



Position Title: Head of Middle School (Years 7 to 9)

Dated: June 2024

Reports To: Principal

Prepared by: Director of People and Culture

---

### Position Purpose

The Head of Middle School (Years 7 to 9) is a senior position and is accountable for the day-to-day implementation of the Middle School educational program, its leadership, management, and organisation for years 7 to 9.

The Head of Middle School (Years 7 to 9) is a member of the College executive team.

Under the leadership of the Head of Middle School (Years 7 to 9), the Middle School Team consists of, Heads of Year 7, 8 and 9, Deputy Heads of Year 7, 8 and 9.

Other roles that form part of the Middle School are the CUE Coordinator, Years 7-9 Curriculum Coordinator, Middle School Heads of House, Middle School Administrator and Experiential Learning Administrator.

### Position Status

While a permanent role at the College, the Head of Middle School (Years 7 to 9) position is a tenured position reviewed every three years.

### Major Duties and Responsibilities

#### 1. Leadership of Middle School

- Together with the Middle School Team, set, articulate and implement a vision of an education appropriate for young people that is forward looking and globally connected.
- Continue to develop innovative programs within Middle School that focus on the centrality of student experience and the best possible outcomes for students' learning and wellbeing.
- Continue the integration of learning and professional practice that is enhanced by technology.

#### 2. Management of Middle School

It is the responsibility of this position to manage the School in the best interest of the students, consistent with College policy. This includes:

- Management of students' learning and wellbeing.
- Leading and managing staff who work in Middle School.
- Responsibility for control and management of Middle School budget.
- Management of relationships with parents and guardians of Middle School students.
- Chairing of various ad-hoc committees within the Middle School and at the request of the Principal.

### **3. Curriculum**

While curriculum planning is chiefly the responsibility of the Academic Executive through the Academic Directorate, it is the Head of Middle School (Years 7 to 9) who ensures that curriculum planning is consistent with the holistic development of students in Years 7 to 9 and that it is properly integrated in all the planned activities of the Middle School. The Head of Middle School (Years 7 to 9) chairs meetings of the Middle School Team that involve the discussion and input into the curriculum. Including:

- Overseeing the reporting process at various times throughout the school year and reading subject and student pastoral reports where possible.
- Overseeing the process of subject selections within Middle School but also between Middle School and Senior School.
- Assessment and planning of NAPLAN testing.
- Overseeing Parent/Teacher /Student Interviews.
- In conjunction with the Academic Executive and the Academic Directorate, the Years 7-9 Curriculum Coordinator and Middle School Team, lead review of the Middle School Curriculum where appropriate.

### **4. Student Pastoral Care**

The Head of Middle School (Years 7 to 9) will have a philosophy of student wellbeing that is appropriate to the age of the students. The Head of Middle School (Years 7 to 9) will work closely with the Heads of Years, Deputy Heads of Year, mentors and teaching and support staff to provide the opportunities and guidance to assist each student in their development. Support staff include School Counsellors/Psychologists, Director of Pedagogy, Head of Wellbeing, Chaplain and the College Nurse.

The Head of Middle School (Years 7 to 9) has responsibility for the development, care and age-appropriate discipline of students within the Middle School. Issues of serious concern are brought to the attention of the Principal to discuss further courses of action. Other tasks include:

- In conjunction with the Head of Wellbeing, establish future directions and priorities for student pastoral programs within Middle School and oversee the development and implementation of the Middle School Pastoral Development Program (PDP).
- Responsible for the student leadership portfolios at each year level, including election process, meetings and allocating Head of Year/Teacher mentors for student leaders.

### **5. Public Presentation/Assemblies/Information nights for parents and students**

#### **Public Presentation/Assemblies**

- The Head of Middle School (Years 7 to 9) will be responsible for leading the Middle School assemblies, for visitors to the assemblies, and for communication with the Chaplain and other departments involved in assemblies such as Music, Theatre or Sport.
- Responsible for developing and leading various and multiple information evenings and public meetings for parents and students.
- Responsible for all aspects of the Middle School Celebration Evenings at the end of year for students, staff and parents.

### **6. Contribution to the successful management of the College (in conjunction with the other Heads of School), includes but is not limited to the following:**

- Contribution towards the College Calendar.
- Contribution to various committees.
- Contribution to College Information Mornings.

## 7. Middle School Expeditions

There are a number of expedition opportunities, including camps and the Year 9 Big Experience for students and staff in Middle School. Some are allocated specifically to the School, and others are departmental or special interest based and involves Middle School students. The Head of Middle School (Years 7 to 9), in conjunction with relevant staff, will

- Oversee all aspects of student and staff recruitment to College based expeditions, including relevant staff training.
- Be the out of hours on call contact for expeditions across the calendar year.
- In conjunction with the Tour Leaders, oversee information evenings, itineraries, budget requirements, handovers between staff and student preparation.
- Ensure all College policies and protocols in relation to any expeditions are adhered to, including the management of risk assessments.

## 8. New student enrolments and student transitions:

The Head of Middle School (Years 7 to 9) has an important role in the enrolment process and induction of new students to the College, as well in ensuring that there are good systems of support and processes to assist all students with their transition between sections of the College. This includes:

- Ensuring that the Middle School Administrator is aware of their responsibilities in the enrolment process and that effective and timely communication occurs between the office and Admissions.
- Review all new students' files and participate in enrolment interviews.
- Provide thorough notes on each new student to the relevant Head of Year for wider dissemination as appropriate.
- In conjunction with other Heads of School and other key pastoral staff, oversee the transition programs and student handover processes as students move between sections of the College and ensure there is a full briefing on any students of concern or students with special needs as they transition.

### Any other tasks as deemed appropriate

### Personal Specification

Essential Criteria (skills, qualifications, knowledge and experience)

- Proven leadership skills in an educational environment.
- Commitment to academic excellence.
- Strong verbal and written communication skills.
- Strong relationship building skills.
- Proven history and success in change management.
- Judgement/problem solving skills.
- Collaborative team member.
- Ability to identify opportunities for enhancing enrolments.
- Experience in leading a large group of students, staff and parents in an innovative, challenging and inclusive manner.
- Commitment to valuing each student's individuality and providing an enabling educational environment in which talents may flourish and confidence increase.
- Demonstrated excellence in own teaching methods.

- Interest in and commitment to the role of technology in student learning.
- Knowledge and experience of specific curriculum and pedagogical approaches to the education of students at this age of schooling.
- An understanding of the particular affective developmental needs of students at this particular stage.
- An understanding of current educational issues at the local, national and international level.
- Experience with the implementation of innovative and educational programs.

## 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 2023*, 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.