ELTHAM HIGH SCHOOL

Student Services Leader

(Education Support 1-4)

INFORMATION PACKAGE

APRIL 2024

Who May Apply

Relevant professionals and teachers with a strong background in student welfare and well-being.

- Applicants must possess Tertiary level qualifications in Counselling or equivalent.
- Have demonstrated direct counselling experience.
- Have a current Working With Children Check.

Desirable:

- Experience working in a secondary school setting.
- Knowledge of some of the well-being needs of students in secondary schools.

TABLE OF CONTENTS:

CONTENT	*PAGE*
Advice to applicants	3
Principal's Welcome	4-6
Student Services Leader Job Description	7-9
Eltham High School Purpose Statement and Values	10
Eltham High School Principles of Teaching and Learning	11-12
Key Selection Criteria	13

ADVICE TO APPLICANTS

Student Services Leader
(Education Support 1-4)
Based in the qualifications and experience of the successful candidate, a special payment in recognition of the leadership responsibilities of the position may be paid alongside the ES 1-4 Salary.

Starting 15 July 2024- Fixed Term – Parental Leave position

Prospective applicants are advised to refer to the school website to access the information package relevant to this position. www.elthamhs.vic.edu.au

All prospective applicants, including those external to the Department of Education and Training, need to be aware that they must visit the "Recruitment Online" website to register their CV and to address the Key Selection Criteria. www.education.vic.gov.au/schooljobs

Preparation of application:
It is requested that applicant prepare their application by:

- addressing each of the Key Selection Criteria within no more than **one** A4 page for **each criterion**;
- including a Résumé / CV;
- providing the names of three referees including **work time** and **after hours** contact numbers.

Submission of application:
In addition to submitting the application via Recruitment Online applicants may wish to forward a printed copy of the application to the school by the closing date.

Selection Panel:
The selection Panel will consist of:

- The Principal
- An Assistant Principal
- A Leading Teacher
- A member of the ES staff.

The Selection Process will involve the following steps:

- Receipt of application by the closing date.
- Short listing of applicants.
- Interview process (applicants may be invited back for a second interview).
- Referee Checks (these may occur prior and /or after the interviews). The panel reserves the right to contact others outside of the list of referees provided by the applicant, with the applicant's permission.
- On making a decision to appoint, a job offer will be made to the successful applicant.

PRINCIPAL'S WELCOME

Welcome to Eltham High School. It is with great pleasure that I introduce our school to you, which has been working with the community since 1926.

Eltham High School is a large secondary school on the urban rural fringe of north-eastern Melbourne. The school's primary focus has always been to enhance student outcomes through the provision of high-quality teaching and learning strategies.

Eltham High School is highly regarded as an educational institution. Its reputation as an outstanding academic school is well recognised within the community and education circles. Students are offered a large number of outstanding co-curricular opportunities including programs in the performing and visual arts and elite sport. Engagement with student leadership initiatives is sustained across all areas and levels of the school.

Over the years Eltham High School has established a tradition through its strong commitment to Inspiring through excellence and social justice.

Eltham High School is a school with high expectations where you feel safe to be yourself and are challenged to think critically, to work independently and in teams, to show leadership and to achieve success along many pathways.

As a learning community we value:

- The Pursuit of Excellence
- Individuality
- Creativity
- Social and environmental responsibility
- Respect for diversity
- Integrity.

Our school motto "Deeds Count" guides our way to achieving our goals.

The tradition we have established continues today through the excellent work of our current staff, a team of very professional and committed teachers and support personnel that I am very proud to lead.

Our students are consistently offered a broad range of opportunities that provide innovative and exciting educational experiences. Strong emphasis is placed on students learning from each other.

Student learning and well-being is the foundation of our school. This is enhanced by the building of positive relationships between all sectors of our community and supported by a sub-school structure with several coordinators at each level (junior, middle and senior); Student Services Leader, Student Support Workers, Careers and Pathways Coordinator, Additional Learning Needs Coordinator, Sick Bay attendant and a series of support personnel.

Eltham High School is an outstanding school in a range of areas including:
Academic Excellence:

- A high performing school.
- VCE results across all studies consistently place Eltham High School amongst the top schools in the state.
- Students gain places in tertiary courses in medicine, science, law, business, health science, the media, humanities, the arts and sport.

Innovation:

- Leading innovation in curriculum and pedagogy through the application of the EHS Instructional Model and an Inquiry model of curriculum delivery.
- Strong links with Melbourne and Latrobe Universities through such programs as In2Science and the Learning Partnership and Swinburne University through the BRAINstem initiative.
- Strong links with the Banyule/Nillumbik Tech School.
- Linking students to experiential learning within their community.
- A notebook program in support of the use of e-learning technologies.

Leadership:

- Creating responsible citizens to lead in the 21st century.
- Developing students as leaders through a wide range of training and responsibilities.
- Identifying students as leaders through formal leadership structures and through the mantra of "Leadership Without the Badge".

Teamwork:

- Great Relationships: Students and staff working together to achieve their best.
- Strong parent and community support enhancing student outcomes.

Building further, our Elite Sports and strong Interschool Sport programs are offered to students across all age groups. Our extensive music program acclaimed as one of the best school bands program in Australia provides not only the opportunity for students to learn an instrument but also to represent our school and community nationally and internationally. The outstanding performance program in Drama continues to deliver acclaimed student performances at a national level. The annual Arts and Technology exhibition further supports the creative talents of both our students and our staff, as does the outstanding student writing program which culminates in the Student Anthology.

To achieve improved student outcomes the staff is engaged in a range of professional development activities. Effective professional development needs to be delivered in a supportive atmosphere; a whole school professional learning strategy is currently in place; in 2006 steps were taken to identify a suitable model for establishing a sustainable Performance & Development culture in the school. The preferred collegiate model, which undergoes consistent review and improvement continues to be implemented as the vehicle for staff development and growth. The ARC (Action Research Communities) process allows our teachers to work collaboratively to improve student learning and growth.

At Eltham High School we are looking forward to the future and its possibilities. We have been successful in receiving a number of facilities building grants allowing the redevelopment and provision of purpose-built facilities and we are looking forward to the future development of our STEAM/Science facilities. Demand for places at the school remains high; we look forward to the future with confidence and excitement.

Vincent Sicari
Principal

ELTHAM HIGH SCHOOL
STUDENT SERVICES LEADER
JOB DESCRIPTION

INTRODUCTION:

The Student Services Leader will be part of a dynamic team of people with major responsibilities across one of a range of areas of the School's ongoing development.

Primarily, the Student Services Leader will lead and co-ordinate the work of the Student Services Team who, together work to assist students who are experiencing varying degrees of difficulty with their academic, social and/or personal life. A crucial aspect of this role is the building of positive relationships with students, staff and parents and with personnel in other educational institutions as well as with a range of external support agencies. The Student Services Leader will facilitate, either personally or through the team, appropriate strategies and the support as required, in order to assist any young person to overcome the difficulties that are preventing them from fully engaging with their learning. The end goal is that all students are supported to achieve success within their educational aspirations. The Student Services Leader will have leadership responsibilities in the enhancement of a student engagement and well-being culture, aligned with the Eltham High School Principles of Teaching and Learning, Core Values and the Deeds that Count.

The successful applicant will be accountable to and report to the Assistant Principal (Empowering Students and Building School Pride) and ultimately to the Principal.

The Student Services Leader will work closely with students, staff, the Executive Leadership team, parents, and the local and wider communities. They will have skilled knowledge of and contribute to system-wide preventative and intervention strategies to support student well-being. To ensure improved learning outcomes, the role will be proactive in the development and implementation of innovative ideas and approaches to student engagement and well-being and respond to identified needs of students, staff, and the school community.

The focus of the role is the provision of outstanding leadership in supporting student well-being within the school. This will be achieved by ensuring that assistance beyond the classroom is available to all students and that where difficulties arise, a coordinated approach to support is employed.

The Student Services Leader will lead the Student Services Team that is responsible for:

- effective monitoring of the progress of individual students
- developing proactive strategies to support student attendance
- maintaining clear and open communication with parents and support personnel
- high level knowledge of and engagement where appropriate, with external agencies
- providing key support in student welfare
- promoting student involvement in a range of activities to enhance student connectedness with peers and the school

- enhancing the involvement of parents in their child's education
- attracting support through the involvement of both the local and wider communities in the school.

The Student Services Leader will exercise judgement and initiative in the delivery of support to resolve problems identified or referred by students (both self-referral and/or by other students), parents and staff to ensure the best possible learning outcomes for the individual. This would be exercised within the broad policy of the school and under the broad supervision of the Assistant Principal (Empowering Students and Building School Pride).

In collaboration with other members of the School Leadership Team, the Student Services Leader will develop and manage a range of strategies in line with the School Strategic Plan, to support students to actively engage with learning irrespective of the difficulties that may confront them, consistent with the school's purpose, values and beliefs.

SPECIFIC RESPONSIBILITIES

The Student Services Leader will:

- respond to student needs in crisis situations.
- develop and implement preventative social and emotional learning programs.
- through case work and/or counselling or referral, support students who are experiencing difficulty academically, socially or in their personal life e.g., school refusers; students who are habitually late; students with behaviour issues; students unable to cope with the demands of the academic program, etc.
- work specifically with students who live independently of their families. These students are at high risk of exiting from school and require regular contact and support.
- coordinate requirements for Out of Home Care and Koorie students including Individual Education Plans, allocation of learning mentors, lead and document Student Support Group meetings every term, and liaison with LOOKOUT.
- provide leadership, direction and support to the Student Services Team, including the Mental Health Practitioner, the Art Therapist, the Student Support Worker, SSSO staff, Visiting Teachers, Careers/Pathways Co-ordinator, Sub-School Teams.
- provide leadership, direction and support to the Additional Learning Needs Co-ordinator, classroom teachers, First Aid attendant and other support staff.
- lead the Student Services Team in overseeing the implementation of School policies in relation to student engagement, learning and well-being to ensure the effective operation of student support structures across the school.
- provide opportunities for regular dialogue amongst relevant groups, including sub-school team members, class teachers, support agencies, parents, students, and a dynamic mix of these.
- liaise with the Assistant Principal (Empowering Students and Building School Pride) regarding the support of staff in student management and restorative practices.
- provide advice to the School Principal and the Leadership Team where appropriate, regarding requirements and strategies for improvement in student learning/engagement.
- co-ordinate student transition across alternative education options e.g. Heidelberg Teaching Unit, Coburg/Brunswick Learning Space, Operation New Start to name a few.

- engage with external organisations including (but not limited to) - Austin and Maroondah CYMHS, Royal Children's Hospital, Headspace, Berry Street, Navigator, Mental Health Services Health Ability, Anglicare, Banyule/Nillumbik Youth Services, Youth Support and Advisory Service (YSAS), local psychologists, youth refuges; Family Planning Australia, Centrelink, Dept. of Health and Human Services, Mandatory Reporting, Child First, Orange Door, drug counselling services and other services as necessary.
- manage the triage system of support (SOCS) and in so doing co-ordinate the appointments of and the referrals to the educational psychologists and the social workers as required.
- co-ordinate the breakfast/lunch program for students in need and maintain regular contact with providers.
- be an active member of local Student Services/Well-being Networks and demonstrate leadership in local initiatives e.g. research on local youth needs, the development of strategies to further support youth in such areas as mental health and well-being, education, accommodation, etc.
- be an active member of a range of teams including Leadership and others as relevant.
- report on student engagement and well-being matters to staff and the school community, as necessary.
- lead the Student Services Team in a range of initiatives to support parents to engage with their child's development and education.
- make a strong commitment to their own professional growth.
- lead the development of team members and facilitate the support of individual team members through the Performance and Development Process.
- have a responsibility for the training and development of the next generation of well-being workers. Supervise trainees in their practicums.
- undertake other duties as required by the Principal.

Who May Apply

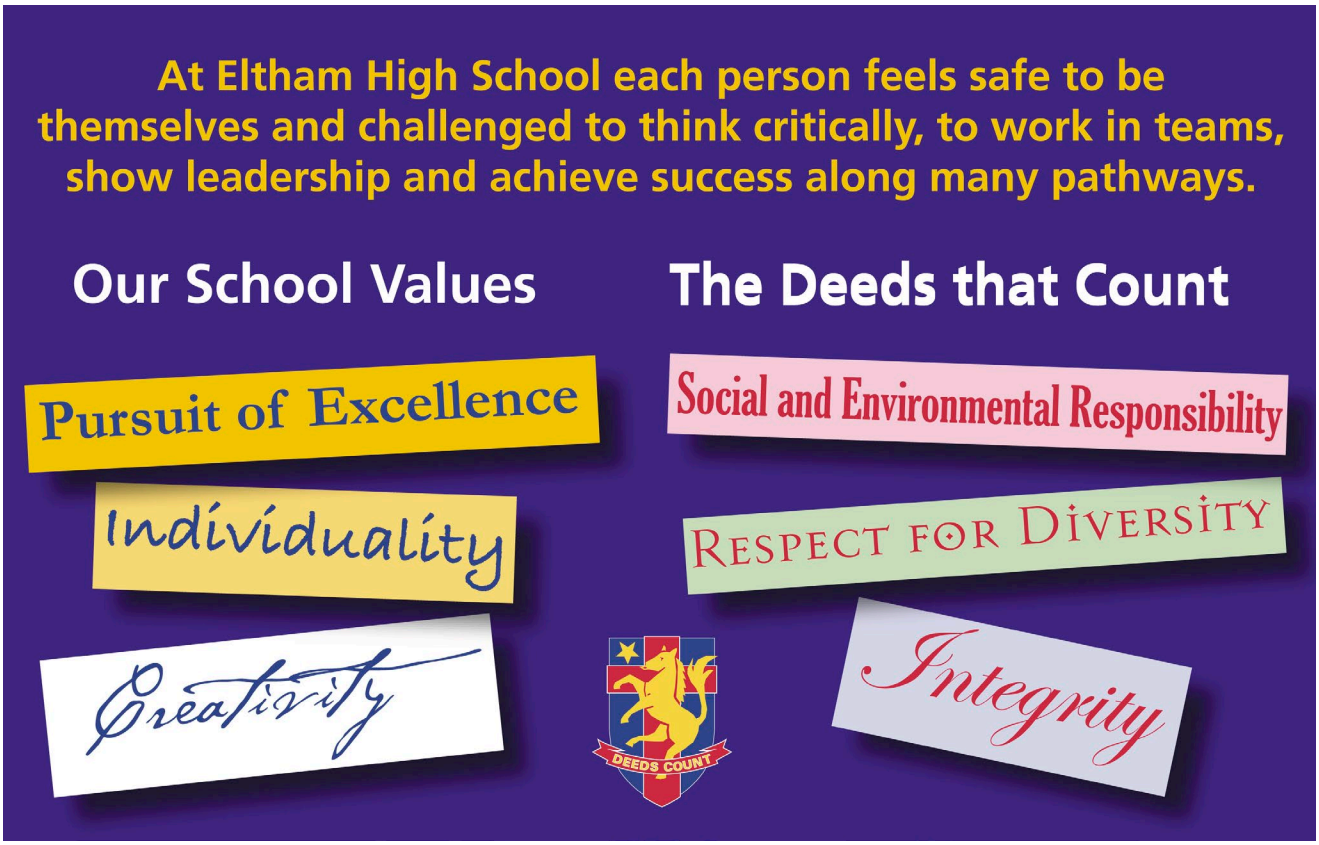
Relevant professionals and teachers with a strong background in student welfare and well-being.

- Applicants must possess Tertiary level qualifications in Counselling or equivalent.
- Have demonstrated direct counselling experience.
- Have a current Working With Children Check.

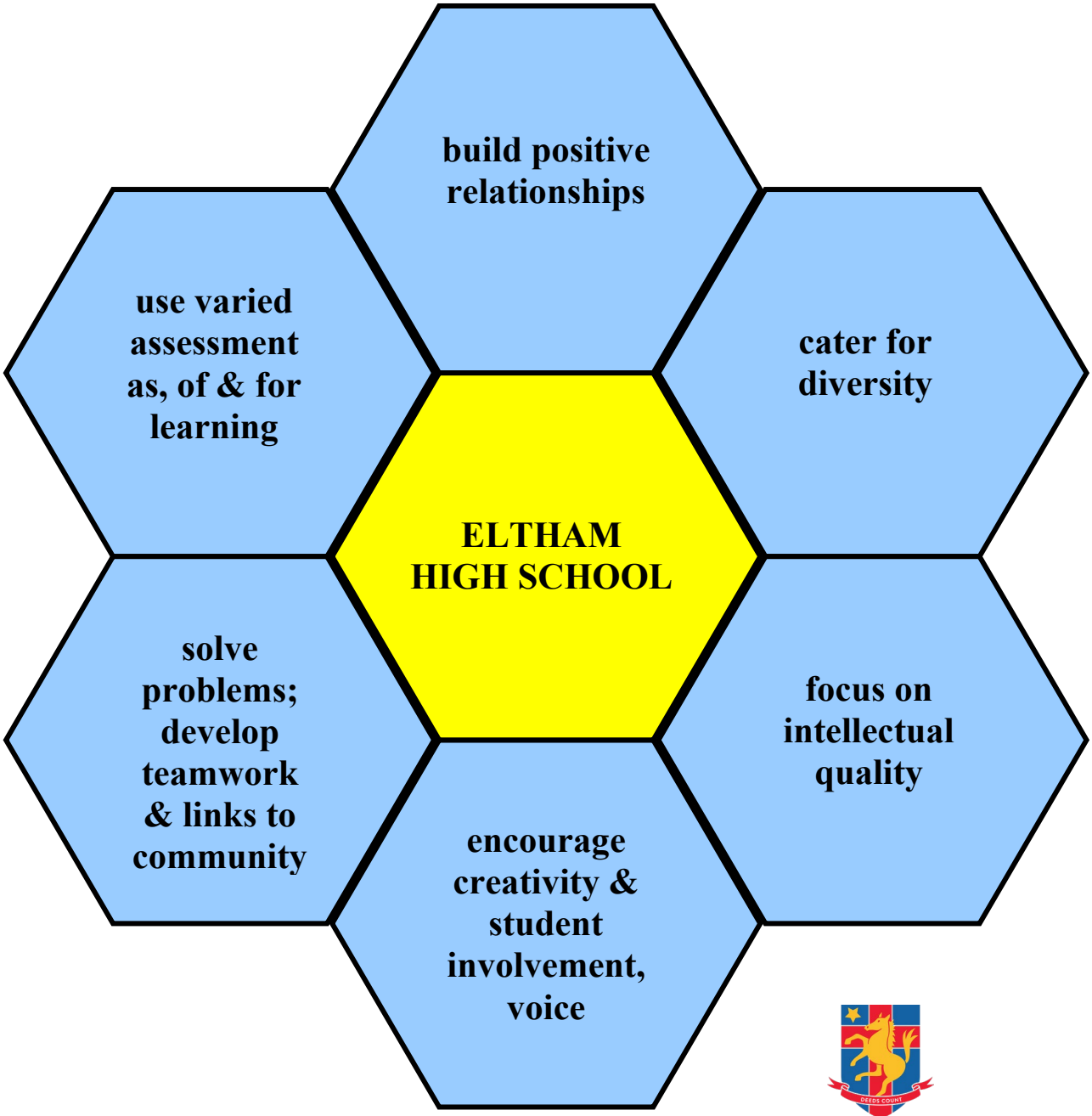
Desirable:

- Experience working in a secondary school setting.
- Knowledge of some of the well-being needs of students in secondary schools.

Eltham High School Purpose Statement and Values:



THE PRINCIPLES OF TEACHING AND LEARNING AT ELTHAM HIGH SCHOOL



ELTHAM HIGH SCHOOL PRINCIPLES OF TEACHING AND LEARNING:

BUILD POSITIVE RELATIONSHIPS:
What strategies do I need to focus on to build effective constructive relationships?

CATER FOR DIVERSITY:
How will we determine where students are along the continuum?
Reference to teaching and learning data.
How will student's different learning styles be catered for?
Enrichment / enhancement / challenges / higher order thinking.
Development of Individual Learning Plans supported by electronic portfolios.

FOCUS ON INTELLECTUAL QUALITY:
What are the deep understandings (key concepts) that need to be gained?
What skills and processes will be taught (including ICT)?
What thinking skills will be focused on?

ENCOURAGE CREATIVITY, STUDENT INVOLVEMENT & VOICE:
How will creativity be encouraged?
What choice will students have within the activities & assessment tasks?
How will student's learning goals be negotiated, monitored and evaluated?

SOLVE PROBLEMS, DEVELOP TEAMWORK & COMMUNITY LINKS:
Why will students see this learning as relevant now and in the future? What real life issues will be explored?
Links between innovation, creativity, resourcing and problem solving.
How will students be able to show leadership, work in teams?
How will students be actively involved?
How can we link the students to the community?

USE VARIED ASSESSMENT "AS, OF & FOR" LEARNING:
What samples and modelling need to be provided for assessment?
How will students demonstrate their knowledge and skills:

- as learning
- of learning
- for learning

How will rubrics be used?
On demand assessment.
The value of feedback.
How will success be acknowledged and celebrated?

Key Selection Criteria

Applicants must be able to satisfy the following Key Selection Criteria.

Applicants are reminded to address the dot points under each of the following criteria within no more than **one** A4 page for **each criterion**.

1. Demonstrated experience in the coordination and delivery of positive, proactive, and preventative programs or groups to promote positive health and wellbeing.

2. Demonstrated experience in the delivery of professional therapeutic interventions for students in response to an identified need.

3. Demonstrated ability to provide professional leadership, collaboration with, and guidance for a team of wellbeing professionals.

4. Demonstrated understanding of common approaches, policies, and research relating to student mental health, wellbeing, and engagement.

5. Highly developed communication and interpersonal skills, including the ability to work collaboratively and network with the wide range of people within the education and wider community.