

Year Level Village Leader

CLASSIFICATION	POL 3	12 periods
TENURE	2 year fixed term	
LINE MANAGER	Director of Student Wellbeing	

School Commitment	At Santa Maria College, our vision of One Community, Three Villages embodies our commitment to educate young women for now and into the future. Acutely aware of the interdependence between Faith, Learning and Wellbeing, the following pillars guide our leadership endeavours to build a community of holistic learners: • fostering respectful relationships with students, staff and families, where student voice is highly valued • creating a flourishing learning environment within a global educational platform so that all students can learn • leading, empowering and shaping our community within our Catholic, Good Samaritan, Benedictine tradition • building individual capacity to enhance communal growth, vision and innovation Educational Leaders at Santa Maria College are people who demonstrate passion, commitment and lead with a spirit of kindness as reflected in Gospel values.
Commitment to Child Safety	All children and young people have a right to feel safe and be safe. Santa Maria College promotes a vision of Catholic education that is impelled by the Parable of the Good Samaritan, guided by the Rule of St Benedict, and inspired by the Sisters of the Good Samaritan, as stated in the GSE Philosophy of Education. As such, Santa Maria College is committed to a culture of no tolerance for child abuse. We prioritise the safety and wellbeing of all young people and continue to respond positively and proactively to Ministerial Order 1359 in relation to related policies, procedures, strategies, risk mitigation and through responsiveness to emerging issues. Santa Maria College is committed to the establishment of a culturally safe environment in which the diverse and unique identities and experiences of Aboriginal and Torres Strait Islander young people are respected and valued. The person of each individual human being, in his or her material and spiritual needs, is at the heart of Christ's teaching: that is why the promotion of the human person is the goal of the Catholic school.

Leadership Expectations and Practices	Leaders at Santa Maria College also: • support and promote the Catholic ethos of the College • publicly support the Leadership Team and leadership decisions of the College • work in an honest, open, creative and flexible manner • model a collaborative style of leadership which acknowledges the valuable contribution of each member of the College community • lead high quality professional conversations that enhance professional knowledge, expectations and practice • facilitate team-based professional learning that involves engaging with research evidence and data, intentionally practising strategies in classrooms and reflecting on impact. • actively build team psychological safety and collective efficacy • demonstrate the principle of <i>subsidiarity</i> in matters of leadership
Leading within a Good Samaritan Education Framework	• Demonstrate an ability to listen as highlighted in the prologue of the Rule of St Benedict • Demonstrate an ability to be a reflective and discerning leader, open to conversation in the light of what is best to grow the community • Lead colleagues in the responsible stewardship of resources (i.e. budgets, materials, environment) • Listen, adapt and mentor the students to become just, compassionate, discerning learners, and reflective young women for today and tomorrow within a Benedictine context • Attend a Good Samaritan Education formation session during your term in the role
Professional Expectations	• Encourage best professional practice in the classroom through modelling, co-teaching and direct instruction • Demonstrate a strong commitment towards working with staff, students and families to implement the vision, mission and strategic intent of the College • Be a visible and positive presence in the community and promoter of the Strategic Plan • Stay abreast of current educational trends and use evidence to inform best practice • Demonstrate effective communication that promotes collaboration and building of team • Work with colleagues to review, modify and expand their repertoire of knowledge and skills for improved student outcomes that can be demonstrated through the use of data collection • Build a culture that promotes engaged, independent learners connected to the College • Demonstrate high expectations (i.e.: giving and receiving feedback), leading colleagues to build capacity • Treat each other (staff and students) with courtesy and respect

	• Comply with all applicable policies and procedures of the College and uphold the Catholic ethos of the College • Retain confidentiality, demonstrate exemplary professional standards, and work in a spirit of respectful relationships • Demonstrate in word and action a commitment to child safe practices and protocols, including the promotion of the safety, wellbeing and inclusion of all children and young people • Attend out of hours' commitments each term as negotiated, attend meetings as required in relation to the role and leadership needs of the College. • To contribute to the annual Marian Magazine and College Newsletters as required. • Perform any other duties/responsibilities as required and negotiated by the Principal
Health & Safety Requirements	• Take reasonable care of your own safety and health and the safety of others affected by acts or omissions • Report hazards, accidents, or incidents (near misses) in accordance with agreed College procedures • Follow established safe working procedures, instructions and rules • Cooperate with the employer with respect to any action taken by the employer to comply with any requirement imposed by or under the Act • Not wilfully or recklessly interfere or misuse anything provided in the interests of health and safety or the welfare of others • Not wilfully place at risk the health and safety of any other person in the workplace
The Position	The Year Level Village Leader (YLVL) is charged with creating a safe, inclusive, and growth-oriented environment for students in the year level and Village. YLVLs are the first point of contact for year level matters and work closely with students, families, and colleagues. Working in partnership with the other YLVLs, and Homeroom Teachers, the YLVL proactively monitors student wellbeing, the effective co-development and delivery of the Pastoral program, and the implementation of the College's Positive Behaviour Guidelines and Wellbeing for Learning Framework. Working within the Village Model, the Year Level Village Leader actively promotes, supports, and maintains, quality wellbeing, academic, and faith outcomes for students in the year level.
Role Responsibilities	• Oversee the day to day running of the year level • Maintain excellent records on all students within the year level • Develop, support and maintain relationships between the College, students, and families, proactively, and in response to urgent matters • Enliven the identity of the Village, drawing on the Good Samaritan Benedictine Charism • Develop and support the Homeroom Teachers, including running team briefings and sharing appropriate information about students, so that they can provide optimal support for individuals in their group

	• Support the Director of Student Wellbeing with the Pastoral Program design, and Homeroom teachers with the implementation. • Take a lead role in building community within the year level and Village • Respond to all student issues in a timely manner • Manage student behavioural issues in accordance with the Student Code of Conduct and the Positive Behaviour Support Guidelines, as well as the Wellbeing for Learning Framework, particularly Trauma Informed Restorative Practices • Follow the Year Level Village Leader Guide to implement procedures correctly • Respond in a timely way to SIMON Unresolved Social Behaviour Incidents as they relate to uniform standards, attendance, mobile phone policy, and behaviour, supporting Homeroom and Subject Teachers • Respond in a timely way to Intellischools Pulse Alerts, communicating with parents and carers and submitting Resets as per procedure. Ensure students are reminded of the need for Reset attendance • Where necessary, escalate student matters to the Director of Student Wellbeing and Deputy Principals of the College, and be involved in any necessary meetings with parents/students/staff • Assist in the election of the year level student leadership teams • Monitor, alongside the College psychologists, the Director of Learning Enhancement and Support, the Director of Student Wellbeing, the Heads of Learning, and Learning Area Leaders, student progress related to wellbeing, behaviour, and learning needs. Assist this group with the identification and support of students on the NCCD list. • With the Director of Student Wellbeing, facilitate wellbeing initiatives pertinent to the year level, including the collection, analysis, and use of data e.g. Trust Mapping, Wellio Wellbeing Survey, Wellbeing Pulse Checks • Assist the Director of Student Wellbeing and psychologists in devising targeted plans for individual students in response to the data • Support the learning team and students as they undertake whole year level testing such as PAT/ NAPLAN/exams • Be a visible presence for the Village throughout the school day including before and after school • Support new students arriving into the College and check in with them regularly • Manage and intervene with student exits as per the procedure • Oversee and/or support and attend key year level events e.g. Information Nights, Camps, Retreats, Formals, Graduation • Oversee locker allocation • Attend College functions as appropriate to the role • Lead Students with Additional Needs (SWAN) meetings twice per term for your year level and maintain the spreadsheet • Ensure staff are kept up to date with important information that will impact a student's learning
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	• Communicate regularly with the Pathways Coordinator
Required Competencies	• Current VIT registration; • Working knowledge of the AITSL standards; • Demonstrated ability to establish positive and effective working relationships with staff and students; • Effective collaboration skills; • Demonstrated empathy & compassion • Strong organisational and time management skills, with an ability to prioritise tasks, meet prescribed deadlines, and concurrently manage a number of competing tasks • Interpersonal skills of a high order, particularly in supporting and motivating young people and staff • Demonstrated ability to design and develop professional learning opportunities and materials for staff to access and apply • Commitment to professional learning and continuous improvement • Previous Leadership experience (desirable) • Excellent communication skills to build relationships with key stakeholders • Ability to motivate staff and influence the development of student learning • Sound organisational skills, planning, analytical and strategic thinking capabilities • A resourceful team leader who is able to operate in a mentoring, collaborative and inclusive manner • Sound knowledge of Trauma Informed Restorative Practices and Positive Behaviour Support • Sound knowledge of the Good Samaritan Benedictine Tradition • Sound knowledge of the Nationally Consistent Collection of Data (NCCD)

The Position Description is subject to review and modification by the Principal, in response to the strategic direction of the School, and the development of the skills, knowledge and understanding of the position.

Acknowledgment of Position Description

I, _____, acknowledge that I have received and reviewed the Position Description above.

I understand the duties, responsibilities, and expectations outlined therein, and I agree to carry out my role in alignment with these requirements.

I understand that the Position Description may be subject to review and updates, and I will be informed of any changes accordingly.

Signature: _____ **Date:** _____