



Rossbourne School exists to enhance the life chances of all its students by embracing neurodiversity, developing personalised learning experiences, and supporting our young people to achieve a sense of belonging, co-operation, and success.

This organisation promotes the safety, wellbeing, and inclusion of all children, including those with a disability, those from culturally and/or linguistically diverse backgrounds and Aboriginal children. Rossbourne School encourages applications from culturally and/or linguistically diverse backgrounds and Aboriginal peoples.

Rossbourne is committed to creating a child safe organisation through the implementation of the child safe standards as specified in Ministerial Order No 1359 (2022).

We will implement strategies policies, procedures and practices that will comply with the prescribed standards, to ensure the on-going safety of students.

POSITION DESCRIPTION

Position Title: School Section Leader

Reporting to: Deputy Principal

Tenure: Three Years_(Please note; that this does not affect a staff member's ongoing employment at Rossbourne School. Tenure refers only to the School Section Leader component, which is adjunct to a teaching role).

Position Summary

All staff at Rossbourne School are expected to support and contribute to the promotion and implementation of the strategic priorities of the school. All staff are required to be involved in co-curricular activities and attend at least one school camp as directed by the Deputy Principal.

The School Section Leader is responsible for the leadership and management of their school section, students, and staff. This role requires leadership in the areas of pastoral care, curricular and co-curricular development, and staff development.

The School Section Leader will work together with fellow School Section Leaders under the direction of the Deputy Principal and will be given a 0.5 FTE time allowance to undertake the role. The School Section Leader will take on extra responsibilities negotiated with the Deputy Principal and Principal, such as managing community service events, school initiatives, or staff professional learning across the school.

Key Accountabilities

Lead and Manage the School Section

- Member of the School Leadership Team.
- Contribute to the holistic decision-making process of the management team.
- Promulgate and support the decisions of the Executive and Senior Leadership Team.
- Effectively lead and manage the school section to facilitate the educational process of the school section.
- Organise and lead school section meetings.
- Support staff and homeroom teachers in the performance of their duties.
- Facilitate appropriate professional development to support individual career growth and progression.
- Collaborate with team members to evaluate and develop curriculum and pedagogy specific to the needs of the students and school section.
- Assist with the development and implementation of Rossbourne School's strategic plan.

Student Learning, Wellbeing and Behaviour Management

- Promote positive staff and student relationships within the school section.
- Demonstrate positive behaviour and discipline strategies that adhere to the policies of Rossbourne School.
- Support staff with the social and emotional wellbeing and discipline of students.
- Act to advise, guide and support students and parents, especially in relation to matters related to social and emotional wellbeing and discipline.
- Inform the Deputy Principal and Principal of major social and emotional matters, referring all matters related to poor mental health, including self-harm, depression, and suicidal thoughts.
- Inform the Principal of significant discipline matters, referring all matters related to alcohol, drugs, tobacco, serious bullying and stealing.
- Support students to comply with uniforms standards.
- Inform and liaise with school leadership and staff regarding the pastoral/wellbeing needs of individual students.
- Co-ordinate the placement of students in homeroom groups and subject classes.

- Oversee the development and implementation of ILPs for all students in the school section.
- Collaborate with the Principal to facilitate the trial student process.
- Facilitate parent information nights within the school section.

Pastoral Care

- Implement pastoral care programs.
- Oversee and support of teachers in matters concerning the wellbeing and behaviour of students in subject classes.
- Facilitate school section Case Conferences and behaviour management plans.
- Member of the school's Multi-discipline Wellbeing Team.
- Co-ordinate NCCD information gathering for each student in school section.
- Member of NCCD panel.

Planning & Administration

- Liaise with Specialist Coordinators and Wellbeing staff to evaluate and develop interventions specific to the needs of individual students, and the school section cohort.
- Ensure school deadlines are met, and staff documents adhere to Rossbourne standards e.g. curriculum documents, reports, IEPs, weekly plans, and student outcomes.
- Ensure all relevant curricular and pastoral care documentation is on the school's LMS (SEQTA) and school section staff are supported in the effective use of SEQTA.
- Organise and participate in school section camps, excursions, and incursions.
- Regular and timely communication with students, staff, and parents.
- Oversee the proofreading and checking of all school section student reports.
- Prepare an annual budget in conjunction with the Deputy Principal for the review of the Executive Team.
- Prepare a written review of the school section's event programs and activities for the Rossbourne Report and Pebble Magazine.

Key Selection Criteria

- A recognised teaching qualification with current VIT registration.
- A recognised post-graduate qualification in Special Education preferred.
- Proven experience and skills as an effective classroom teacher.
- A relational/collaborative leadership style to create a co-operative and cohesive team, ensuring that academic goals and social-emotional wellbeing are prioritised. Staff members reporting to the School Section Leader include all teaching staff.
- An understanding of and the ability to relate to adolescent students with learning needs.
- Well versed in handling disciplinary matters in a firm but fair manner by having both good listening skills and decision-making ability.
- Highly developed communication, interpersonal and relationship building skills.
- The ability to work autonomously and as an effective team member.

Positions descriptions are dynamic documents. They may be reviewed annually or as required.