



Head of Year (Middle School)

TITLE:	Head of Year (Middle School)
EMPLOYMENT STATUS:	Tenured Higher Duties position
TENURE PERIOD:	4 May 2026 until 31 December 2028
AWARD/AGREEMENT:	Scotch Oakburn College (Teachers) Agreement
HDA BAND LEVEL:	2
HDA BAND RANGE:	6-12
OTHER DISCRETIONARY:	1. Time release of approximate FTE 0.30
REPORTS TO:	2. Head of Penquite Campus – Middle
LOCATION:	3. Penquite Campus (Middle School)
MANDATORY CLEARANCES:	1. Teacher registration (or ability to be registered with) the Tasmanian Teacher Registration Board (TRB) 2. Working with Vulnerable People (Children) Registration First aid qualification (HLTAID012)

The College:

Scotch Oakburn College is an independent, open entry day and boarding school of approximately 1,300 students from Early Learning through to Year 12, in association with the Uniting Church in Australia. Through the provision of academic, pastoral, and co-curricular programs, the College provides a holistic education designed to prepare students for their future.

Our College has three campuses:

- **Elphin Campus**, located in the inner eastern suburbs of Launceston and home to our Junior School (Early Learning Centre and Years Prep to 5) as well as our Boarding House students who come to us from intrastate, interstate and international locations.
- **Penquite Campus**, located 2.5km from our Elphin Campus and home to our Middle School students (Years 6 to 8) and Senior School students (Years 9 to 12).
- **Valley Campus**, located in the Fingal Valley just over an hour's drive from Launceston and the hub of our Education Outdoors and Environment Centre.

Scotch Oakburn College is one of 250 Round Square schools that span 50 countries around the globe. Round Square schools are committed to character education and experiential learning built around the six IDEALS of International Understanding, Democracy, Environmental Stewardship, Adventure, Leadership and Service.

The Role:

The Head of Year is responsible for the smooth and effective day-to-day administration and support of the Year 7 and Year 8 cohort on bi-annual rotating cycle. This role encompasses both the management and coordination of students and staff within the year level. The Head of Year is expected to provide a high standard of pastoral care and individual support to each student, while fostering positive and professional relationships with staff and parents. They are also responsible for designing, organising, implementing, and overseeing year-specific programs and events that promote healthy relationships within the cohort and align with the College's vision and mission.



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Key Responsibilities:

Year Level Cohort and Program Leadership:

- Lead, model and maintain the values and philosophy of the College, as manifest through student and staff culture, engagement and conduct.
- Responsible for leading the day to day running and ongoing development of the program ensuring the unique character of the program remains authentic.
- Development of a thematic approach and identity for the respective Year Level Program.
- Responsible for the planning of events, projects and activities relevant to the program, including excursions, camps (excluding Education Outdoors), incursions and other experiences. This includes:
 - Year 7: World Peace Game, SOC2City/ SOC2Country.
 - Year 8: Peer Leaders, Year 8 Wellbeing Days and Explore Year 8 (EY8) Community Service.
- Collaborate with the Director of Learning & Teaching - Penquite, and Heads of Department, to develop the curriculum, in relation to adolescent education and in ways that promote the unique nature of the Program curriculum offering.
- Lead the overall pastoral care and welfare of the students in the Year Level.
- Be familiar with best practice in the area of inclusive student care and welfare, in particular the principles of positive behaviour support, respectful relationships and restorative practices.
- Regularly communicating with stakeholders (students, parents, College personnel) to affirm student growth and to collaborate in addressing issues of concern.
- Support teachers in the administrative and pastoral care of students in their year level, ensuring an inclusive environment.
- Provide a presence in the school yard, in particular high traffic areas and peak student gathering times, to promote positive behaviours.
- Induct new students into the year level and attending to their administrative needs, including supporting visiting Round Square Exchange students.
- Disseminate news within the year level, particularly students' achievements, and general notices.
- Lead a positive culture of learning, innovation and change that translates into clear and effective strategies.
- In collaboration with the Deputy Head of Middle School manage and oversee a team that supports the respective Year Level students.
- Organise, plan and coordinate cohort functions and events linked to the Year Level Program (e.g. Grandparents and Friends Day – Year 7).
- Liaise with the Head of Faith & Community to provide Year Level service-learning opportunities.
- Attend various College events.
- Other duties as assigned by the Head of Penquite Campus – Middle or Principal.

Pastoral Care Responsibilities:

- With the support of classroom teachers and Mentors manage Level 1 and Level 2 behavioural matters.
- Collaborate with the Deputy Head of Middle School (Year 6-8), the Director of Wellbeing – Penquite and other key staff on significant pastoral or wellbeing matters (Level 3 and 4).
- Liaise with the Deputy Head of Middle School (Year 6-8) to monitor the holistic wellbeing of respective Year Level students.
- With the support of the Director of Wellbeing – Penquite, and the Middle School Social Emotional teacher, help plan and oversee the efficiency of the respective Year Level Social Emotional Learning Program.
- With the support of Mentors, monitor the academic performance of each student in the respective Year Level.



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- With the support of Mentors, monitor absenteeism of students in the respective Year Level.
- Monitor trends occurring within the cohort and develop and implement strategies to ensure these are addressed appropriately.
- Ensure your availability to parents, by appointment, when necessary.
- Assist all staff to ensure each student's uniform, demeanour, lockers, and actions support the defined expectations of the College.
- Facilitate the development of leadership opportunities within the cohort.

Student Wellbeing:

- Ensure appropriate student development and social, emotional, spiritual, intellectual and physical wellbeing needs are provided.
- In collaboration with the Director of Wellbeing – Penquite, the Deputy Head of Middle School and the Middle School Social Emotional teacher, ensure an effectual pastoral care structure is provided to support, extend and nurture the needs of students across the Middle School.
- Support the Director of Wellbeing - Penquite to implement the various student wellbeing and support operations of the Middle School, providing leadership and support as required.
- Ensure the College provides its duty of care to all students, and that appropriate health and safety measures are in place across the Middle School.
- Oversee and support staff with mandatory reporting obligations.
- Maintain high standards of student self-regulation with respect to discipline, dress and general behaviour.

Administrative Responsibilities:

- Attend meetings with Head of Penquite Campus - Middle, Deputy Head of Middle School (Year 6-8) and other Middle School staff as scheduled in the College Calendar.
- Gather and distribute information to Middle School staff in a timely manner.
- Ensure relevant teaching and administration staff are kept up to date on appropriate matters relevant to students or events within the cohort.
- Develop and communicate a variety of organisational strategies to staff as required.
- Ensure that the College's expectations regarding the entering and monitoring of Pastoral Notes via the Dash are met.
- Supervision at Penquite and Middle Schools Assemblies of Year Level students.

Level of Accountability:

Performance of the role must be undertaken with the highest of integrity, in accordance with the College Delegations of Authority. This is a highly autonomous role, with limited direction provided on a day-to-day basis. Guidance and advice are available from the Head of Penquite Campus – Middle and Principal as required.

All tasks must be completed within required timeframes, to a high standard. Actively engaging in reflective practices and receiving feedback is required to promote continuous improvement and to lead individual professional development objectives. This role is accountable for the supervision and performance of direct reports, and to an extent, that of all Middle School staff.

Organisational Relationships:

Reports to: Head of Penquite Campus – Middle

Key Internal Relationships: Deputy Head of Middle School
House Heads



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Deputy House Heads
Heads of Year
Director of Wellbeing – Penquite
Director of Teaching & Learning – Penquite
Heads of Department
Head of Experiential Learning
Head of Co-Curricular Operations
Co-curricular leaders
Head of Faith & Wellbeing
Middle School Social-Emotional teacher
All teachers

Direct Reports: Year Level Mentors

Leadership Teams: Middle School Leadership Team

Skills and Attributes:

Ability to demonstrate the following skills:

- Authentically promote the College's Values.
- Maintain confidentiality and sensitivity to the highest level.
- Create and lead a positive and supportive culture.
- Create and enable a high functioning and effective learning environment.
- Collaborate with others, especially in a professional learning community.
- Lead, motivate, coach and mentor others in pursuit of performance goals.
- Initiative and self-directed, with strong organisational skills.
- Committed to best practice and continuous improvement.
- Excellent written and verbal communication skills.
- Deliver and receive constructive feedback with staff, students and parents.
- Strategic thinking and planning, including well-developed analytical and research skills.

Safeguarding Children and Young People:

As an employee of Scotch Oakburn College, you are required to adhere to our Staff Code of Conduct, accessible on The Dash, which outlines behaviour standards aligned with safeguarding children and young people.

Your responsibilities include providing a safe and welcoming environment for children and young people, acting as a positive role model, ensuring positive and safe interactions, and providing adequate care and supervision. Through the performance of their roles, all staff are required to promote the safety and well-being of children and young people in our care, and report suspicions or disclosures of abuse or policy breaches to management.

Additionally, during your employment with the College you are required to maintain valid Working with Vulnerable People documentation and undergo periodic national criminal history record checks. You are also obligated to report to College management any criminal charges or convictions received during employment that may pose a risk to children and young people.

Work Health and Safety:

Scotch Oakburn college is committed to achieving the highest attainable standards of Work Health and Safety (WHS) for its staff, students, and visitors. As a member of staff, you will be required to:

- take reasonable care of your own health and safety,
- take reasonable care that your acts or omissions do not adversely affect the health and safety of other persons,
- comply, so far as you are reasonably able to, with any reasonable instruction provided by the College to allow the College to comply with the Work Health and Safety Act,



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- co-operate with any reasonable policy or procedure of the College relating to health or safety, and
- report any injury, hazard, near miss or incidents and losses as soon as they are detected using the College's incident and accident reporting system.

Knowledge and Experience:

Demonstrated experience is required in:

- The ability to organise and deliver programmes and events applicable to an entire cohort.
- The ability to develop the College's strategic vision within the cohort.
- The ability to display a positive and supportive outlook, and to develop within the cohort a climate of trust, support, and mutual respect.
- Sensitivity and understanding of the needs and behaviours of all students.
- The ability to reflect on one's leadership style of the cohort as an example that is appropriate for students of the respective Year Level, including service to others, tolerance, patience, and a value of individual differences.
- A depth of maturity, good judgement, and discretion in all matters relating to the students and their families.

Key Selection Criteria:

1. Ability to assist each student to develop and feel a sense of belonging to the College community.
2. Ability to work collaboratively with other staff to develop a cohesive Middle School pastoral care program.
3. Understanding of the specific academic, social and pastoral needs of adolescents and particular enthusiasm for working with this age group.
4. Ability to maintain ongoing communication with parents about their child's wellbeing/ progress and work constructively to resolve any concerns that may arise.
5. An understanding and commitment to the College's policies in relation to Child Safety.
6. Demonstrated ability to provide dynamic and proactive educational leadership in a co-educational environment.
7. Demonstrated ability to inspire commitment and enthusiasm amongst staff in developing a professional learning community.
8. Demonstrated skills to lead and manage in a consultative and collaborative way, to encourage teamwork and be part of a committed team.
9. Demonstrated capacity to provide innovation in education.
10. Proven ability and acknowledgement of being an outstanding classroom teacher.
11. Demonstrated high-level interpersonal and communication skills.
12. Demonstrated commitment to personal professional learning.
13. Demonstrated depth and breadth of understanding of current theory in teaching and learning pedagogy and pastoral welfare.
14. Demonstrated depth and breadth of understanding of learning technologies and their application to enhance learning.