



# Highvale Secondary College

*Currently Advertised*

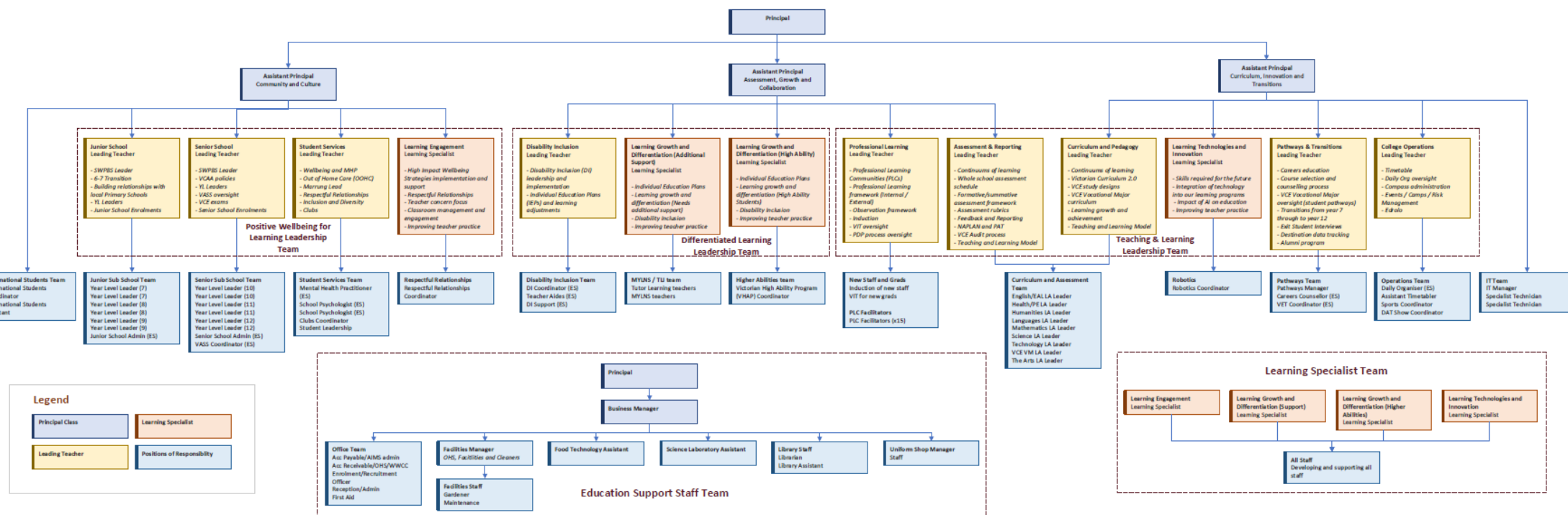
## Leading Teacher Positions

## Jobs on recruitment online

Job ID	Job Title	Apply by
Leading Teacher		
1484684	Leading Teacher – Junior School	8 <sup>th</sup> August
1484696	Leading Teacher – Student Services	8 <sup>th</sup> August

# Highvale Secondary College Leadership Structure

Below is our leadership structure for 2025



## Leading Teacher – Junior School

Scope:	Reporting Structure
<p>The Leading Teacher – Junior School works as part of the leadership team to develop a clear vision for the College and provides strong leadership in the implementation of this vision. They have deep knowledge and expertise in high quality pedagogy and learning and delivering improved achievement, engagement and wellbeing for all students.</p> <p>They lead the Junior Sub School team and School Wide Positive Behaviour team, and are a member of the College Leadership Team, Positive Wellbeing for Learning Leadership team and the Connect Leadership team. As a member of the College Leadership team they contribute to the development, implementation and monitoring of the Annual Implementation Plan (AIP) and School Strategic Plan (SSP).</p> <p>In collaboration with the school leadership team they implement evidenced based frameworks of highly effective teacher practice using the FISO Improvement Cycle to continually evaluate, set goals, plan, implement improvement and monitor impact. They actively engage in relevant North-East Victoria Region (NEVR) Communities of Practice and professional learning. They support the implementation of the teacher performance and development (PDP) process by undertaking the role of a PDP reviewer.</p>	<p><b>Reports to</b></p> <p>Assistant Principal - Community and Culture</p> <p><b>Direct reports</b></p> <p>Year Level Leader – 7  Year Level Leader – 7  Year Level Leader – 8  Year Level Leader – 8  Year Level Leader – 9  Year Level Leader – 9  Junior School Admin Officer (ES)</p>
Key responsibilities:	
<p><b>Junior Sub School</b></p> <ul style="list-style-type: none"> <li>• Lead Year Level Leaders and Junior School staff to create a learning community where staff work as a team to plan, share and support each other</li> <li>• Build the capacity of Year Level Leaders to consistently implement our student engagement and inclusion policy</li> <li>• Oversee and support Year Level Leaders through an improvement-based inquiry cycle. This will involve leading a systematic process of collection and analysis of student engagement, wellbeing, attendance and academic progress data for specific year levels.</li> <li>• Develop clear goals and priorities for Junior School which support the Strategic Plan and the current AIP</li> <li>• Develop a vision for Junior School identifying clear goals and priorities for Junior School which support the Strategic Plan and the current AIP</li> <li>• Coach and mentor all Year Level Leaders as a team, on a regular basis, to ensure a consistent approach across both sub schools to student engagement, welfare, discipline and organisation</li> <li>• Work closely with the Disability Inclusion and Student Services Teams to monitor at-risk students, providing targeted support through Individual Education Plans, Behavioural Support Plans and Attendance Plans.</li> <li>• Monitor students' academic, personal, social and behavioural progress.</li> <li>• Lead the sub school team to implement midyear performance reviews and interventions as required</li> <li>• Manage cases of serious breaches of the Student Code of Conduct and/or school rules</li> <li>• Facilitate the nomination and/or applications of students for prestigious awards presented at Assemblies or Presentation Night</li> <li>• In collaboration with the Student Leadership Coordinator, select and mentor the Junior School Captain team</li> <li>• Facilitate the enrolment process of new Junior School students</li> <li>• Analyse annual Attitudes to School Survey (AtoSS) data and conduct student forums to identify focus areas to improve across the sub school</li> <li>• Respond to parental concerns, complaints and queries and follow up with staff where appropriate</li> </ul>	

### **School Wide Positive Behaviour Framework**

- Engage teachers in professional learning opportunities during staff and faculty meetings to build staff capacity in implementing consistent school wide positive behaviour practices that contribute to our positive climate for learning.
- Monitor and evaluate our consistent application of our School Wide Positive Behaviour implementation
- In partnership with the Leading Teacher - Senior School, engage with the Department's SWPBS coach to continue improving our SWPBS practices and progress the college's level of SWPBS recognition (e.g. bronze to silver)

### **Connect Program**

- In collaboration with the Connect Leadership Team (LTs - Pathways, Senior and Junior School, Student Services, Curriculum, Assessment and LS - Learning Engagement), rebrand and redevelop our Focus Group program by creating a vision for Connect, a timeline across the whole school and a professional learning schedule to build the capacity of staff to embrace the Connect Program
- Lead the ongoing development and implementation of our Junior School Connect program that includes events, camps and programs with an overarching focus on developing the learner, person and future at key developmental stages through secondary school
- In collaboration with the Leading Teacher - Senior School, maintain an assembly schedule during Connect including whole school, sub school, year level and house assemblies to recognise and celebrate students and disseminate important information

### **6 to 7 Transition**

- Develop and manage a database of transition coordinator contacts from our feeder primary schools
- Organise and lead the statewide 6-7 transition day in December each year
- Facilitate new Year 7 parent information evenings
- In collaboration with the Leading Teacher - College Operations, collect transition data from Grade 6 teachers and create class groups based on this data and feedback
- Lead the development of the Peer Support Program to enhance students' social and emotional development, particularly during Year 7 transition
- Undertake primary school visits along with relevant staff to meet new students and gather information

### **Community Engagement**

- Regularly communicate with parents to build their understanding of our school processes and protocols including 6-7 transition.
- Communicate effectively with parents and caregivers about the IEP process, ensuring they are involved in goal setting and regularly updated on their child's progress
- Organise annual junior school parent information nights
- Organise and lead all Junior School events with Year Level Leaders such as camps, year level activities
- In partnership with the Leading Teacher - Student Services, liaise with external agencies to provide students and families with additional support
- Develop material for school publications including the newsletter, the website and other relevant handbooks, including informing the school community of student achievements on a regular basis

### **Learning and Wellbeing**

- Implement our vision for learning and wellbeing, consistent with the goals of the School Strategic Plan to ensure the achievement of high-quality wellbeing and learning outcomes for all students and staff
- In collaboration with the Leading Teacher - Senior School, build the capacity of Year Level Leaders to achieve our vision for learning and wellbeing along with the strategic directions of the school
- In collaboration with the Leading Teachers - Student Support Services and Senior School, continue to build the collaborative practices of our Wellbeing Staff and Year Level Leaders to improve the wellbeing and learning of all students
- Any other duties as determined by the Principal

## Leading Teacher – Student Services

Scope:	Reporting Structure
<p>The Leading Teacher - Student Services works as part of the leadership team to develop a clear vision for the College and provides strong leadership in the implementation of this vision. They have deep knowledge and expertise in high quality pedagogy and learning and delivering improved achievement, engagement and wellbeing for all students.</p> <p>They lead the Student Services Team and are a member of the School Improvement Team, Positive Wellbeing for Learning Team and Connect Leadership Team. As a member of the College Leadership team they contribute to the development, implementation and monitoring of the Annual Implementation Plan (AIP) and School Strategic Plan (SSP).</p> <p>In collaboration with the school leadership team they implement evidenced based frameworks of highly effective teacher practice using the FISO Improvement Cycle to continually evaluate, set goals, plan, implement improvement and monitor impact. They actively engage in relevant North-East Victoria Region (NEVR) Communities of Practice and professional learning. They support the implementation of the teacher performance and development (PDP) process by undertaking the role of a PDP reviewer.</p>	<p><b>Reports to</b></p> <p>Assistant Principal - Community and Culture</p> <p><b>Direct reports</b></p> <p>Mental Health Practitioner (ES) School Psychologist (ES) School Psychologist (ES) Student Leadership Coordinator</p>
Key responsibilities:	
<p><b>Student Wellbeing</b></p> <ul style="list-style-type: none"> <li>Oversee the Student Services Team, including the MHP and Psychologists, ensuring the effective implementation of school policies related to student engagement, learning, and wellbeing.</li> <li>Manage referrals for students, supporting the Mental Health Practitioner (MHP) and School Psychologists in managing complex cases, liaising with families, and working with external agencies.</li> <li>Ensure the Wellbeing Centre is appropriately staffed to support students at all times.</li> <li>Work closely with the Disability Inclusion and Sub School Teams to monitor at-risk students, providing targeted support through Individual Education Plans and Behavioural Support Plans.</li> <li>Foster strong community partnerships to expand student support networks and facilitate valuable connections with outside agencies.</li> <li>Organise and promote key wellbeing events enhancing student learning and engagement, while developing consistent approaches for managing student wellbeing information in collaboration with the Leading Teacher - Junior and Senior School.</li> <li>Actively mentor and track student wellbeing through forums, focus groups, and individual support, ensuring student needs are identified and addressed.</li> <li>Maintain comprehensive and confidential student records while using data to identify trends, develop targeted interventions, and implement programs that address wellbeing needs.</li> <li>Monitor and evaluate wellbeing initiatives, making data-driven adjustments, collecting and analysing data on student wellbeing, engagement, and achievement to inform decisions.</li> <li>Contribute to the development of the Peer Support Program to enhance students' social and emotional development, particularly during Year 7 transition.</li> <li>Provide professional learning for staff on the effective use of student wellbeing data and collaborate with Sub School Teams to track and support students of concern.</li> <li>Prepare reports and presentations for leadership and the school community on the progress and impact of student wellbeing initiatives.</li> </ul> <p><b>Connect</b></p> <ul style="list-style-type: none"> <li>Ensure wellbeing has a clear link to the Connect program and staff are supported to deliver wellbeing activities through Connect.</li> </ul>	

### **Out of Home Care (OoHC)**

- Oversee and lead the development of all OoHC student Individual Education Plans (IEPs) ensuring strong student voice in the process
- Act as the lead contact for the Lookout Education Support Centre for our school
- Lead care team meetings with all relevant stakeholders to ensure our OoHC students are well supported
- Ensure OoHC students have a mentor
- Ensure that students in out-of-home care are prioritised in one-to-one tuition arrangements
- Promote a culture of high expectations and aspirations for the learning of students in out-of-home care

### **Marrung Lead**

- Build strong relationships with Koorie families and community members to enhance engagement and success.
- Ensure all Koorie students have a school cultural support plan and are linked with the Koorie Education Support Officer (KESO) within government schools
- Work in partnership with the local Koorie community KESOs (Koorie Engagement Support Officers) to develop place-based approaches to improving student outcomes
- Support the development of high expectations and individualised learning for Koorie students
- Ensure all Koorie students have an individual education plan to support their learning
- Create a learning environment that acknowledges, respects and values Koorie cultures and identities
- Foster collaborative relationships with families through Student Support Group meetings
- Foster student voice and leadership through regular Koorie Reference Group meetings
- Promoting inclusivity and recognition through special events – NAIDOC week, Harmony week and Sorry Day

### **School Wide Positive Behaviour Framework**

- Be an active member of the SWPBS team
- Engage teachers in professional learning opportunities during staff and faculty meetings to build staff capacity in improving positive wellbeing for learning.
- Monitor and implement consistent application of the whole school SWPBS processes and expectations
- Develop and model strong values-based relationships with students, staff and parents

### **Community Engagement**

- Increase our communities understanding of our support services and how students can access them
- Give students and families an opportunity to provide feedback regarding the services we offer our students to increase community voice in our continual improvement practices
- Foster relationships with other schools to promote increased collaboration in line with our school priorities
- Develop material for school publications including the newsletter, the website and other relevant handbooks; including informing the school community of student and staff achievements on a regular basis

### **Learning and Wellbeing**

- Implement our vision for learning and wellbeing, consistent with the goals of the School Strategic Plan to ensure the achievement of high-quality wellbeing and learning outcomes for all students and staff
- Build the capacity of the wellbeing team to achieve our vision for learning and wellbeing along with the strategic directions of the school
- Contribute to the ongoing review and development of the Highvale teaching and learning model to incorporate elements of both learning and wellbeing aligned to FISO 2.0
- In collaboration with the Learning Specialist - Learning Engagement, build staff capacity to embed the use High Impact Wellbeing Strategies as they implement the Highvale teaching and learning model in their practice
- In collaboration with the Leading Teachers - Junior and Senior School, continue to build the collaborative practices of our Wellbeing Staff and Year Level Leaders to improve the wellbeing and learning of all students
- Any other duties as determined by the Principal