

## CAREERS AND PATHWAYS PRACTITIONER

Recruitment on Line Position Number: 1150321

Education Support: Level 1 Range 3; Time Fraction: 0.51, 48/52; contract for 2019 school year  
Commencement: ASAP Term 1 - negotiable

### College Profile

Mullauna College in Mitcham is a child-safe learning environment. Our school has a long and proud history of academic excellence and providing a stimulating and secure learning environment for students. Our vision is that we are a vibrant learning community in which all members of the community are continually learning and striving to improve. In this we exemplify the college motto of *Success Through Learning Together*. Students are supported and encouraged to aspire to achieve their personal best in academic and co-curricular endeavours, and to be persistent and resilient learners who value curiosity in themselves and others.

While the college focus is very much on academic excellence the belief that happy, healthy, resilient students learn best and achieve their best is a guiding philosophy. Students are supported in their intellectual, emotional, social and physical development by a highly professional group of teachers and education support staff

In the classroom the focus is on creating a learning environment that is current, stimulating, rigorous, values excellence and centered on the learning of every child. Mullauna College provides students with access to up-to-date ICT resources that supports *any time, any place, any platform* learning. We believe that it is essential that our students see themselves as global citizens who have a valuable contribution to make society at every level. Students participate in a comprehensive co-curricular program that includes camps, sport, music, the performing arts, debating, leadership, student governance and service.

Mullauna College is entering an exciting new era with the significant upgrade of learning spaces which will accommodate flexible curriculum opportunities for students and facilitate teachers' innovative and collaborative practice. The facilities upgrade is a mix of new and renovated spaces and includes:

- a new Junior Learning Centre and renovated science classrooms
- a new Arts and Design Centre
- a 'Fab Lab' and a 'Hack Lab' for interdisciplinary, STEM learning
- a tiered external seating area and landscaping linking the new buildings
- a new Master Chef style kitchen and pantry
- a renovated library building which now accommodates a library and a spacious Staff Centre which brings all teachers out of satellite staff rooms and into the one building
- a VCE Learning Centre and Common Room
- a significant upgrade of the entrance to the college from Mitcham Road.

The college has developed the innovative **Makerspaces** precinct which provides a learning environment where all teachers can deliver **STEM** curriculum particularly for students in years 7 to 9. The college supports teachers in offering students opportunities to be involved in big projects that encompass a variety of disciplines and which facilitate authentic, deep learning using state-of-the-art technology.

**Position:** Careers Practitioner

**Classification:** ES 1-3

**Responsible to:** The principal team and the Director of Student Development

**Time Fraction:** 0.51 = 3 days of 6.5 hours per day = 19.5 hours per week. The position involves occasional evening sessions for parent meetings therefore time-in-lieu will be negotiated.

**Position Purpose:** To fulfil the responsibilities of Careers and Pathways advisor to students from years 7 – 12. The role requires personal qualities of approachability, tactfulness, dedication, patience, empathy and initiative.

**ES 48/52 - Contract for 2019 school year - Commencement: ASAP Term 1 - negotiable**

### **Role Statement**

Career practitioners are the vital link between schools and the broader community, employment and education providers. Developments to bring education and industry closer, has impacted upon all sectors in the educational arena, and will require schools rethinking the way in which external liaison duties are resourced. It is about building quality relationships to empower all young people to better access the post school world of work, rather than filling an immediate skill shortage area for industry and government.

Range 3 is distinguished by the introduction of management responsibility and accountability for the delivery of professional support services. The role will usually impact beyond the work area or professional field. It seeks to gain cooperation of other staff members or members of the school community to achieve specific objectives, such as in school administration, operations or educational programs.

Direction on targets and goals is provided but the position will have some degree of latitude in determining how they are achieved. This latitude will generally be limited by standard procedures and school policy. Deviation from standard procedures and school policy will require guidance and direction from senior management.

The provision of business management responsibilities becomes a feature at range 3. Management of staff to achieve the expected outcomes is a key responsibility. Staff management issues will be resolved with minimal reference to senior management, although guidance will be required in more complex cases. Senior management will be provided with timely reports and advice, although this will generally be confined to matters relating to the immediate work area, service provision or educational program and is unlikely to impact substantially on whole of school operations.

This is the minimum range for positions that carry a mandatory qualification requirement of not less than four years. Professional student support positions become a feature at range 3 (e.g. therapists, psychologists) where standard professional services are delivered. Professional support and guidance will be close at hand and deviation from standard procedures and school policy will require guidance and direction from senior management.

An education support class position supports the educational services being provided to students, but must not include duties of teaching as defined in clause 2.6.1 of the Education and Training Reform Act 2006 (Vic) or its successor. Supervision of students cannot be required except where it is an integral part of the employee's position or involves supervision of students individually or in small groups, in controlled circumstances, where the responsibility for students remains clearly with a teacher.

### **Responsibilities**

1. The applicant should have experience and qualifications (preferably) in the Careers and Pathways role in a Victorian secondary college and be highly ICT literate.
2. To implement and evaluate a whole school approach to Career Education and to build an effective Careers team.
3. Manage the budget for Careers to ensure budget expenditures are aligned with program and school priorities as set down in the Strategic Plan and Annual Implementation Plan.
4. To build partnership and liaise with external community resources and make the relevant links.
5. To keep up to date on the development of policy and responses to government policies and ensure students are aware of developments in workforce, industry areas and the tertiary opportunities available to them.
6. With Student Wellbeing and Senior School Leaders, develop and recommend affirmative action awareness and non-traditional career path education across the curriculum for students.

7. Maintain and develop career resources and a Careers Room accessible to students.
8. Work with the Assistant Principal Student Management, Director of Student Development, Year Level Leaders and Curriculum Leaders to design and implement a Careers education program for students across the college.
9. With the Assistant Principal Student Management, Director of Student Development, the Year 10 Coordinator and staff, implement training for the students to enable them to participate in work experience, research a wide range of careers and make informed decisions about possible career pathways.
10. Organise the Work Experience Program including liaising with employers and the community.
11. To ensure students skills in resume, cover letter writing and interviews through the work education program.
12. Keep up to date on VCAA and VTAC information particularly pertaining to Study Scores, ATARs and tertiary application requirements and changes.
13. Inform and provide advice to the school community on tertiary education entrance/application requirements and prerequisites, including UCAT, university scholarship programs, fee structures, accommodation options.
14. Inform and provide advice to the school community on – tertiary selection (course and subjects), careers choice, tertiary applications (VTAC), Special Entry Access Scheme (SEAS), open days at tertiary institutions, transition from school to work or further study.
15. Provide a counselling service at change of preference time.
16. Advise and train staff on counselling students about career and subject choices.
17. Work with the Senior Years leaders and the Timetabler to investigate and initiate appropriate VCE/VET articulation opportunities for students.
18. Co-ordinate and maintain the On Track Data Destination Survey on exiting students Years 9 -12.
19. Provide culturally aware career development programs and service for indigenous and culturally and linguistically diverse students.
20. Acknowledge and provide for the career development needs of students with disabilities, and engage in a case management approach to career services for these students.
21. Maintain professional knowledge base by attending careers network meetings and relevant professional development activities organised by the Career Development Association of Australia, the CEAV and tertiary institutions.
22. To fulfil the requirements of the MIPs role in the college.
23. Other duties as assigned by the Principal.

### **Child Safety Standards**

Victorian government schools are child safe environments. Our schools actively promote the safety and wellbeing of all students, and all school staff are committed to protecting students from abuse or harm in the school environment, in accordance with their legal obligations including child safe standards. All schools have a Child Safety Code of Conduct consistent with the Department's exemplar available at :-

<http://www.education.vic.gov.au/about/programs/health/protect/Pages/chilsafestandards.aspx>

### **Selection Criteria**

- SC 1 Demonstrated high level capacity to provide advice and support to the school community on matters relating to careers, career pathways and educational pathways
- SC 2 Demonstrated commitment to ongoing professional learning.
- SC 3 Demonstrated high level ability to lead and work effectively in a team environment.
- SC 4 Demonstrated high level oral and communication skills, inter-personal skills and the ability to work independently and or as part of a team, to achieve school goals, specifically in the area of careers, pathways, transition and student engagement.
- SC 5 Current knowledge of agencies, networks and community services related to careers and pathways and programs specifically for students at risk.

### **To apply**

Applicants should access the college website and may contact Principal Barbara Laidlaw 9874 3422 for further information concerning this position. The School Strategic Plan, the Annual Implementation Plan, the 2018 Annual Report and floor plans for the building program are available on the college website.

Applications for this position must be lodged via **Recruitment Online** by the advertised closing date **13/03/2019**; late applications will not be considered. Applications should be prepared in a standard font, preferably ARIAL or TIMES NEW ROMAN, at size 11 or 12. Pages should be single sided and have well delineated sections using clear headings.

### **Applicants are advised to include:**

1. A cover sheet providing the name of the applicant, record number (where applicable), home and school email address, telephone number and a telephone number where the applicant can be contacted during business hours.
2. A specific response to each of the five selection criteria of no more than one page per criterion.
3. A separate curriculum vitae that is a summary of experience and qualifications.
4. The names of three referees including contact details, work and mobile phone numbers, email address, current position and relationship to the applicant, and a short explanation as to which selection criteria each referee can best comment on.