



Position Title:	Victorian Certificate of Education (VCE) Coordinator
Prepared:	September 2022
Reports to:	Head of Senior School and Director of Academic Development
Prepared by:	Head of Human Resources

Specific to the role of VCE Coordinator

Position Purpose

The VCE Coordinator is a member of the Senior School Leadership team under the leadership of the Head of Senior School. The team is made up of the Head of the Senior School, the VCE and IB Coordinators, the Heads of Year, Student Counsellor and Careers Counsellor. This group is responsible to the Head of Senior School for the general wellbeing of students in the Senior School. The VCE Coordinator has administrative support, who assists the VCE Coordinator with the administrative side of internal assessment, course work and examinations.

The role also involves working closely with the VET Coordinator to schedule and manage the Year 10 and 11 Exams twice a year.

Position Status

- While a permanent role at the College, the VCE Coordinator position is a tenured position for three years.
- Has a teaching component equivalent to 12-15x80min periods per fortnightly cycle.
- The position attracts an allowance in line with College responsibility allowances.

General

The VCE Coordinator will:

- provide leadership and be an effective role model for staff, students and the wider school community
- have a knowledge of curriculum and social issues specific to senior students in years 10, 11 and 12
- liaise with parents to ensure any concerns are addressed promptly
- attend weekly meetings of the Senior School Leadership team
- Meet with the VET coordinator once a cycle or more often as needed
- attend meetings of the Academic Directorate
- report to the Academic Executive through the Director of Academic Development. This regular reporting will include updates on the completion of assessment tasks and student progress for the educational and administrative management of the VCE
- liaise with the Director of Academic Development and relevant Heads of School to organise information events pertaining to the VCE program
- represent and promote the school at such functions as information mornings for prospective parents, information evenings and orientation days as required
- contribute to educational debate both within and outside of the College

Specific to the role

The VCE Coordinator will take responsibility for and liaise with the Head of Senior School and the Director of Academic Development, in conjunction with the VCE Office Administrator, in all matters relating to the VCE, and specifically with:

- the receipt of all Victorian Curriculum and Assessment Authority (VCAA) material
- the communication of VCE in-service and professional development material to staff
- the dissemination of all VCAA publications
- the preparation and supervision of all VCE procedures (staff and students)
- supervision of VCE enrolments, including the monitoring of year 10, Unit 1 and 2 and year 11 Unit 3 and 4 applications for enrolments
- managing of the Victorian Assessment Software System (VASS)
- general communication with VCAA and Victorian Tertiary Admissions Centre (VTAC), (in conjunction with Head of Careers, including such matters as consideration of student disadvantage
- the general supervision of the student attendance rolls in the Senior School and to follow up on student absenteeism for VCE students when that absenteeism is in breach of VCE regulations
- administration of the Distance Education (DECV) and Victorian School of Languages (VSL) enrolments, liaison between the students and the DECV and VSL staff
- coordination of the preparation of the year's timetable of Units 1 to 4 coursework assessments and the processing of deferral applications
- supervision of all Senior School exams including the timetabling of all year 10 and VCE examinations and coordination with the IBDP Coordinator to schedule year 11 and 12 IB exams
- employment of and liaison with external exam supervisors for all exams (except year 12 IB) in conjunction with Human Resources
- liaison with Learning Support staff in matters pertaining to special provision for students with a learning disability. This includes the application of special exam arrangements to the VCAA and Special Entry Access Scheme (SEAS) applications to VTAC
- counselling students regarding subject choices and progress in subjects in association with the Head of Careers, appropriate Head of Year and the Academic Directorate
- providing support for classroom and specialist teachers by encouraging positive staff/student relationships, helping to resolve situations involving conflict and offering advice on disciplinary matters where appropriate
- the VCE Coordinator needs to maintain a clear, quite detailed understanding of the specifications and requirements of each of a very broad range of subjects, as well as a clear understanding of how the VCE package as a whole operates and how all the parts fit together
- be abreast of all VCE strategic directions and innovations and provide regular feedback to the Academic Executive via the Director of Academic Development as to the implications and potential benefits to VCE students and teachers of St Leonard's College
- monitor the progress of each VCE student by reviewing continuous reporting via SchoolBox and conversations with mentors and be aware of any emerging issues relation to potential concerns of academic achievement or engagement
- have an accurate oversight of all internal and external assessment tasks and due dates for formal assessment and ensure that these are timed and organised to ensure optimum outcome and experience for each student
- ensure that failure to meet these published deadlines is followed up with the student, parents and all relevant Senior School staff and that new completion dates are set and adhered to
- monitor the 80% attendance of VCE students and report students in danger of not meeting this requirement to the relevant Head of Year and Head of Senior School

- provide a report each term to the Academic Executive via the Director of Academic Development that outlines concerns, weaknesses, and imminent academic challenges for VCE students and summarises any general concerns expressed by parents, students or staff in relation to the progress of a student of the delivery of an VCE course

Any other task as deemed appropriate for the position

For all teachers at the College

Position Purpose

The essential role of a teacher at St Leonard's College is to provide an exemplary, world-class, innovative and academically rigorous education for our students, in a physically, emotionally and spiritually safe environment.

Duties & Essential Job Functions

At St Leonard's College teachers operate in a multi-faceted role where duties include:

- Best practice in teaching
- Pastoral care
- Curriculum development and innovation
- Professional learning and engagement
- Co-curricular involvement
- General and Administrative responsibilities
- Duty of care responsibilities

At St Leonard's College, teachers are expected to support the values of the College which include:

Lifelong Learning

We value and develop the essential personal qualities and skills for lifelong learning, including self-confidence, integrity, resilience and creativity. A St Leonard's education prepares students to take their place in the world and make meaningful contributions to society.

People

Our young people are encouraged to embrace diversity and individuality as well as collective responsibility.

Partnership

We consider education to be a partnership between students, teachers and parents, each with their separate roles and responsibilities.

Teachers

Our teachers are committed to continuing personal and professional development and embrace educational innovations. They are fully equipped to adapt to the rapid changes in education.

Community

Students become aware of the needs of the wider community and learn to engage in the world outside of the College community.

Environment

We are committed to protecting the environment as well as addressing the challenges which will face future generations.

Diversity

We welcome all cultures and celebrate diversity. Our students are encouraged to engage with people and cultures that are outside of their immediate world.

Other Functions and Responsibilities

The responsibilities of a St Leonard's College teacher will reflect the Australian Professional Standards for Teachers comprising of the three domains of teaching: Professional Knowledge, Professional Practice and Professional Engagement and include, but are not limited to:

- Preparing and executing well-planned, academically rich and innovative lessons
- Developing a stimulating learning environment by using a variety of styles and approaches to cater for individual learning needs
- Employing a variety of effective teaching strategies to effectively implement the curriculum
- Ensuring that classrooms are places where technology is discretely, yet actively employed to assist in effective learning
- Reporting on academic achievement to parents via the Continuous Reporting system and make appropriate levels of contact with parents as necessary
- Developing learning relationships with students that assist in nurturing the confidence and agency of St Leonard's College students
- Giving appropriate time to the planning of lessons and collaboration with other teachers as part of teaching teams
- Actively contributing to a culture of teaching and learning where teachers learn with and from each other and inquire into effective pedagogical practice
- Engaging in active and continuous professional learning that is relevant to their area/subject discipline as well as concerns and debates in the education sphere more generally
- Being thoroughly versed in the policies of the College and abide by the policy directives
- Supporting Pastoral staff in ensuring that the expectations of student behavior and dress are met
- Engaging with students in a variety of activities outside the classroom, including House and co-curricular activities.

Qualifications and Experience

It is a condition of employment that all staff provide a current Employee Working with Children Check or VIT before their position will be confirmed. A Criminal Record check may also be requested in certain circumstances.

For Teachers at the College, VIT registration and a tertiary qualification in Education is required as a minimum.

For General Staff at the College, appropriate qualifications or experience for the specific role is a requirement.

Child Safe Responsibilities and Requirements

St Leonard's College has zero tolerance for child abuse.

St Leonard's College is committed to the safety and wellbeing of our students.

All employees are required to have a positive history of working with children, and be able to demonstrate their suitability, experience and attributes in relation to child safety.

Prior to commencing employment information will be collected in order to establish suitability for child-connected work as defined in Ministerial Order 1359.

Everyone working at St Leonard's College is responsible for the care and protection of the children and young people within our care and reporting of information about suspected child abuse. This includes not only a strong belief but also a legal requirement to comply with the child safety and protection obligations under Ministerial Order No. 1359, and a strong commitment to be actively engaged in the College's child safe culture.

All members of staff share in the responsibility for the prevention and detection of child abuse, and must:

- Be responsible for understanding and applying the College's Child Safe Policy including being compliant with the Child Safe Code of Conduct and being proactive in reporting any concerns or identified risk, and will be required to read and formally acknowledge their acceptance of the school's Code of Conduct for staff
- Take all reasonable steps to protect children from abuse
- Report any reasonable belief that a child's safety is at risk to the Principal or delegate Teachers, nurses and psychologists fulfil their obligations as mandatory reporters
- Report any suspicion that a child's safety may be at risk to their supervisor (or, if their supervisor is involved in the suspicion, to the Principal or delegate)
- Promote the cultural safety, participation and empowerment of Aboriginal and Torres Strait Islander children
- Promote the safety, participation and empowerment of children with culturally and/or linguistically diverse backgrounds
- Promote the safety, participation and empowerment of children with a disability
- Provide an environment that is supportive of all children's emotional and physical safety

General Responsibilities

All staff are to be supportive of the St Leonard's College Mission Statement and to enhance the school's reputation as one which is a warm and caring environment, characterised by efficiency, professionalism and a willingness to meet the individual needs of those within its community.

This position is covered by the conditions stipulated in the *St Leonard's College Agreement 2020*, and any subsequent Agreement.

- The College:
 - is an equal opportunity employer
 - complies with the requirements of the Privacy Act
 - has a strong commitment to Health, Safety and Wellbeing
 - will not tolerate harassment of any kind.

- College Standards - all staff are expected to actively support the following standards:
 - Communication – effective, helpful and positive
 - Confidentiality – Protect the privacy and confidentiality of all personal information (staff/families/students)
 - Teamwork – work together as a team to achieve the best results. Share information and collaborate across all sections of the College; trust, respect and support
 - Accountability – we do our work with honesty, integrity and enthusiasm
 - Performance – we perform to the best of our ability
 - Initiative – looking for opportunities to improve the way we work; flexible, adaptable and efficient.