



Head of Middle School

Position reports to	Deputy Principal
Direct reports	Heads of Year 7 - 9, Middle School teachers
Classification	Teacher, Southern Cross Grammar Enterprise Agreement 2023
FTE	Full-time teaching position, 0.6 FTE (36 periods) time release
Allowance and duration	Level 4 (Senior Leadership) allowance, 3 year duration

Purpose of the Role

The Head of Middle School is a senior position in the School and is responsible for the implementation, coordination, organisation and administration of student care and behaviour programs for the Middle School (Years 7-9). The position promotes the holistic development of each student within a collaborative and integrated learning community, through pro-active, strategic management of student care, wellbeing and behaviour management from Years 7 to 9. The Head of Middle School is a member of the Senior leadership team.

Key Aspects of the Role

Communication and Connection

- Promote a school culture that is founded on positive collaboration with staff, students and parents
- Work closely with the Senior leadership team in managing the behaviour and care of Middle School students
- Communicate effectively with all stakeholders and model effective communication with the school community
- Model and coach the management of critical parent, stakeholder, and broader community concerns
- Work with the Director of Risk and Compliance to coordinate the operation of policies and procedures relating to Child Safe Standards
- Represent the school strategy and values at public events and school functions
- Collaborate with the Head of Operations and lead the Middle School Heads of Year in the management of key school events
- Work with the relevant curriculum leaders to ensure that classroom wellbeing programs support the wider care and behaviour management strategy within the Middle School
- Play a leading role in the implementation of whole staff professional learning relevant to student care and behaviour management



Leadership

- In collaboration with the Learning Enhancement and Diversity team, and the Allied Professional Staff, lead the Heads of Year 7-9 to manage all aspects of student wellbeing and behaviour management
- Lead House Captains to:
 - provide opportunities for student leadership development through student-led activities and initiatives
 - guide and support staff and students in their House to create a learning environment and culture that promotes student learning and connectedness
 - support student leaders in the development and management of all students in their House with a particular focus on respectful relationships, connection, collaboration and belonging across F- 12
 - oversee House Captains appointments

Student Care

- Proactively lead evidence-based management and monitoring of students' social and emotional wellbeing
- Review student care and behaviour management programs to develop the whole person, through working with key staff and agencies
- Chair regular meetings with key staff to coordinate and monitor student care and behaviour initiatives and directions
- Oversee behaviour management using best practice and evidence-based research and methodology
- Facilitate the application and appointment process for Years 7-9 student leadership
- Initiate communication/discussions with parents and teachers in relation to student care and behaviour
- Communicate with families regarding ongoing or serious behaviour issues
- Proactively create opportunities for student community involvement
- In collaboration with the Head of Year 7 and relevant primary and secondary staff, lead the Year 7 Induction and other key transitions in the Middle School
- Coach new and newly qualified teachers in their understanding of Child Safe Standards, Mandatory Reporting requirements, student care and behaviour
- Actively work with the Principal, the Executive and the Senior Leadership team to maintain high levels of child protection, welfare and safety
- Collaborate with the Head of Senior School, Head of Primary and Deputy Head of Primary to ensure there is consistency in the student care program
- Work with the Heads of Learning Areas to ensure a consistent approach to student learning
- Oversee the Homeroom program, with a focus on wellbeing.

Work Health and Safety

Staff are required to:

- take reasonable care for their own health and safety and that of other staff who may be affected by their conduct
- demonstrate an awareness of Work Health and Safety issues, and have a working knowledge of the school's health and safety policies and procedures
- participate in Work Health and Safety related training
- promote a safe working environment by raising work health and safety concerns in a timely manner and reporting any notifiable incident or health and safety matters to the Principal, or OHS committee members.



SOUTHERN CROSS
GRAMMAR

Child Safety

Southern Cross Grammar is committed to creating and maintaining a child safe environment in which students feel safe, and are safe. All staff are required to:

- provide students with a child safe environment
- proactively monitor and support student wellbeing
- have a working knowledge and understanding of the School's Child Safe Policies and Code of Conduct, and any other policies and procedures relating to child safety
- undertake training to maintain compliance with all child safety legislation, standards and regulations.

Key Working Relationships

- Principal and Executive Team
- Senior Leadership
- Heads of Year
- Students, staff and parents/guardians
- Community Stakeholders
- External agencies

Key Capabilities

- A firm commitment to upholding Southern Cross Grammar's Shared Ambition, Purpose and Values
- Strong interpersonal skills and the capacity to develop and sustain productive relationships within and beyond the school community
- Confident in working autonomously and in a team setting to produce quality outcomes for students
- Clear sense of personal accountability
- High level of positive initiative
- Highly effective communication skills with the ability to maintain confidentiality
- Effective time management strategies and the ability to prioritise workload
- Genuine interest in the School, students and the broader school community
- Work attendance outside of ordinary school hours is required where directed to support events, functions and programs
- Genuine interest in the School, students and families in the School Community
- Willingness to undertake other duties as reasonably required by the Principal