



FINTONA

YEAR 10 COORDINATOR

Reports to: Deputy Principal/Head of Senior School

Member: Wellbeing Team

Responsible to: Principal

Time Fraction: approx. 0.2FTE for the role

“Fintona is a school dedicated to the education of young women, encouraging girls to think for themselves and to have concern for others”

Annie Hughston, Founding Principal, 1896 - 1935

ABOUT US

Fintona is an independent, non-selective, non-denominational day school renowned for its distinct and challenging approach to academic excellence. Fintona celebrates learning across a wealth of disciplines and encourages its students to move beyond their comfort zone to become fearless and adaptable leaders in their chosen field. Our students are connected to their school **community**, have **respect** for self and others and are **compassionate** and **principled**.

Inspired by strong leadership and exceptional teachers; engaged and eager to learn through broad-based rigorous education programs, a Fintona girl will find the confidence to achieve her highest academic and personal aspirations, whatever they may be.

Situated in Balwyn, an inner eastern suburb of Melbourne, the School caters for girls in Prep to Year 12 and offers a co-educational Early Learning program. The current enrolment is approximately 550 students from ELC to Year 12, with major entry points being 3-year old kinder, Year 5 and Year 7.

Our staff of around 140 and our students enjoy magnificent grounds and facilities and are happy, supported, and proud of their school, its reputation, and its traditions.

OUR HISTORY

With a rich history dating back to 1896, we are always mindful of the contribution of those who have gone before us. Miss Annie Hughston, our founding Headmistress, and Miss Margaret Cunningham, our second Headmistress, more than anyone else, positioned Fintona for the modern era.

These remarkable women left a legacy that still endures – the unwavering commitment to an outstanding education for girls in a small school environment.

Today, we honour the commitment and passion of all who have helped shape Fintona. We take pride in getting to know and nurturing every girl so that she can unearth her own version of extraordinary.

Our School motto maintains its driving force today: Age Quod Agis – do what you do well.

GOVERNANCE

The School consists of two legal entities: Fintona - a school limited by guarantee, and Tourmont Incorporated – which acts as a Trustee for the Fund, a Public Charitable Trust established to provide support and assistance to Fintona Girls' School. The Business Manager is secretary to both entities.

The School's Board of Management includes Alumni and parents, past and present. The School Board determines the overall policy for the School and devolves its day-to-day leadership and management to the Principal and the Staff Leadership team. The Business Manager is appointed, by the Principal and a sub-committee of the Board. In all day-to-day matters the Business Manager reports directly to the Principal.

ADMINISTRATION

The members of School Leadership are the Principal, Business Manager, Deputy Principal / Head of Senior School, Head of Middle School, Head of Junior Campus, Head of Learning, Teaching & Development and HR Manager.

This group work together to set School policy, lead staff in meeting the goals of the School's Strategic Plan and manage the day-to-day operation of the School.

POSITION OVERVIEW

The Year 10 Coordinator works with the Deputy Principal/Head of Senior School and as a member of the Wellbeing Team to create a strong sense of team and support for the Year 10 students in their wellbeing and personal development. Leading Year 10, the coordinator will develop programs that enable students to build strengths and insights into how they learn best, who they are emotionally, who they would like to be, and how they understand and relate to others.

KEY RESPONSIBILITIES

WELLBEING AND PERSONAL DEVELOPMENT

- Actively contribute to the maintenance of tone, standards and expected behaviours of the School
- Be the central contact for matters pertaining to Year 10 students
- Meet with students who need advice regarding their personal development or progress within the year level
- Work in partnership with the Deputy Principal/Head of Senior School regarding both individual students and the wellbeing and development needs of the cohort
- Liaise with the School Psychologist regarding concerns
- Support the learning progress and pathways of students
- As a member of the Wellbeing Team, oversee the Year 10 Wellbeing program and co-ordinate a program of activities for Tutor group
- With the Year 9 Coordinator support the School Psychologist in developing and leading the Health & Wellbeing Day

ADMINISTRATION

- Keep records of discussions, meetings, etc. pertaining to students
- Meet with parents to support the wellbeing and development of students
- Support the delivery of training and programming for the Senior Campus Tutor meeting group
- Oversee the transition and orientation of students into Year 10, including students starting outside of regular start times
- Liaise with the Deputy Principal/Head of Senior School and VCE Coordinator to affect the smooth transition into Year 11 and 12

COMMUNICATION

- Ensure an efficient flow of information to all members of the Year 10 Tutor team and Teachers regarding the support and needs of students
- Represent Year 10 at Wellbeing Team meetings
- Support and promote wellbeing and personal development within the community
- Liaise effectively and equitably with all members of the staff
- Establish and maintain respectful collaborative relationships with parents/carers regarding their child/ren's learning and wellbeing

OTHER

- Work closely with the Camps Coordinator in relation to the Year 10 Camp
- Teach an appropriate load as directed by the Principal

PROFESSIONAL LEARNING

- Know the Australian Curriculum personal and social capabilities, and how they relate to student personal development, identifying and planning professional learning needs individually and for the Year 10 Tutor team (as part of the Wellbeing Team)
- Maintain up-to-date knowledge and practice, targeted to professional needs and school priorities around wellbeing and personal development of students
- Engage with colleagues to evaluate the effectiveness of learning and development activities to improve student wellbeing and personal development outcomes

PASTORAL CARE

- Take a caring interest in the students and their welfare, and contribute to the maintenance of tone, standards and general discipline across the School
- Be the central contact for the teaching needs of the students in your allocated classes and other such roles expected of a teacher and leader at the School
- Provide effective communication with students and parents
- On a needs basis, liaise with the appropriate Head of School regarding the social, emotional or academic development of students in your care
- Liaise with the School Psychologist regarding issues of concern with any student in your care

OTHER DUTIES

- Actively supervise students while on Yard Duty, as allocated
- Take replacement classes, as appropriate to your load and as allocated
- Attend staff meetings – Wellbeing Team, Senior School, whole school, and information evenings
- Attend an annual camp
- Contribute to the co-curricular program
- Other duties that are commensurate with the expectations of the role, and as directed by the Principal.

This Position Description is neither an exclusive or exhaustive list of duties and responsibilities. Fintona Girls' School reserves the right to vary this Position Description to meet the changing needs of the School.

KEY RELATIONSHIPS

INTERNAL

- | | |
|--|-----------------------|
| • Deputy Principal / Head of Senior School | • Camps Coordinator |
| • VCE Coordinator | • School Psychologist |
| • Careers Coordinator | • Principal |
| • Year 10 Tutors | |
| • Learning Support Leader | |
| • Head of Learning, Teaching & Development | |

OTHER

- Students and Parents

POSITION REQUIREMENTS

KNOWLEDGE AND SKILLS

The successful candidate will have demonstrated high-level experience and ability to:

- teach and inspire learning,
- lead in a school setting
- motivate a team
- manage others and work well in teams
- utilise ICT in supporting an organisation's workflow and communications
- lead and manage change and / or projects in line with the strategic direction of the School
- maintain confidentiality and trust

The successful candidate will possess excellent:

- problem solving, analytical and thinking skills
- strategic and creative thinking skills
- accuracy and attention to detail in all aspects of their role
- skills in sensitively handling matters of a confidential nature
- organisational and self-management skills, including the capacity to prioritise, meet deadlines and manage time effectively
- negotiation skills and strong interpersonal and communication skills – written and oral
- people management, and team leading and building skills
- stakeholder management skills
- knowledge and experience of matters pertaining to school management, including Human Resources, Governance, Risk and Compliance

The successful candidate will:

- have current knowledge of curriculum, educational trends, best schooling practices and policy developments as they relate to the Education setting
- have demonstrated the ability to promote and support co-curricular activities that build student engagement and enhanced learning opportunities
- have demonstrated success in implementing curriculum planning, school policies and objectives
- be a positive ambassador of the Faculty in all communications with students, parents, teachers and members of the wider community on a range of issues involving core curriculum and co-curricular activities, subject choice, reporting and awards.
- have demonstrated organisational and educational leadership and a record of success in achieving agreed goals in collaboration with others
- have had success in maintaining programs, events or initiatives that encourage student involvement
- possess a broad knowledge of teaching practices, theory and pedagogy, particularly, the Australian Curriculum
- be confident in the application of learning technologies that enhance student learning

- demonstrate the ability to construct and implement a strategic plan associated with the role
- operate as a productive and supportive team player, colleague and mentor
- demonstrate flair, enthusiasm and initiative, as well as the ability to inspire others
- present as a strong and fair role model to staff and students
- be receptive to new ideas, innovative practices and adaptable to change
- possess an approachable, even disposition in carrying out duties with a sense of perspective and balance
- be able to clearly demonstrate a commitment to the provision of an outstanding education for young people

PERSONAL QUALITIES AND CHARACTERISTICS

- Proactive person with excellent organisational, administrative and time management skills
- Possess high level interpersonal skills and the proven ability to build trust, rapport and harmonious and cooperative working relationships at all levels and with all stakeholders
- Highly developed social and emotional intelligence that supports the ability to be flexible and sensitive when working with diverse personalities and changing situations
- Excellent personal presentation and work ethic
- Demonstrated capacity to be a strategic, fair minded professional
- Proven ability to work collaboratively in a similar environment

EXPECTATIONS OF STAFF

- Treat each other (staff, parents and students) with courtesy and respect
- Respect the right of others to learn/work without distraction or disruption
- Take responsibility for their own actions, progress and development
- Proactive in maintaining a safe and clean school environment
- Respect the property of the School and others

GENERAL

- Uphold the ethos and values of the School
- Contribute to and support the strategic directions of the School
- Willing to work additional hours on occasion
- Support all Fintona policies and follow all School procedures
- Strong desire to work in a highly regarded independent girls' school and have an understanding of the importance of this role in facilitating the provision of an outstanding education for the students at Fintona

QUALIFICATIONS / CHECKS

- Relevant tertiary qualification (minimum four-year undergraduate degree)
- Current Victorian Institute of Teaching registration
- Current First Aid certification
- Current Asthma and Anaphylaxis Management certification
- Current CPR certification

WORKPLACE HEALTH AND SAFETY

Employees are responsible and accountable for:

- supporting their health and safety, and that of others, by undertaking their duties in a manner that is positive, proactive and sustainable;
- active participation in events and training that support workplace health and safety;
- compliance with workplace policies and procedures for risk identification, risk assessment and risk control;
- the identification and timely reporting of health and safety risks, accidents, incidents, injuries and property damage at the workplace; and
- correct utilisation of appropriate PPE.

CHILD SAFE STANDARDS

Fintona Girls' School is committed to ensuring that all those engaged in our school promote the fundamental right of children and young people to be respected and nurtured in a safe school environment.

We have zero tolerance of child abuse and expect all of our staff to:

- be aware of, understand and comply with the School's Child Safety Policy and Code of Conduct, including the Child Safe Standards, and demonstrate behaviours in accordance with these;
- be in possession of a current and valid VIT registration;
- respond according to the School's policies and procedures when interacting with children and young people, taking all allegations and concerns very seriously; and
- be committed to providing a safe environment for all children and young people, promoting physical, emotional and cultural safety.

DECLARATION

I, _____ (full name) acknowledge that:

- I have read and understand the Year 10 Coordinator Position Description;
- I have read, understand and signed a copy of the Teacher Position Description, which is also a key part of my role at the school;
- I understand that it is an expectation of all staff at Fintona Girls' School that they will embrace the School Goals, particularly in regard to the School's ethos, values and traditions and the continued development of a culture of improvement and commitment to excellence, in all that they do;
- my behaviours and actions will reflect the ethos and values of the School and will place the needs of the school at the centre;
- this Position Description is neither an exclusive or exhaustive list of duties and responsibilities and is subject to review and modification by the Principal in accordance with the changing needs of the School;
- while the primary responsibilities are articulated, it is expected that I will engage with the wider school community and in School events and activities, playing an ambassadorial role as a representative of the School; and
- this Position Description provides a framework for professional review that will be reviewed prior to the first six months and every year thereafter if the role continues.

Employee Name (print in full): _____

Employee Signature: _____

Date: _____