

MLC Position Description



Position:	Junior School Section Coordinator P-2, Year 3-4, Year 5, Year 6
Reports to:	Head of Junior School
Department:	Junior School
Date:	September 2026

Primary Purpose

The Junior School Section Coordinators report directly to the Deputy Head of School and are responsive to the wide range of leadership, wellbeing, administrative and relationship building activities that take place within Junior School and the College. They work in collaboration with the STEM and English-Humanities Coordinators to reinforce and embed a plan for learning that optimises the progress of each student and includes promotion of evidence-based practices with innovative and age-appropriate learning opportunities for students.

The Section Coordinator is a member of the Junior School Leadership team and, as such, accepts leadership responsibilities beyond those pertaining to the specific role. As a member of the JS Leadership team, they have both strategic and operational accountability. They work with the STEM and English-Humanities Coordinators to support Class teachers with the planning and implementation of highly effective curricula. This would be achieved through participative decision-making, supportive delegation and leadership which encourages collaboration.

Position in Context

Methodist Ladies' College has long been recognised as one of Melbourne's leading independent, Prep to Year 12 day and boarding schools for girls, and a pioneer in co-ed Early Learning. MLC is comprised of four schools: Junior School (MLC Kindle – Year 6); Junior Secondary School (Years 7 and 8); Middle School (Years 9 and 10); and Senior School (Years 11 and 12).

MLC stands out for our comprehensive curriculum, diverse co-curricular opportunities, and innovative approach to education and wellbeing. Our inspiring learning environments and exceptional academic results are a testament to our commitment to fostering the full potential of every student.

We are committed to providing a challenging, enriching and supportive learning environment, which develops confident and articulate young women who have the skills, knowledge, values and attitudes needed to shape their future and contribute meaningfully to the broader community. MLC is committed to providing an environment where diversity is valued, and differences are recognised and respected.

Joining MLC means becoming part of a dynamic, motivated, and well-resourced team dedicated to achieving the best outcomes for our students. Our staff are passionate, enthusiastic individuals who contribute to an enriching culture of learning, wellbeing and excellence. At MLC, you will find a community where your skills and dedication are valued and where you can truly make a difference in the lives of our students.

MLC teachers are responsible for creating and maintaining an effective learning environment which supports the learning needs of all students. Teachers are expected to be enthusiastic, organised and passionate about their work and to actively engage students in the learning process. MLC teachers work in a technology rich environment and are expected to integrate a range of technologies in their practice to support student learning.

It is an expectation that MLC teachers will establish and maintain positive relationships with their colleagues, students and parents/carers. They are expected to be life-long learners and to participate in the Professional Learning Program.

MLC staff demonstrate their breadth and influence in four settings: their own professional learning, their work with the students they teach, their work with colleagues and their work with the wider school community. These settings relate to their impact on student learning.

The Professional Practice of Coordinators involves planning, developing, implementing and reviewing highly effective educational programs. Coordinators also oversee the planning, implementing and evaluation of activities, excursions, competitions, resources, assessment and other relevant matters within the Department. Coordinators mentor and support colleagues in their department through regular engagement, modelling of best practice and providing feedback. The success of the teachers in the department and student outcomes reflect the capacity and expertise of the Coordinator.

Major Duties and Responsibilities

General

1. Membership of the Junior School Leadership team, which formulates and implements the strategic plans and directions of the Junior School, aligned with the College Strategic Plan.
2. Collaborate with the Deputy Head of Junior School to develop and facilitate the implementation of the Student Wellbeing program
3. Collaborate with the Deputy Head of Junior school to oversee student wellbeing and student discipline in the relevant Section.
4. Assist and support Class and Specialist teachers with student wellbeing initiatives and matters in consultation with the Deputy Head, Learning Diversity staff and Counsellor/s
5. Oversee the academic, social and emotional wellbeing of all students within the Section
6. Build and maintain a positive teaching and learning environment for students and staff.
7. Assist and support staff with fulfilling their roles and responsibilities.
8. Develop and foster relationships with parents and guardians of students across the Section including, via email and parent face to face contact
9. Oversee development of term curriculum overviews and homework recommendations for parent information.
10. Support the implementation of various student leadership programs – Prep-Y2 Tomodachis, Prep-Y4 buddies, Y6 student leadership.
11. Oversee class placements and transition programs for students, staff and families.
12. Oversee assemblies facilitated by classes in relevant year level
13. Coordinate camps and Education Outdoors programs at relevant level in partnership with key staff.
14. Assist with orientation/transition of new staff and students to the respective year levels.
15. Assist with the enrolment process and interviews, as required.
16. Be responsible for understanding and applying the MLC Child Safe Program, including identifying and reporting risks, identifying child abuse indicators, and internal and external reporting obligations.

Excellence in Teaching

1. Collaborate with the STEM and English-Humanities Coordinators to develop, evaluate and improve knowledge-rich curriculum content and evidence-informed teaching approaches across Section.
2. Support Class teachers to develop and maintain curriculum documentation, including term overviews, unit and weekly planners and assessment records, ensuring they meet all College expectations.
3. Support colleagues in applying a range of timely, effective and appropriate feedback strategies and support staff through the process of improvement.
4. Participate in and facilitate high-quality Professional Learning opportunities focused on student learning and wellbeing.
5. Advocate for and participate in high-quality Professional Learning opportunities focused on curriculum and pedagogy.

Management

1. Facilitate Section meetings in collaboration with the STEM and English-Humanities Coordinators:
 - o Create agenda, publish minutes and follow up items as necessary.
 - o Monitor student & staff wellbeing.
 - o Facilitate, discuss and plan curriculum, assessment and reporting.
 - o Disseminate information from JS Leadership Meetings.
 - o Seek staff feedback and communicate insights to Leadership.
 - o Provide opportunities for staff to contribute ideas and feedback.
 - o Plan Section and whole school initiatives/events.
2. Oversee organisation and implementation of excursions and educational experiences including, but not limited to, risk assessments, running sheets, Powerpoint displays, AV requirements, venue booking, transport booking, volunteer training and compliance.
3. Organise and present at parent and family information events.
4. Support recruitment, Salary Band Assessment, promotion and performance management matters with staff in respective Section and in partnership with Deputy and Head of Junior School.
5. Maintain an oversight of the budgets relevant to the Section and manage resources.

This position description outlines the major duties and responsibilities relevant to this role. This list is not exhaustive, and specific tasks and functions are expected to change from time to time in line with the College's operational requirements.

Key Contacts

- Deputy Head of Junior School
- JS Learning Diversity Department
- JS Section and Curriculum Coordinators
- Teachers (Class, Specialist)
- JS Counsellor
- Parents/carers
- Students

Essential Criteria (competencies, qualifications, knowledge and experience)

- Experienced and inspirational Class teacher.
- The ability to lead, motivate and empower staff and to inspire students.
- Demonstrated ability to work with colleagues to lead, plan, teach and evaluate the impact of evidence-informed teaching strategies for improved student outcomes.
- Strong ability to initiate and innovate across all areas of Junior School
- Strong influencing, communication, presentation and documentation skills.
- Knowledge of innovative teaching and learning practices, including an extensive appreciation of technology.
- Demonstrated familiarity with current learning and wellbeing theories especially in relation to the primary years, and the ability to apply this in strategic approaches, program planning and implementation.
- Demonstrated ability to provide high-impact instructional coaching that ensures the continual development and growth of teacher expertise across the curriculum.
- Proven competence with use of technology in a learning environment and in implementing curriculum.
- An understanding of current educational issues at the local, national and international level.
- Demonstrated professionalism and appropriate maintenance of confidentiality.
- Experience in working with staff to develop relevant academic programs.
- Flexible, responsive and creative with an innovative mindset.
- Skilled at engaging with and developing positive relationships with a range of people at all levels of the organisation.
- Well-developed planning, organisational and decision-making skills with the ability to prioritise effectively.

- Relevant tertiary qualifications.
- Current Victorian Institute of Teaching Registration.
- Right to work in Australia
- Participation in co-curricular activities and educational experiences.
- Adherence to all College policies and demonstration of behaviours in accordance with the Child Safe Standards.

Desirable Criteria (competencies, qualifications, knowledge and experience)

- Post graduate qualifications will be well regarded

Terms of Employment

The substantive position of the Junior School Section Coordinator is that of an ongoing JS Class teacher. The JS Section Coordinator positions carry a tenured period of one year. The position includes a 4ppc allowance along with financial remuneration of \$9363 per annum.

This allowance is subject to change at the discretion of the College and will be reviewed as per the Teacher Allowances Review Procedure.

Assessment and Compliance

MLC performs thorough assessments of potential and existing employees. The assessments will be used to ascertain whether the potential or existing employee is a fit and proper person to be trusted to work in a school environment and in the position applied for or held. The screening process includes, but is not limited to, Criminal Records Checks and Working with Children Checks.

MLC's commitment to child safety

MLC is a child safe organisation. All staff are responsible for promoting the safety, wellbeing, and inclusion of all children and young people.

As part of your role, you will be working with children and are expected to:

- Understand and apply the College's Child Safety and Wellbeing Policy, Child Safe Codes of Conduct, and related procedures.
- Maintain valid VIT registration and undergo relevant police and reference checks.
- Comply with all internal and external reporting responsibilities, including mandatory reporting.
- Actively promote a child-safe culture where students feel safe, respected, and empowered.
- Foster equity and inclusion, particularly for Aboriginal students, students with disabilities, and those from diverse cultural or linguistic backgrounds.
- Identify, report and mitigate risks to child safety and wellbeing, and contribute to a positive culture of risk management
- Participate in all required training and professional learning related to child safety and wellbeing.

MLC has zero tolerance for child abuse. We respond seriously and promptly to all concerns, and all staff are expected to uphold our commitment to student protection at all times.

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