the Mercy charism, striving to make Jesus Christ known and loved by all. Our learning community identifies, values and develops the gifts of each young person and provides them with educational opportunities to experience personal success.

Our Touchstone Statement: *Inspiring members of our community to be learners impelled to thrive and serve.*

We are dedicated to developing students who are critical and creative thinkers, with the skills to be self-motivated in the pursuit of knowledge. Our students are empowered to see themselves as positive agents of change, who are called to participate actively and ethically in society as young people of Mercy.

The College is a reGEN school committed to promoting and adopting an integrated curriculum approach to sustainable living including respecting, conserving, and renewing our global environment.

POSITION SUMMARY

The Year Level Leaders (YLL's) lead, facilitate and are responsible for all the associated student needs, activities and programs at their year level. They will lead all the relationships and interaction of the students, staff and parents across the year level. The YLL's report to the Director of Campus, Campus Deputy Principal and Site Leadership Team.

The YLLs will be guided by the year level Interdisciplinary Learning Leaders (IDLL's), the Director of Learning and Teaching and associated Learning and Teaching Team members in the implementation of the curriculum and targeted programs at their year level.

The YLL's will be a member of the year level team and are responsible for the maintenance of all individual and cohort interventions and will be supported by the Student Service Coordinator and the Learning and Teaching Team.

YLL's provide professional support to teaching staff and are responsible for facilitating improvements in student wellbeing in accord with the College Student Wellbeing Direction. They will also be responsible for the management and leadership of a year level cohort to ensure that all students have the appropriate resources and opportunities to thrive and serve.

The YLL is responsible for communication and promotion at their year level.

ESSENTIAL DUTIES & RESPONSIBILITIES

Lead Year Level	<ul style="list-style-type: none"> ● Lead the implementation of year level strategies related to curriculum planning and delivery. ● Collaborate with Social Emotional Learning (SEL) Leader to lead the implementation of an integrated social emotional learning program across the year level. ● Collaborate with Interdisciplinary Learning Leaders (IDLLs) to make a significant contribution to procedural development relating to teaching and learning in the College. ● Manage the provision of professional learning and developing individual and team plans for teaching staff within the priorities of the College. ● In conjunction with the Directors, oversee ARM's - Peer observation involves teachers observing each other's practice and learning from each other. Creating the opportunity to give and receive feedback about teaching practice and develop awareness about their own teaching. ● Manage the implementation of the school operations and policies related to student wellbeing. ● Work with the IDLLs to lead the development of an integrated curriculum and participate in curriculum development across all areas. ● Monitor student progress across subject areas and to work closely with Learning Diversity Leaders and IDLLs to improve student achievement. ● Lead Education Support Staff in their work supporting the year level programs.
Pastoral Care of Year level	<ul style="list-style-type: none"> ● Directly responsible for all year level related matters (including but not limited to camps, retreats, assemblies, transition, liturgies, social emotional learning initiatives, etc). ● Empowers students to be responsible for their own learning, be accountable for their actions, negotiate conflict and proactively engage with their peers, teaching staff and the broader College Community. ● Build capacity of the year level teaching staff to review, modify and expand their use of positive, proactive behaviours and an integrated curriculum to form our students and their individual and collective pastoral needs. ● Develop strengths based positive behaviour programs that enhance social-emotional learning appropriate to the Year Level. ● Coordinate the pastoral care of all students in the year level, referring to the Directors or Deputy Principal as required. ● Attend Student Support Meetings (SSGs) to discuss students at risk and develop interventions to ensure appropriate support is provided and student attendance is monitored. ● Liaise with the teaching teams to provide information about students at risk and relevant action plans. ● Be the focal point for parental contact and communication with parents/guardians about all activities relating to the year level. ● Work closely with students, Student Advocates and Interdisciplinary Leaders in relation to subject choices. ● Engage empathetically with staff, students and parents/guardians dealing with difficult situations that affect student learning and engagement. Liaise with staff around students concerns with learning. ● Encourages initiative within the College by developing opportunities for staff to explore areas of interest which are of benefit to students' learning.
Resource and Plan for Engaging Learning	<ul style="list-style-type: none"> ● Manage, review and maintain relevant curriculum budgets, including resource requests for consumables. ● Investigate and propose capital purchases for contemporary learning across relevant learning areas. ● With the Learning and Teaching Team, develop, review and implement the booklist so that students have necessary resources for optimal learning while balancing the financial burden on families.

<p>Leading teaching and learning</p>	<ul style="list-style-type: none"> • Ensure the school values underpin and support high-quality inclusive practices and set expectations that all activities are focused on improving student learning outcomes, prioritising the creation and sustainment of a student-centred learning environment. • Lead staff and students in identifying and planning high-quality teaching and learning and share current developments in pedagogy and student engagement with all staff. • Develop a robust approach to reviewing the curriculum and pedagogy to ensure a consistently high-quality environment for learning. Develop a coaching culture that encourages honest feedback to and from students and teachers based on evidence. • Lead a school-wide focus on individual student achievement, implementing strategies that secure educational provision for all. Ensuring that reflective practices, structured feedback, peer review and use of the Australian Professional Standards for Teachers lead to personal improvement of both students and staff. • Ensure interventions are in place to reduce gaps in attainment, communicating high aspirations and expectations for all, celebrate success and challenge underperformance. • Lead high aspirations in learning and inspire the same in students, staff and parents and share successful strategies with the school community. • Model collaborative leadership and engage with other schools and organisations to share and improve practice and encourage innovation in the education system.
<p>Develop self and others</p>	<ul style="list-style-type: none"> • Promote the benefits of professional learning to all staff and ensure that their willingness and efforts to learn and improve are recognised. Work with staff to identify and prioritise their professional learning needs based on any gaps between the requirements of their roles and their current knowledge, understanding and skills. Model personal and professional learning that is clearly linked to school goals and seek support from others as appropriate. • Seek leadership potential in others and provide opportunities for their development. Identify and implement professional learning opportunities with staff that are aligned with staff learning plans and school priorities. Provide staff with regular and effective feedback on their performance, determining together how they can improve and remove any obstacles to learning. • Build capacity by creating a culture of empowerment, responsibility and self-directed research that leads to the development of a professional learning community • Evaluate whether professional learning undertaken by self and staff has had the desired impact on students and has been shared with others.
<p>Leading improvement, innovation and change</p>	<ul style="list-style-type: none"> • Identify the need for innovation and improvement that is consistent with the College vision and values and is informed by student learning outcomes and communicate this effectively with staff, students, and families. • Take account of the impact of change on others, providing opportunities for regular feedback so that change is owned by the school community. Distribute leadership and encourage staff to build consensus across the College community and to take individual responsibility for implementing change. • Maintain own values whilst working to secure the ongoing improvement of the school. Lead and implement the appropriate use of new technologies in all aspects of the school's development. Embed collaborative and creative practices in the school, allowing everyone to contribute to improvement and innovation. • Embed a culture of continuous improvement, ensuring research, innovation and creativity are core characteristics of the school.
<p>Leading the management of the school</p>	<ul style="list-style-type: none"> • Align management procedures and processes to the educational goals and the vision and values of the school. Clarify for staff the relationship between the school's vision and values and the operational tasks that support them. • Model exemplary professional behaviour and promote ethical standards throughout the school community.

	<ul style="list-style-type: none"> ● Use a consultative approach with students, staff and the wider school community to develop formal strategic plans. ● Identify trends and influences that will have an impact upon the school and plan for them. They review the effectiveness of processes and use of data to improve school performance. ● Embed a culture of review, responsibility and shared accountability to achieve high standards for all.
Engaging and working within the community	<ul style="list-style-type: none"> ● Promote parental and carer engagement as a key aspect of raising the achievement of all students. ● Lead an inclusive curriculum and school culture that promotes understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages and other culturally and linguistically diverse communities. ● Build partnerships with the local community and external stakeholders so they are aware of the vision and values of the school and can contribute to its success. ● Identify and implement strategies to meet the diverse needs of students and their families, challenge low expectations and close gaps in achievement for specific groups. Understand the strengths and needs of their communities, promoting high expectations and achievement for all. ● Work with other agencies to support the health, wellbeing and safety of students and their families. Establish innovative processes to gather regular feedback from families and the local community that is systematically used to review school practices and inform decision-making. ● Lead the school as an inclusive outward facing organisation. Draw on evidenced based best practice nationally and internationally to embed a culture of inclusion and high expectations for all and take steps to tackle the effects of disadvantage on learning.
Teaching Duties	Uphold the professional standards expected of a teacher, as outlined in the Lead Teacher Position Description.

KEY SELECTION CRITERIA

Qualifications and Experience	<p>Essential:</p> <ul style="list-style-type: none"> ● Teaching qualifications ● Current Victorian Institute of Teaching (VIT) registration ● Accreditation to teach in a Catholic school (or be working towards such accreditation)
	<p>Desirable Other:</p> <ul style="list-style-type: none"> ● Accreditation to Teach Religious Education ● Demonstrated understanding and experience of the learning and teaching pedagogy associated with the Victorian Curriculum. ● Commitment to the AITSL standards and willingness to work within the standards framework. ● Preference for experience in inquiry-based learning and use of student data to maximise learning outcomes. ● Relevant postgraduate studies (or working towards such qualifications) ● Demonstrated understanding and experience of the learning and teaching pedagogy associated with the Victorian Curriculum ● Demonstrated experience in using ICT to teach subject area including but not limited to Google Applications, SIMON, Microsoft suite.
Skills and Attributes	<ul style="list-style-type: none"> ● Evidence of capacity to meet the required essential duties and responsibilities as detailed in this position description. ● Demonstrate professional and collegiate relationships with colleagues. ● Personal sense of initiative, innovation, and enthusiasm.

	<ul style="list-style-type: none"> ● Outstanding communication and interpersonal skills to build relationships with key stakeholders such as children, parents and the school community. ● Experience and proven record in effective learning and teaching skills, including management of composite classes/mixed ability classes. ● Ability to demonstrate an understanding of appropriate behaviours when engaging with children. ● Demonstrated capacity to participate in a range of school activities, e.g. school sports, sacramental programs, liturgies, school camps/excursions. ● Ability and willingness to accept policy directives.
Commitment to Catholic Education	<ul style="list-style-type: none"> ● A demonstrated understanding of and commitment to lead the ethos of a Catholic school and its mission. ● A demonstrated understanding of and commitment to lead the Church's teachings and the Catholic teacher's role in the mission of the Church. ● A demonstrated capacity to lead and instil in students and staff a respect for each other in accordance with the teachings of Jesus Christ. ● A capacity to integrate the Church's teachings into all aspects of curriculum.
Commitment to Child Safety	<ul style="list-style-type: none"> ● A demonstrated understanding of child safety. ● A demonstrated understanding of appropriate behaviours when engaging with children. ● Provide students with a child-safe environment and proactively monitor and support student wellbeing. ● Familiarity with legal obligations relating to child safety (e.g. mandatory reporting) and comply with the College's child safe policy and code of conduct and any other policy, procedures or legislation related to child safety. ● Be a suitable person to engage in child-connected work.

EMPLOYMENT CONDITIONS

Appointment	This position is appointed by Catherine McAuley College and the incumbent is an employee of Mercy Education Limited. The role is subject to the College's Policies and Procedures as provided as part of the Induction Program and ongoing Training Program.
Reports to	Principal, Deputy Principals and Directors.
Conditions	<p>Conditions are in accordance with the Victorian Catholic Education Multi Enterprise Agreement (VCEMEA) 2018.</p> <p>This is a full-time, leadership position for three years, 2022-2024..</p>
Review and Appraisal	<p>As an employee of Mercy Education Limited this appointment will comply with the contract of employment.</p> <p>The incumbent is subject to the College's Annual Review Policy.</p>
Professional Development	Undertake professional development in line with the College Professional Learning policy.

No position description can be entirely comprehensive. The incumbent will be expected to carry out such other duties as may be required from time to time and are broadly consistent with the position description and the status of the post within the College. The position encompasses participation in decision-making processes and other activities relevant to the role which may require occasional involvement outside the currently designated school hours.