GEELONG LUTHERAN COLLEGE

Position Description

Student Engagement Leader (Assistant Head of Primary)

Position Title	Student Engagement Leader (Assistant Head of Primary)
Reports To	Head of Primary
College Objective	At Geelong Lutheran College, all staff are expected to support and uphold the Christian ethos of the College and demonstrate respect, cooperation and teamwork in their relationships with colleagues, students, families and the wider College community. Staff are expected to model Christian values through their words and actions and contribute positively to the spiritual, educational and pastoral life of the College. The effectiveness of Christian education relies on the professionalism, integrity and commitment of all staff working collaboratively with the Principal, Heads of School, colleagues and the College Board. Staff are expected to uphold College policies, Lutheran teachings, and the ethos, culture and traditions of Geelong Lutheran College.
Position Objective	The Student Engagement Leader is a member of the Primary Leadership Team and works closely with the Head of Primary to foster a safe, inclusive and engaging learning environment for students across Prep to Year 6. The position provides leadership in student engagement, behaviour, restorative practice, pastoral care and wellbeing, supporting a consistent whole-school approach to student care and development. The Student Engagement Leader takes a proactive and preventative approach to student engagement while also providing leadership and support in responding to individual and complex student needs. As a member of the Primary Leadership Team, the Student Engagement Leader contributes to the strategic priorities of the Primary School and supports the broader mission, vision and strategic direction of the College.
Position Overview	The Student Engagement Leader provides leadership and operational oversight of student engagement, behaviour, restorative practices and pastoral care across Prep to Year 6. The role supports the development of a positive, safe and inclusive Primary School culture where students feel known, supported and connected to their learning and community. Working collaboratively with the Head of Primary, Head of Wellbeing, Inclusive Education Leader, teachers, support staff, students and families, the Student Engagement Leader will: • strengthen student engagement, wellbeing and belonging; • lead consistent approaches to behaviour management and restorative practice; • support staff in responding to behavioural, social and emotional needs; • coordinate student support and intervention processes; • promote student voice and leadership; • use wellbeing, behaviour and attendance data to identify trends and inform interventions; • contribute to staff capability and consistency of practice; and • support the effective day-to-day operation of the Primary School.

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Position Description

Student Engagement Leader (Assistant Head of Primary)

	The Student Engagement Leader is expected to have a strong understanding of primary-aged student development, contemporary wellbeing and behaviour practices, and trauma-informed and inclusive approaches to education. The role reports directly to the Head of Primary. **Key Working Relationships** The Student Engagement Leader will develop and maintain effective working relationships with: • Principal • Head of Primary • Head of Wellbeing • Director of Teaching & Learning • Inclusive Education Leader – Primary • Teaching & Learning Leader • Chaplain • Primary teaching and support staff • Students and families • Other College staff as required The leadership appointment is for one year with the possibility of a further 1 year extension, with an appraisal and probationary review after six months. Remuneration will be in accordance with the Lutheran Education (Victorian Schools) Multi-Enterprise Agreement 2023 and the applicable College leadership arrangements.
Expectations, Duties and Responsibilities	**Christian Leadership** • Model servant and transformative leadership in Christian education to support the spiritual, moral, and holistic development of secondary staff and students. • Promote a safe, respectful, and inclusive environment aligned with the College's child safety policies. • Actively contribute to the Christian life of the College, including devotions, worship and other opportunities that support the integration of faith and learning. **Pastoral and Operational Leadership** • Work with the Head of Primary and Inclusive Education Leader to establish priorities, goals and intended outcomes relating to student wellbeing, engagement and behaviour. • Provide leadership and oversight of student wellbeing, engagement, student voice and student leadership across Prep to Year 6. • Collaborate with the Head of Primary, Head of Wellbeing and Chaplain to implement, strengthen and review Primary pastoral care initiatives. • Develop and lead proactive initiatives that strengthen student connection, belonging, engagement and positive participation in College life. • Maintain a visible and active presence across the Primary School, including at devotions, assemblies, student events, camps, excursions, incursions, performances and extracurricular activities as appropriate. • Promote the College values of Wisdom, Honour and Purpose through interactions with students, staff and families.. **Primary Care Team and Student Support Oversight** • Coordinate and support the work of the Primary Care Team. • Facilitate appropriate case discussions and coordinated responses for students requiring additional wellbeing, behavioural or engagement support. • Collaborate with relevant staff in the development, implementation and review of

individual student support, behaviour and accommodation plans.
- Support classroom teachers to identify and respond to emerging student wellbeing, attendance, engagement and behavioural concerns.
- Use available student data, including attendance, behaviour and wellbeing data, to identify trends and inform targeted support and interventions.
- Work collaboratively with the Inclusive Education Leader and other relevant staff to ensure student support is coordinated, appropriate and responsive.

Restorative Practice and Behavioural Standards
- Lead the implementation, ongoing development and consistent application of restorative practices across Prep to Year 6.
- Promote consistent, developmentally appropriate approaches to student behaviour and relationships.
- Support and build staff capability in restorative conversations, behaviour support and responding to challenging student behaviour.
- Facilitate restorative meetings involving students, staff and families where appropriate.
- Support teachers in developing and implementing behaviour support and student success plans.
- Lead the response to more complex or escalating student behaviour matters in collaboration with classroom teachers, families and the Head of Primary.
- Ensure significant or complex matters are appropriately documented and escalated in accordance with College policies and procedures.
- Champion the GLC Way, supporting its consistent implementation, review and ongoing development across the Primary School.

Student Voice and Leadership
- Lead and support student leadership and student voice opportunities across the Primary School.
- Develop opportunities for students to contribute meaningfully to school life, decision-making and community initiatives.
- Support the development of student leadership skills, responsibility and positive citizenship.
- Coordinate training and support for student leaders as appropriate.

Trauma-Informed and Inclusive Practice
- Promote trauma-informed, inclusive and strengths-based approaches when supporting students.
- Work collaboratively with the Inclusive Education Leader, Head of Wellbeing and teaching staff to support students with disability and additional learning, behavioural, social or emotional needs.
- Assist staff to understand how trauma, disability and other individual circumstances may influence student behaviour, engagement and participation.
- Support approaches that promote safety, predictability, connection, resilience and meaningful participation in school life.
- Promote reasonable, individualised and developmentally appropriate responses that support student engagement and inclusion.

Leadership and Staff Collaboration
- Foster a collaborative culture where student wellbeing, engagement and behaviour are recognised as shared responsibilities.

	• Provide practical guidance, coaching and support to staff in responding to student engagement and behaviour matters. • Contribute to relevant staff professional learning relating to restorative practice, behaviour, student engagement and wellbeing. • Work collaboratively with members of the Primary Leadership Team to support consistent expectations and practices across the Primary School. • Contribute constructively to Primary Leadership Team discussions, planning and decision-making. **Student Records, Data and Communication** • In collaboration with the Head of Primary, support consistent and appropriate recording of student engagement, behaviour and wellbeing information within SIMON. • Support staff to maintain accurate, factual and timely student records. • Ensure relevant information is communicated appropriately to staff, families and other stakeholders where required. • Monitor student engagement, attendance, wellbeing and behaviour information to identify trends and areas requiring intervention. • Maintain appropriate confidentiality and privacy when managing sensitive student and family information. **Other Responsibilities** • Perform other duties reasonably associated with the position as required by the Principal and/or Head of Primary. • Participate in relevant College meetings, professional learning, events and activities. • Comply with all College policies, procedures and expectations relating to child safety, workplace health and safety, privacy and professional conduct. This Position Description is intended to outline the key responsibilities and expectations of the role. It is not intended to be exhaustive and may be reviewed and amended from time to time to reflect the operational and strategic needs of the College.
Supervisory and Leadership Responsibilities	The Student Engagement Leader has leadership and oversight responsibilities in relation to: • restorative practice implementation and development; • consistent Primary behaviour responses; • student leadership and student voice; • coordination of student wellbeing support through the Primary Care Team; • implementation and development of the GLC Way; • relevant staff professional learning and capability building; • student engagement and pastoral initiatives; and • support for significant Primary events and activities as required.
Key Selection Criteria	*These selection criteria will form the basis to assess applicants for short-listing:* 1. **Christian Leadership and Community Engagement** Demonstrated capacity to model Christian values and servant leadership, contribute positively to the Christian life of the College, and foster respectful, inclusive and child-safe relationships with students, staff and families. 2. **Student Engagement and Pastoral Care** Demonstrated experience in supporting the engagement, wellbeing and pastoral needs

	of primary-aged students through proactive initiatives, targeted intervention and responsive student support. 3. **Restorative Practice and Behaviour Leadership** Demonstrated knowledge and experience in restorative practice and positive behaviour approaches, with the capacity to support staff in managing complex student behaviour and establishing consistent, developmentally appropriate expectations. 4. **Leadership, Collaboration and Staff Capability** Demonstrated ability to work collaboratively as part of a leadership team and build staff capability through coaching, guidance, professional learning and consistent practice. 5. **Operational and Data-Informed Practice** Strong organisational and operational skills, including the ability to use student wellbeing, attendance, behaviour and engagement data to identify trends, inform interventions and support effective decision-making. 6. **Trauma Informed/disabilities practice** Demonstrated knowledge and application of trauma-informed, inclusive and strengths-based practices, including experience supporting students with disability and diverse learning, behavioural, social and emotional needs. 7. **Communication and Relationship Management** Highly developed interpersonal and communication skills, with the ability to build positive relationships with students, families and staff and manage sensitive or complex matters calmly, professionally and respectfully. 8. **Child Safety and Professional Practice** Demonstrated commitment to child safety, student wellbeing and professional practice, including an understanding of the responsibilities of staff working within a contemporary Victorian school environment.
Classification	**Terms and Conditions:** Please refer to the Lutheran Education (Victorian Schools) Multi-Enterprise Agreement 2023 **FTE:** 0.6 (with the possibility of 0.4 FTE teaching position) **POR:** Level C.2 **Tenure:** 1 year **Location:** Geelong Lutheran College

STATEMENT OF COMMITMENT TO CHILD SAFETY

Geelong Lutheran College is committed to being a Child Safe organisation. Geelong Lutheran College has a zero tolerance for child abuse and is committed to acting in children's best interests and in keeping them safe from harm. Geelong Lutheran College regards its child protection responsibilities with the utmost importance and as such, is committed to providing the necessary resources to ensure compliance with all relevant child protection laws and regulations and maintain a child safe culture.

Geelong Lutheran College is an Equal Opportunity Employer