Stage 3 Coordinator

POSITION DESCRIPTION

<table>
<thead>
<tr>
<th>Position:</th>
<th>Stage 3 Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Immediate Supervisors:</td>
<td>Assistant Principal – Head of Primary</td>
</tr>
<tr>
<td>Subordinates:</td>
<td>Teachers within Year 5 and Year 6</td>
</tr>
<tr>
<td>Award/Agreement:</td>
<td>Independent Schools NSW (Teachers) Multi-Enterprise Agreement 2011-2014</td>
</tr>
<tr>
<td>Classification:</td>
<td>TBA</td>
</tr>
<tr>
<td>Release from Teaching:</td>
<td>Refer to the School Principal</td>
</tr>
</tbody>
</table>

The Position:

The Stage 3 Coordinator is considered to be the academic and pastoral care leader of the School for Year 5 and Year 6. The primary focus of the role is to provide academic and pastoral care leadership to ensure that all students excel. Additionally, the Coordinator has the following responsibilities.

- Translating the goals and mission of the School into measurable key academic and pastoral outcomes.

- Supporting the development of Lindisfarne Anglican Grammar School as a learning organisation for both staff and students. That is, an organisation that not only provides opportunities for learning but reflects deeply on its mission and learns to improve.

- Management and development of all academic and pastoral requirements for Year 5 and Year 6.

- Provide strategic leadership for all Year 5 and Year 6 staff to ensure the School maintains its academic and pastoral excellence.

- Continued development and management of a Pastoral Care program specifically targeted at Year 5 and 6 students to assist in their transition to High School.

Helping Students Excel
Responsibility 1
Responsibilities related to the Lindisfarne Anglican Grammar School Mission and our educational approach titled the Lindisfarne Learning Framework

• You must take steps to engage students, staff, and community in helping shape, and come to ‘own’, the mission and the principles of the Lindisfarne Learning Framework.

• Identify opportunities for the mission and the Lindisfarne Learning Framework competences and accomplishments to be embedded within the curriculum.

• Determine how the Lindisfarne Learning Framework and teaching programs will be assessed within Year 5 and Year 6 with the assistance of the teaching staff.

• Work with the Year 5 and Year 6 teachers to identify observable indicators in teaching and classroom programs that demonstrate the desired outcomes are receiving proper attention.

• Identify and implement evidence-based, authentic, pedagogy across both year levels.

Responsibility 2
Responsibilities related to an Engaging, Contemporary Curriculum

• Manage the academic requirements of the National Curriculum to assist Year 5 and Year 6 teachers to discern the outcomes worth prioritizing for student understanding and the direction needed for student inquiry into those outcomes.

• Ensure all Year 5 and Year 6 teachers scrutinise the outcomes of the National Curriculum as a basis for identifying the most effective learning strategies needed to provide evidence of students' understanding and their ability to apply the learning identified by the National Curriculum. Assist teachers to identify cornerstone learning tasks and to select and develop relevant rubrics.
• Collaborate with teachers in adopting e-Learning strategies within their classrooms, so as to enhance the teaching and learning outcomes.

• Identify trends in ICT software, curriculum, teaching strategies and new resources.

Responsibility 3

Responsibilities related to Assessment

• Manage the Year 5 and Year 6 Assessment Program.

• Ensure that all Year 5 students are fully aware and prepared for the requirements of NAPLAN assessments.

• Ensure that assessments involve higher-order thinking and explanation, not simple recall questions.

• Manage the "critical friend" teacher peer reviews of curriculum units, course maps, teacher-developed lessons, cornerstone assessments, and companion rubrics.

• Ensure curriculum units of work are designed from the start to cater for the diverse needs of learners. This includes ensuring:

  • Teachers represent information in multiple formats and media.
  • Teachers provide multiple pathways for students action and expression.
  • Teachers provide multiple ways to engage students interest and motivation.
  • Teachers use effective ICT strategies in their classroom delivery.
Responsibility 4

Responsibilities related to Results (Gap Analysis)

• Manage the Year 5 and Year 6 school student portfolio process, in particular the academic aspects, and develop a continued improvement plan.

• Ensure that every teacher understands that their job is to work toward the mission and goals by identifying and working on closing the inevitable gaps between:
  o Mission and reality,
  o Learning principles and teacher practice between the desired learning results and actual performance by students on measures that matter.

• Create and model practices, policies, and structures that proactively problem solve identified gaps, and ensure all staff ‘own’ the problem of closing the gaps.

• Manage the continual monitoring of student achievement and progress against mission and standards, propose research and interventions, and present your findings to staff on a regular basis.

• Regularly examine results from a variety of sources, including:
  o External tests,
  o School based assessments,
  o Samples of student work, and
  o Feedback from staff, students, parents, and the community about what is working and what isn’t.

• Manage the regular review of results, followed by research, development, and planning for improvement.

• Manage the process for the Year 5 and Year 6 staff to develop and implement an action research project with one or more colleagues, based on the Lindisfarne Learning Framework, which addressed the following questions:
  o What is working well in the Faculty/Stage?
  o What isn't working?
  o What do you propose to do about it?
  o What resulted from your action research?
Responsibility 5

Leadership of Staff

• Organise and lead the Year 5 and Year 6 staff meetings.

• Assist in the process of hiring of Year 5 and Year 6 teaching staff in line with an expectation of continuous improvement. Make sure that the selection process identifies successful applicants as those who are able to ensure successful student learning in line with the Lindisfarne Learning Framework.

• Identify and develop structures to enhance a culture of learning which supports analysis, research, and improved student performance.

• Support each Year 5 and Year 6 teacher to develop a personal Professional Learning Plan.

• Communicate to Year 5 and Year 6 staff that continuous learning is an expected part of their jobs, and identify, orchestrate and support varied opportunities for ongoing, job-embedded, and results-oriented professional development.

• In conjunction with the Assistant Principal – Head of Primary, proactively assist teachers to keep abreast of current information about teaching and learning.

• Assist as required in the appraisal of teacher performance, through both formal and informal means, and provide helpful feedback to enhance staff effectiveness.

Responsibility 6

Pastoral Care Leadership

• Leadership of Student Welfare for Year 5 and Year 6.

• Together with the Assistant Principal – Head of Primary, design, deliver and report on the success of a targeted pastoral care program for students in Year 5 and Year 6.
• Develop and deliver a targeted Year 6 Primary to High School transition program and liaise with the Assistant Principal – Head of Primary and the Assistant Principal – Head of Pastoral Care in Secondary School to ensure its effectiveness and continued development to address the emerging needs of students.

• Monitor the Pastoral Care Needs of Students including assisting staff with the development of Pastoral Care programs.

• Manage Student Discipline and the Behaviour Management Policy.

• Assist with updating relevant sections of the School Policies.

• Develop, deliver and manage the new Year 5 and Year 6 students orientation days, school camps and celebrations.