
DEPUTY HEAD OF JUNIOR SCHOOL

POSITION DESCRIPTION

The Deputy Head of Junior School will demonstrate outstanding leadership and a strong commitment to the education and wellbeing of our students. As a member of the Section Leadership Team, the Deputy Head of Junior School will lead the Junior School to coordinate the House program and to support the wellbeing needs of students from Years Prep - 4. The Deputy Head of Junior School will develop and maintain effective operational procedures and contribute to a range of programs related to student wellbeing policies and practices and behaviour management.

Working with and deputising for the Head of Section, the Deputy Head ensures the smooth running of the Section working in line with the College values of compassion, integrity and respect and the Mission of a holistic education at Beaconhills College. This role acts as the central coordination of the Junior School students. The role brings together all the required elements to ensure careful monitoring of student wellbeing, academic progress, student programs and opportunities with a focus on supporting students in genuine engagement within College programs centred around our 6 pillars of Learning that Matters.

This role operates in collaboration with the Head of Wellbeing and the Deputy Head of Section from the alternate campus to ensure consistency of programs and student opportunities within the Junior School & more broadly with the Deputy Head team to deliver consistency across the College.

KEY OUTCOMES

The outcomes are the high level expectations of the role that the College expects to be achieved. These are the things that will be visible should the person in the role be operating effectively.

- Effective teaching and wellbeing programs are delivered in line with the School's pedagogical and wellbeing approaches and are aligned across campuses
- The Junior School House Program develops a strong, positive identity and culture that reflects Beaconhills' values, ethos and philosophy at all times and is aligned across the College.
- Administration of timetable planning, student class lists, sectional calendar, reports, and enrolment interviews to ensure consistent and effective process
- Development of the House and assembly program in line with sectional and wellbeing goals
- Student's academic progress, engagement and wellbeing is monitored and proactively addressed with students, their parents and relevant staff and appropriately documented.
- A preventative and responsive wellbeing program is in consultation with Head of Wellbeing
- In collaboration with the Head of Junior School, proof read reports and conduct enrolment interviews
- Positive, collaborative relationships and effective communication with families, staff and the School community.
- The Junior School fosters strong student leadership and students with leadership roles are mentored
- Budgets are maintained and resources appropriately allocated
- Student behaviour is managed professionally, documented appropriately
- Ensure that Child-Safe and mandatory reporting requirements are met
- Initiate, champion and manage change and/or innovation within the School
- Students have input into decision making and program development
- Data informed decision making



KEY RESPONSIBILITIES

It is to be noted that no position description can capture the complexity of all tasks undertaken for a specific role within a School.

This position description should not be seen as exhaustive or limiting and some flexibility is required when using this description to undertake the role.

All position descriptions will evolve and change over time and the School commits to regularly review and update position descriptions to accurately reflect each position as it grows and changes.

GENERAL

- Deputise for the Head of Junior School when required
- Provide direct support in the staffing and timetabling of the Junior School
- Oversight of the learning and wellbeing of students in Junior School
- With the Head of Junior School, provide oversight of the operation and planning for the Junior School
- Be a visual presence on-site at recess, lunchtime, before and after school and during events
- Support the School Executive in implementing leadership decisions.
- Take a lead role in the implementation, coordination and management of specific projects as determined by the Head of Junior School or Head of Wellbeing
- Other duties, as appropriate and as specified

STUDENT WELLBEING & DEVELOPMENT

- Developing, leading and reviewing student wellbeing and pastoral care programs and strategies that develop the whole person, through working with the Head of Wellbeing, Deputy Heads of Section and Heads of Junior School
- Oversee student discipline issues utilising Restorative Practice and where necessary work together with the Head of Junior School to advise the Campus Principal of any issues that involve a discussion about the exclusion of a student from the School including suspensions. Communicate accordingly with parents by providing appropriate documentation, etc
- Contribute to Parent Information Evenings
- Coordinate and lead the regular case management meetings to discuss individual student issues, and how to support and manage these
- Assist Junior School Student Leaders to develop and exercise effective leadership.
- Have a commitment to and awareness of matters relating to Child Safety
- Model exemplary wellbeing care and management of students that focuses on respect, care, empathy and continual positive interactions and relationships.
- Work collaboratively with other Deputy Heads of Section to ensure a smooth transition between year groups
- Be an advocate for students within the section, ensuring the student voice is heard in matters that concern them.
- Monitor and maintain the highest standards for student attire and appearance.
- Take a significant role in mentoring and coaching the teaching teams by their supporting their work and monitoring their day-to-day pastoral support of students
- Lead the induction of new students who commence during the school year.
- Ensure child safe standards are represented and enacted throughout your section

TEACHERS

- Assist in matters regarding the wellbeing of teaching staff, providing guidance, advice and strategies to deal with professional issues or differences and challenges
- Support the induction and ongoing mentoring programs for new staff together with the Head of Junior School
- Contribute to the Junior School professional development program
- Resolve teacher/parent issues and teacher/student issues as they arise throughout the year, engaging with teachers, parents and the Head of Junior School



- Support all staff in implementing the School's behaviour management policies including the effective conflict resolution processes as required.

ADMINISTRATION

- Organise and contribute to the weekly Junior School Assembly Program and promote student centric content.
- Coordinate and support major school functions and activities e.g., Transition Days, Open Days etc
- Represent Junior School on relevant committees
- Advise appropriate sections of the school concerning Junior School activities that may impact their operations
- Coordination of the Junior School House Program and events, in conjunction with key stakeholders.
- Participate and contribute to strategic planning for the School showing an understanding of the total school picture.

SUBJECT TEACHER

- Prepare for and conduct classes, teaching up to 0.57 FTE, as scheduled
- Organise class materials to facilitate motivation, enjoyment, physical development and learning for each student in the class
- Utilise appropriate technology in teaching and learning,
- Organise and implement assessment instruments including tests, assignments, projects and examinations in consultation with the Head of Teaching and Learning
- Work as a pedagogical leader, committed to driving and sharing best practice with other teachers in the section
- Contribute to curriculum development, including skills development and curriculum evaluation
- Monitor, record and report, both verbally and in written form, on individual students' progress
- Liaise with Individual Programs Section Coordinator and/or Counselling Services staff regarding progress with students experiencing difficulties
- Liaise with the appropriate staff regarding the individual welfare of students
- Become actively involved in all aspects of school life beyond the classroom including sport, outdoor education camps and/or cultural activities
- Undertake school-related duties such as staff meetings, Student Progress Meetings, events, excursions and the like
- Maintain adherence with school procedures in relation to matters such as student attendance, punctuality, care of rooms and school rules
- Actively support the directions, goals and values of the School
- Participate regularly in professional development
- Other duties, as appropriate.



LEADERSHIP COMPETENCIES

Leader in Community - role model for our learning community

- Ability to develop and mentor student leaders across a range of year levels
- Commitment to the provision of outstanding teaching and learning practice with skills in modifying curriculum to meet individual needs of students
- Participates as a collaborative team member and operates effectively in a collaborative team environment
- Is aligned with the School's ethos, vision and values
- Is curious, excited and invigorated by learning and is a continuous, autonomous learner who makes visible their own learning
- Possesses a positive outlook, exceptional interpersonal skills and high emotional intelligence with demonstrated ability to build authentic, collaborative and productive relationships
- Displays empathy, commitment and resilience
- Has a strong moral and ethical compass and cultivates credibility & honesty

Leaders of Community - connected and engaged member of the community

- Have an ability and willingness to work collaboratively with other staff, parents and students regarding pastoral and wellbeing issues
- Be willing to be involved in all aspects of the School's program
- Collaborate openly with the Head of Wellbeing and Deputy Heads of Section across the College

High level operator - operationalises

- Have demonstrated high-level written and verbal communication skills
- Be flexible and have an ability to adapt and operate effectively in a demanding and changing work environment
- Possess sound analytical and problem-solving skills with a solution's focused and growth mindset
- Strong interpersonal skills and emotional intelligence with a demonstrated ability to communicate clearly and build rapport
- High-level planning and organisational skills
- Has high levels of self-awareness. Understands and manages self effectively

Area Expert - demonstrated expertise supported by ongoing research

- Have expert knowledge of wellbeing content and relevant pedagogical and pastoral care approaches
- Possesses expert knowledge of Child Safety standards, policies and procedures
- Demonstrated ability to design and implement contemporary wellbeing programs and supports for Junior School students
- Engage in training and development toward mental health risk assessment and response

Managing situations - resolves issues

- Have skills in mediation and conflict resolution techniques with sound judgment and a calm and mature disposition
- Demonstrates a high level of confidentiality and discretion



Managing, empowering and developing staff - creating conditions for staff to thrive

- Possess a high level of staff management and leaderships skills
- Possesses strong leadership, staff management, coaching and mentoring skills with an ability to build staff morale and create a cohesive team.
- Solid understanding of staff management practices.
- Willingness and ability to develop and grow others and to hold others accountable

Leader of Innovation - ideas into action

- Is a creative and critical thinker who is open to new possibilities
- Actively seeks opportunities for collaborative planning. Brings the right people to the table to brainstorm, solve problems and make decisions



Relationships and Networks

LED BY:	<ul style="list-style-type: none"> ● Head of Junior School ● Head of Wellbeing ● Campus Principal
LEADS:	<ul style="list-style-type: none"> ● Junior School Teachers
COLLABORATES WITH:	<ul style="list-style-type: none"> ● Deputy Head at alternate campus ● Deputy Heads - all sections / multi campus ● Head of Teaching and Learning Junior School ● Head of International ● Head of College Operations/Timetables ● Student Counsellors ● Head of Individual Programs ● Head of Beacon Explorers
KEY WORKING GROUPS:	<ul style="list-style-type: none"> ● Junior School Leadership Team ● Case Management ● Deputy Head of Junior School Team ● Deputy Head of Section College Team ● Junior School Committee
EXTERNAL GROUPS:	<ul style="list-style-type: none"> ● Parents ● Reporting bodies
POSITION CONDITIONS:	In addition to face-to-face teaching duties and related duties, other duties include but are not limited to, tutor group, extras' assemblies, yard duties, staff meetings, open/information days/nights, professional development activities, meetings with parents, parent/teacher interviews, the pastoral care program, retreats and twilight meetings, co-curricular responsibilities and the outdoor education and camps programs.
REFERENCE DOCUMENTATION:	<ul style="list-style-type: none"> ● Education BluePrint ● Student Learning Mindset ● Report Timelines ● Teacher Handbook ● Staff Code of Conduct ● College Policies and Practices ● Report Style Guide ● Beaconhills Teaching Standards and Instructional Model ● Curriculum Framework (VCE, Victorian Curriculum, Understanding By Design) ● Curriculum documentation (curriculum site).



Qualifications

The successful applicant must hold (or be in the process of obtaining):

- A current registration with the Victorian Institute of Teaching (VIT)
- A current National Police Check
- A current first aid certificate, including Asthma and Anaphylaxis certificates (or a willingness to obtain)
- Tertiary qualifications in education

Physical Capabilities

- Sitting (Occasional 1-33%)
- Standing (Frequent 34-66%)
- Walking (Frequent 34-66%)
- Talking (Frequent 34-66%)
- Listening (Occasional 1-33%)
- Steps / stairs (Frequent 34-66%)
- Carrying (Occasional 1-33%)

Workplace Health and Safety Responsibilities

- Ensure that any hazards, incidents (including near misses) and injuries are reported immediately to relevant management.
- Cooperate in relation to activities taken by the College to comply with WHS legislation.
- Participate in consultation, meetings, training and other health and safety activities where required.
- Ensure only authorised, adequately trained staff undertake assigned tasks.
- Take reasonable care for personal health and safety and the health and safety of others in the workplace.

Child Safe and Equal Opportunity Statement

Beaconhills College has zero tolerance for child abuse. Beaconhills is a child safe employer and is committed to the welfare of children and their protection.

Beaconhills has systems to protect children from abuse and will take all allegations and concerns very seriously and respond to them consistently, in line with our policies and procedures.

All potential employees and volunteers will be required to comply with the College's Child Safe Policy and Code of Conduct, which are available on its website. Beaconhills performs thorough assessments of potential and existing employees in accordance with the legislated Child Safe Standards. The assessments will be used to ascertain whether the potential or existing employee is a fit and proper person and is suitable for work in a school environment and in the position applied for or held. The screening process includes, but is not limited to, Criminal Records Checks, Working with Children Checks and checks of social media accounts.

Beaconhills College is committed to Equal Employment Opportunity principles and is committed to the principles of merit-based selection, equity, diversity and procedural fairness in our recruitment process.

Aboriginal and Torres Strait Islander peoples are encouraged to apply for all positions at Beaconhills College.

