



NAZARETH COLLEGE

ROLE DESCRIPTION

TRANSITION CO-ORDINATOR

POSITION REPORTS TO: Principal, Deputy Principals	AWARD: Entitlements under the Victorian Catholic Education Multi Enterprise Agreement 2018 (or its successor)
CLASSIFICATION: POL 1 8 x 75 minutes periods per 10-day cycle	TERMS OF EMPLOYMENT: Two-three years (Depending on Appointee)
ANNUAL LEAVE: As per VCMEA Award	REQUIREMENTS: <ul style="list-style-type: none">• Annual Review Meeting• Victorian Institute of Teaching – Full Registration• CECV Accreditation to Teach in a Catholic School• Criminal Record Check/VIT/Working with Children Check
COMMENCEMENT DATE: 27 January 2021	TO BE REVIEWED BY AND DATE: The Principal in the penultimate year of the contract

CONTEXT

Nazareth College is a Catholic Co-educational Regional Secondary College established in 1986. It is a learning community centred on the person of Jesus Christ. The Nazareth Community is committed to the safety, wellbeing and inclusion of all students in its care.

Through learning and teaching in the Catholic tradition, we foster a culture of Faith, Wisdom and Knowledge.

‘He returned to Nazareth and became strong, filled with wisdom; And the favour of God was upon Him.’ (Luke 2:40)

OVERVIEW OF THE ROLE

The Transition Coordinator is accountable to the Principal through the Deputy Principal. The Transition Coordinator will support the Vision, Mission and Philosophy of the College as a learning community and continue to engage in ongoing professional development and learning.

The Transition Coordinator will work closely with the Principal, Deputy Principal, Instructional Leaders, Heads of House, Director of Operations, School Counsellor and College Registrar, in facilitating the efficient transition of Grade 6 primary students to Year 7 at Nazareth College and the transition of new students in Years 7-12. They will also facilitate the STEM Expo and Taster Days. They are responsible for implementing the College philosophy, modelling and supporting the goals of the College Mission.

The Transition Coordinator will actively support and promote the values inherent in a Catholic school, be highly professional in all aspects of the role and display proficiency in areas of organisation, communication, consultation and decision-making. They must have a capacity to develop an understanding, rapport and trust with young people recognising different stages of development and different learning styles.

The Transition Coordinator is required to be familiar with and comply with the College’s Child Safety Policy and the Code of Conduct. They will provide students with a child safe

environment, which proactively monitor and support student wellbeing and exercise pastoral care in a manner which reflects school values.

The successful candidate for this position will commence 27 January 2021. They have the option of nominating a two or three year period of appointment. For the nominated tenure, an ongoing teaching position is associated with this appointment.

KEY DUTIES/RESPONSIBILITIES

- To be a member of the Transition team and oversee all aspects of Transition at the College;
- To facilitate a comprehensive and evidence-based Transition program, in conjunction with the Deputy Principals and other relevant staff;
- To provide Transition information for staff about new students into the College;
- To organise staff and logistics for the program of primary school visitation and communicate this with the Deputy Principal, Director of Operations and Timetabler;
- To coordinate the annual Orientation Day and program in consultation with Heads of House, Director of Wellbeing and Deputy Principals;
- To coordinate the annual Transition and Pre Transition Day in consultation with Heads of House, Director of Wellbeing and Deputy Principals;
- To coordinate Year 7 Parent Information Evenings in collaboration with Heads of House, Director of Wellbeing and Deputy Principals;
- To develop opportunities to foster relationships with Feeder Parish Primary Schools in an effort to enhance public knowledge of who we are;
- To develop, in consultation with the Deputy Principals, an online Transition package for students that details important information for student Transition to Nazareth as well as ICT Induction programs;
- To work closely with the Heads of House, Pastoral Teachers, School Counsellor and Learning Diversity Instructional Leader regarding students with diverse needs or who are identified as vulnerable;
- To develop the relationship between Feeder Primary Parishes and Nazareth College;
- To host additional transitions with Heads of House, Pastoral Teachers and relevant staff for students with diverse learning needs;
- To provide invitations to Feeder Parish Schools to attend College Musicals, Productions, Sport, Art Shows, Musical Performances, etc with the support of the College Registrar;
- To maintain clear communication with students, parents and teachers on matters affecting newly enrolled students;
- To work in partnership with the Heads of House, Pastoral Teachers, Learning Diversity Team, Director of Wellbeing and School Counsellor to develop and implement a comprehensive Student Wellbeing Program for new students;
- To provide for other regular communications including Staff Briefings, Student Notices, contributing to Newsletter and ;
- To coordinate the Year 7 Assemblies/Parent Information Evenings focussing on the inclusion of guest speakers and information pertaining to Transition, in collaboration with key staff;
- To support the Transition of students new to the College at Years 8 – 12 in collaboration with the College Registrar, Heads of House and other relevant staff;
- Provide students with a child safe environment;
- Be familiar with and comply with the College's Child Safe Policy and Code of Conduct, and any other policies or procedures relating to child safety;
- Proactively monitor and support student wellbeing;
- Exercise pastoral care in a manner which reflects school values;
- Implement strategies which promote a healthy and positive learning environment;
- Demonstrate duty of care to students in relation to the physical and mental wellbeing;
- Oversee all aspects of the Taster days and STEM Expo.

STUDENT ORIENTATION PROGRAM

- In cooperation with the Deputy Principal, implement and oversee the start of year Student Orientation program;
- Oversee all Year 7 start up arrangements with Heads of House, Pastoral teachers, Learning Diversity team, Directors of Wellbeing and School Counsellor;
- Implement Orientation Program documentation;
- Coordinate Year 7 Welcome Assembly.

OPEN DAY

- In cooperation with the Deputy Principal, Director of Operations, Director of Wellbeing, College Registrar and other staff, assist with the promotion and preparation of the College's annual Open Day, Open Mornings and other associated events;
- Arrange for advertising and marketing, coordinating the development and distribution of promotional materials, in cooperation with the Deputy Principal, College Registrar and the Marketing and Promotions office.

DIAGNOSTIC TESTING

- In cooperation with the Learning Diversity Instructional Leader and other staff assist with:
 - Grade 6 Testing
 - Any specialist testing arrangements
 - Communication with families
 - Distribution of data to relevant staff

ORIENTATION/TRANSITION PROGRAMS

- In cooperation with the Deputy Principal, Director of Operations, Director of Wellbeing, College Registrar and other staff, implement the following student orientation and transition arrangements:
 - Yr 7 Pre-Transition Day (if required)
 - Yr 7 Transition Day
 - Yr 7 Orientation Program
 - Yr 7 Orientation Camp
 - Yr 6/7 Parent Information Nights
 - Yr 7 Induction and Commissioning Mass presentations
 - Yr 8-12 Transition and orientation programs (all aspects)
- Feeder Parish Primary School visits including coordination of current students and staff resulting in the compilation of written feedback on incoming students that will be available to the Principal, Deputy Principals, Heads of House, Pastoral Teachers, Learning Diversity Team, Director of Wellbeing and School Counsellor;
- Compilation of Years 7 core groupings recommendations and the allocation of incoming Year 7 students to Houses based on feedback from parents and teachers;
- Actively build relationships with Feeder Parish Primary Principals and relevant staff;
- Lead the Transition Team in the development of programs, events and opportunities for our Feeder Parish School communities to engage with our College;
- In collaboration with the Deputy Principal and the Marketing and Promotions team, develop opportunities to further communicate our brand with the wider community.

SCHOOL TOURS

- In cooperation with the College Registrar and Marketing and Promotions team, conduct fortnightly tours of the College for prospective families.

STUDENT ENROLMENT

- In cooperation with the Deputy Principal, College Registrar and Marketing and Promotions team oversee annual Yr 7 enrolment processes;
- Interview prospective student applications and make recommendations to relevant staff for students entering Years 8-12.

STEM EXPO

- Lead and oversee all aspects of the Annual STEM Expo.

TASTER DAYS

- Lead and oversee all aspects of the Taster Days.

RESOURCE MANAGEMENT

- With the Business Manager, prepare and manage the budget for Transition;
- The Transition Coordinator is expected to carry out duties allocated by the Principal to assist in the efficient and caring organisation of the College.

CLASSROOM MANAGEMENT

- Apply effective behaviour management with a focus on PBS and restorative practices which are consistent with the College's Behaviour Management Policy;
- Have knowledge of and advise students of the school's policies and procedures;
- Encourage student cooperation, emphasising respect for others and observation of school rules and expectations for appropriate behaviour;
- Form working relationships with students which are positive, consistent and fair;
- Take responsibility for managing inappropriate student behaviour;
- Be punctual, manage time, lesson planning and assessment schedules efficiently;
- Establish a learning environment where students feel safe and are encouraged to be fully engaged;
- Monitor student progress and liaise with relevant staff regarding individual needs;
- Take responsibility for the pastoral needs, duty of care and standards of behaviour of all students inside and outside the classroom;
- Protect the safety and wellbeing of each student;
- In conjunction with the Child Safety Officers, implement the Child Safe Policy and Code of Conduct and any other policies or procedures relating to child safety;
- Report irresponsible or improper behaviour that is beyond normal classroom management to the Heads of House or Director of Wellbeing.

COMMUNICATION

- Be available to discuss with parents and carers matters concerning their child;
- Keep staff informed of pertinent Transition decisions affecting them;
- Ensure frequent and effective communication with families in relation to Transition;
- Assist in arranging information sessions for students and parents as required;
- Compile and keep current records particular to students with Transition needs;
- Organise special Transition programs as required (in consultation with relevant staff);
- Where applicable and in conjunction with relevant staff, communicate information to staff relevant to students social, emotional, physical and academic wellbeing to support their Transition;
- Keep detailed records of student Transition, and parent teacher discussions.

LEADERSHIP

- Implement decisions and procedures as directed by College Leadership which assist in the efficient organisation of the College;
- To provide effective leadership for the responsibilities of this role;
- To hold staff accountable for understanding and following College procedures and policies;
- Exercise a shared responsibility to ensure that the mission of the Catholic Church is brought to life in the College. The role is predicated on the belief that to be effective, the work will be informed by a vision of Catholic education that is Gospel-based, people-centred, inclusive and holistic;
- Actively promote the growth and development of a caring and Gospel based ethos and spirit;
- Leaders are of one voice and supportive of each other in all initiatives and messaging to staff, students and parents;
- Foster an environment of professional trust, empowerment and learning;

- Provide effective leadership through outstanding relationships of support, accountability and excellence;
- Liaise with staff and external agencies supporting students or families where necessary;
- Ensure accurate recording, secure access and appropriate sharing of information pertaining to individual student wellbeing is adhered to;
- Work with Heads of House and relevant staff to ensure that all students new to the College in Years 7-12 are supported in their Transition;
- As part of the College coaching and ARM process, facilitate a growth coaching conversation to develop appropriate goals;
- Participate in College requested PD to continue to build leadership capacity and growth;
- Support staff to use restorative and PBS processes and practices;
- Show an active and supportive interest in College events, particularly those in which students are involved;
- To strive towards fulfilling goals as described in the College Mission Statement and Strategic Plan.

PROFESSIONAL EXPECTATIONS

- Exercise discretion when handling confidential and sensitive information;
- Attend College functions, meetings and events as required;
- Adhere to College policies and procedures;
- Show collegiate support of all staff;
- Continue to meet the characteristics of a Lead Teacher as documented in the Australian Professional Standards for Teachers (AITSL);
- Ensure that the teaching is of the highest standard and caters for the needs of all students;
- Participate in professional learning and networks to broaden knowledge and improve practice;
- Take an active role in the Co-curricular programs;
- Interact positively and proactively with parents to build strong relationships;
- Communicate information of a serious nature to the Deputy Principal, or members of the Leadership Team;
- Ensure Nazareth College continues to build its reputation as a school of choice.

CHILD SAFETY

Every person employed or volunteering at Nazareth College has a responsibility to understand the importance and specific role they play individually and collectively to ensure that the wellbeing and safety of all students is at the forefront of all they do and every decision they make. Such responsibility requires employees to:

- Provide students with a safe environment and proactively monitor and support student wellbeing;
- Be a suitable person to engage in child-connected work;
- Be experienced in working with children;
- A demonstrated understanding of child safety and protection;
- A demonstrated understanding of appropriate behaviours when engaging with children;
- A thorough knowledge of legal obligations relating to child safety under Ministerial Order No. 870 Child Safe Standards and expectations of CEM, PROTECT, VIT and VRQA;
- A demonstrated understanding of and commitment to Child Safety protocols, Codes of Conduct and to ensuring Nazareth College is a Child Safe School;
- In conjunction with the Child Safety Officers, implement the Child Safe Policy and Code of Conduct and any other policies or procedures relating to child safety;
- To ensure all protocols relating to reporting an issue of child safety and mandatory reporting are adhered to in the protection of the safety and wellbeing of all students.

OTHER DUTIES

- No Role Description can be entirely comprehensive and the incumbent will be expected to carry out such other duties as requested by the Principal or his delegate as may be required from time to time and are broadly consistent with the responsibilities of this Role Description;
- The position is subject to review and modification by the Principal (or nominee), through consultation and agreement with the appointee, in response to the evolving needs of the College, and experience and expertise of the appointee;
- The position will, from time-to-time require attendance outside normal hours;
- The successful applicant will require a commitment to ongoing professional learning;
- All employees at Nazareth College are to follow College policies and procedures, including the Occupational Health and Safety Act 2004 and Equal Opportunity Act.

QUALITIES

- The Transition Coordinator, by their dress, demeanour, respect for others, and support and involvement, will provide an example to staff and students;
- The Transition Coordinator must be prepared to develop a knowledge of each of the students in their care and be prepared to make themselves available to families;
- Professionally competent in teaching, administration and pastoral care;
- The role of the Transition Coordinator, by its very nature, requires a broad knowledge of the life of the College, detailed awareness of individual students, and a willingness to give of oneself rather than simply giving of one's time;
- The Transition Coordinator must be knowledgeable of, and active in promoting Child Safety policies and protocols within the College;
- The role requires a commitment to lead restorative and PBS processes and practices in all interactions with staff, students' visitors and parents.

KEY PERFORMANCE INDICATORS

- Accountability and efficiency in the carrying out of the duties of the position;
- Be committed to the safety and protection of all students;
- Be approachable and responsive to all members of staff;
- Able to competently carry out multi-tasking duties both in immediate and longer-term situations;
- Increasing enrolments across Years 7-12;
- Students transitioning to the College Transition well across all year levels.

SELECTION CRITERIA

Nazareth College, Noble Park North, recognises and values the unique gifts, talents and experience of each applicant. The criteria listed below will inform the selection process:

1. Support of the Vision and Mission statements of our learning and faith community;
2. A commitment to the Catholic ethos of the College and recognition of the role of all leaders;
3. Capacity to provide leadership characterised by lateral thinking, innovation and a willingness for ongoing improvement and to embrace change;
4. The Transition Coordinator needs to be professionally competent in teaching, administration and pastoral care;
5. Demonstrated ability to foster relationships with Feeder Parish Primary Schools;
6. Support staff as they endeavour to support the academic, social, and spiritual needs of students transitioning to the College;
7. The ability to communicate effectively and positively, ensuring productive interchange and professional conversation with the College Community regarding Transition;
8. Proven ability to demonstrate initiative, prioritise workload, set goals and achieve targets;
9. Well developed organisational and interpersonal skills including a demonstrated ability to work effectively, independently and collaboratively in a team environment. including the ability to manage information and correspondence with confidentiality, discretion and diplomacy with staff, students, parents/guardians and key stakeholders;
10. Commitment to the promotion of restorative and PBS practices and processes;

11. Sound understanding of Child Safe Standards and Mandatory Reporting requirements as they apply to Nazareth, and a strong commitment to providing a child safe environment;
12. An understanding of the cooperative teaching connections between pastoral, academic, social, spiritual, cultural, sporting and creative factors that work together to provide a dynamic learning community committed to the wellbeing of the whole person;
13. Commitment to ongoing personal and professional development and learning;
14. Demonstrable understanding of the AITSL Standards;
15. Registered Teacher in Victoria (or eligible for registration);
16. Accreditation to teach in a catholic school (or working towards);
17. Qualifications in the area of student wellbeing is desirable;
18. First Aid certificate – level 2 (or willingness to obtain);
19. Anaphylaxis Awareness training (or willingness to obtain);
20. Non-Government Schools Protecting Children Mandatory Reporting and other Obligations Certificate;
21. Have the ability to promote the cultural safety, participation and empowerment of students and their families identified as vulnerable, students with a disability, linguistically and culturally diverse students and Aboriginal and Torres Strait Islander students.

KEY ORGANISATIONAL RELATIONSHIPS

<u>INTERNAL</u>	<u>EXTERNAL</u>	<u>MEETINGS</u>
Principal Deputy Principal Heads of House Pastoral Teachers Subject Teachers Students Counsellor First Aid Officer Student Support Staff Learning Diversity Team	Parents Support Agencies Primary Schools Feeder Parishes	Transition Meetings

TENURE, CONDITIONS AND REQUIREMENTS

CLASSIFICATION:	POL 1 8 x 75-minute periods per 10-day cycle
TENURE	Two- or Three-Year appointment (Successful candidate will choose) 2021 – 2022/2023
APPRAISALS	Annual Review Meeting
ENTITLEMENTS	Entitlements under the <i>Victorian Catholic Education Multi Enterprise Agreement 2018</i> (or its successors)
REQUIREMENTS	Victorian Institute of Teaching – Full Registration CECV Accreditation to Teach in a Catholic School Criminal Record Check/VIT/Valid Working with Children Check

EMPLOYEE ACKNOWLEDGMENT

I (the undersigned) have read and understand the content of this position description and undertake to meet the key accountabilities in an appropriate manner.

Name:

Signature: Date:

Authorised by Principal or Representative

Name:

Signature: Date: