



POSITION DESCRIPTION

STUDENT TRANSITION COORDINATOR

CONTEXT

Padua College provides a contemporary Catholic secondary co-education for young people within the regions of the Mornington Peninsula and Western Port Bay. Our College was founded by the Sisters of Mercy and is named after St Anthony of Padua. In partnership with our students, staff, parents, parishes and the wider community, Padua College gives witness to the Christian faith in our Catholic tradition. We aim to be a positive, creative, hope-filled learning community where Catholic values and spirit are shared and the sacred dignity of each person is nurtured.

The **North Star** is our guiding direction. It encompasses our “why” at Padua College as we align our vision and action. It inspires, challenges, and provides direction.

We want every person to:

- recognise and utilise their God-given talents;
- be the best they can be; and
- make a positive impact on their world.

Our Core Values:

- a) We welcome and affirm
- b) We inspire growth of the whole person
- c) We create a love of learning
- d) We build positive relationships
- e) We embrace diversity
- f) We show compassion for those in need
- g) We reconcile and forgive
- h) We work for a just and peaceful world

Those in positions of leadership shape and drive the development of a College wide attitude that engenders the Padua College Mission and Values.

OVERVIEW OF THE ROLE

Our Core values explicitly state that at Padua College ‘we welcome and affirm.’ Transition processes and policy must reflect the action of this core value. The role of Transition Coordinator ensures we act as witness to the teachings of Jesus, who provided example of true hospitality and welcome.

Padua College recognises that transition is an essential element of College life that needs careful and explicit consideration, with planning and communication at the forefront of the success of all transition. Current and evolving practice around transition for all students and families new to the College must be consistently reviewed, adjusted where necessary and consolidated in order to continue best practice in this area.

The Student Transition Coordinator reports directly to the Vice Principal - Students, through the Heads/Directors of Campus.

PROFESSIONAL LEADERSHIP RESPONSIBILITIES

As a Position of Leadership Level 3, teachers should be at a ‘Highly Accomplished’ career stage. Position of Leadership Level 3 Teachers in the role of Student Transition Coordinator are expected to specifically:

- Support colleagues to develop effective teaching strategies that address the learning strengths and needs of students from diverse linguistic, cultural, religious, and socioeconomic backgrounds.

Standard 1.3.3

- Evaluate learning and teaching programs, using student assessment data, that are differentiated for the specific learning needs of students across the full range of abilities. Standard 1.5.3
- Initiate and lead the review of school policies to support the engagement and full participation of students with disability and ensure compliance with legislative and/or system policies. Standard 1.6.3
- Develop a culture of high expectations for all students by modelling and setting challenging learning goals. Standard 3.1.3
- Work with colleagues to plan, evaluate, and modify learning and teaching programs to create productive learning environments that engage all students. Standard 3.2.3
- Support colleagues to select and apply effective teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking. Standard 3.3.3
- Work with colleagues to provide appropriate and contextually relevant opportunities for parents/carers to be involved in their children's learning. Standard 3.7.3
- Model effective practice and support colleagues to implement inclusive strategies that engage and support all students. Standard 4.1.3
- Initiate and take responsibility for implementing current school and/or system, curriculum, and legislative requirements to ensure student wellbeing and safety. Standard 4.4.3
- Maintain high ethical standards and support colleagues to interpret codes of ethics and exercise sound judgement in all school and community contexts. Standard 7.1.3
- Demonstrate responsiveness in all communications with parents/carers about their children's learning and wellbeing. 7.3.3
- Contribute to professional networks and associations and build productive links with the wider community to improve teaching and learning. Standard 7.4.3

MAJOR AREAS OF RESPONSIBILITY

The Student Transition Coordinator's major areas of responsibility include but are not limited to:

- Demonstrating leadership that exemplifies Padua College Mission and Vision.
- Coordinating the effective and appropriate transition of students to the College.
- Creating and maintaining relationships with Parish and other Partnership Primary Schools.
- Responsibility for administration and communication.
- Performing other duties and implementing decisions as requested by the Principal or the College Improvement Team.

STATEMENT OF DUTIES

The following duties are aligned to the Student Transition Coordinator's major areas of responsibility:

<p>i. Demonstrate leadership appropriate to the position that exemplifies Padua College Mission and Vision</p>	<p>The Student Transition Coordinator is responsible for leading in a way that exemplifies the College Catholic Ethos and Padua College Mission and Vision. The Student Transition Coordinator will:</p> <ul style="list-style-type: none"> • lead and be an active participant in all faith and prayer life of the College; • articulate decision making based on Gospel values that have at their heart the innate human dignity of all; • promote the education of the whole person, ensuring transition practices reflect the College ethos; • observe and apply educational research on transition best-practice; • support academic instructional approaches and staff coaching in transition context; • engage with curriculum, ICT integration, and staff professional learning aligned to transition needs; and • promote and monitor child safety standard in all transition programs and actively embed a child-safe culture within the transition portfolio; • be familiar with, and articulate understanding of, MACS foundational documents, including Horizons of Hope and eXcel.
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ii. Coordinate the transition of students to the College	<p>The Student Transition Coordinator is responsible for the transition of students to the College by:</p> <ul style="list-style-type: none"> ● leading student transition programs (e.g. Year 7 orientation, partner school liaison, movement from Year 7-9 Campuses to Year 10-12 Campus); ● organising and overseeing the Transition Interview Process at each campus for Year 6 students; ● developing and implementing transition timetables, events, buddy systems, parent information sessions; and ● liaising with internal stakeholders (including but not limited to Enrolments and Marketing, Heads of Campus, Assistant Heads of Campus and Directors of Campus) regarding the processes and timing of all transition activities.
iii. Create and maintain relationships with Parish and other Partnership Primary Schools in order to enhance best practice transition processes	<p>The Student Transition Coordinator will:</p> <ul style="list-style-type: none"> ● build and maintain relationships with Partner Parish Primary Schools and other local primary schools, working closely with Directors/Heads of Campus to support smooth transitions and ongoing collaboration; ● promote the College through active involvement in Open Days, school tours, and other events, enhancing community engagement and the College's public profile; and ● facilitate pre-transition activities that connect future students with the College, fostering familiarity and positive early experiences.
iv. Administration and communication	<p>The Student Transition Coordinator will be responsible for administration and communication within the Transition portfolio including but not limited to:</p> <ul style="list-style-type: none"> ● maintaining transition budgets and coordinating scheduling/logistics; ● preparing official communications, reports, and orientation materials; ● creating and maintaining student profiles; and ● attending relevant meetings and after-hours events (assemblies, info nights, orientation, community liaison).
v. Expectations	<p>The Student Transition Coordinator is expected to:</p> <ol style="list-style-type: none"> i. is expected to attend planning days prior to the start of school each year; ii. be familiar with and comply with Padua College's Child-Safety and Wellbeing Policy and Code of Conduct, and any other policies or procedures relating to child safety; iii. be familiar with and comply with legislated Occupational Health and Safety practices and participate in consultative processes to ensure workplace safety for staff and students; iv. maintain currency of all relevant legislated and required College Occupational Health and Safety modules, and all First Aid and CPR Qualifications; v. undertake regular professional learning to maintain a high level of awareness of current and best practice in the major areas of responsibility associated with the role; vi. attend College and Campus Staff Meetings as requested by the Principal or his/her nominee; and vii. perform any other day to day duties as requested by the Principal or his/her nominee.

This statement of duties is not intended to be an exhaustive or exclusive list of duties assigned to the position. They are intended as a guide as to the responsibilities of the role. The position is subject to review and modification by the Principal (or nominee), in negotiation with the appointee, in response to the evolving needs of the College, and experience and expertise of the appointee. Any significant additions to the responsibilities may be requested by the Principal (or nominee) through consultation and mutual agreement with the appointee.

CHILD SAFETY

Padua College is committed to the safety, wellbeing, and inclusion of all our students. The school has zero tolerance for child abuse and is committed to the protection of all children from all forms of child abuse. Particular attention is paid to the most vulnerable children (Aboriginal and Torres Strait Islander, culturally and/or linguistically diverse backgrounds and children with a disability). In this context, Padua College implements a regular and comprehensive Child Safety and Protection program across the entire Padua College community.

All staff at Padua College take an active role, and are well informed of their obligations, in relation to Child Safety under Ministerial Order No. 1359 “Implementing The Child Safe Standards – Managing The Risk Of Child Abuse In Schools And School Boarding Premises “. Employment at Padua College is subject to school policies including the Child Safety Policy, Child Safety Code of Conduct and Child Protection – Reporting Obligations Policy, being read, understood, and adhered to by being proactive in reporting any concerns or identified risk. Where students are under staff care, there is an obligation to take all practical steps to protect students where a risk to students’ safety has been identified.

KEY ORGANISATIONAL RELATIONSHIPS

INTERNAL	EXTERNAL	COMMITTEES
Principal College Improvement Team Vice Principal - Students Operations Leaders AHOC - SWAG (where applicable) Learning Leaders Learning Enhancement Team Teachers Students	Local Parish and other primary schools Parents Support Agencies	Pastoral Executive Marketing

CRITERIA FOR EFFECTIVE LEADERSHIP

The effective performance of the Student Transition Coordinator will be due to their capabilities across a comprehensive range of the following:

Attributes & Dispositions

- commitment to the Mission, Vision, and Catholic identity of Padua College
- perseverance, sensitivity, compassion, and patience in the face of complex and difficult situations
- high level of discretion when handling confidential and sensitive information
- optimism, confidence, and enthusiasm when motivating staff and students
- collaborative and flexible in professional settings
- openness to change and to learning in all situations
- dependability and reliability

Knowledge & Understandings

- knowledge and understanding of contemporary trends and research into transition, student wellbeing, engagement and learning outcomes
- knowledge and understanding of student engagement data and impact on student achievement and wellbeing at Padua

- understanding of the issues that most concern the students and their parents
- knowledge of the appropriate avenues and resources for seeking information to support staff, parents, and students in the wellbeing of young people
- demonstrated commitment to ongoing learning through post graduate studies is desirable

Skills & Capabilities

- demonstrated record as a highly accomplished teacher in respect of the Australian Professional Standards for Teachers
- track record of skilfully fostering positive relationships between teachers and students
- demonstrated success in developing, implementing, and evaluating educational policy and practice
- ability to form teams and sustain teamwork
- ability to implement effective and efficient pastoral practices across the team
- excellent capabilities in the application of SIMON (or similar learning management system)
- demonstrated ability to communicate clearly, personably, and effectively
- capacity to maintain professional relationships within the College community and with other organisations on behalf of the College where necessary
- capacity to reflect on one's own leadership performance and style
- capacity to negotiate
- capacity to multi-task and pay close attention to detail

TENURE, CONDITIONS AND REQUIREMENTS

CLASSIFICATION:	POL 3 12 of 39 periods
TENURE	3-year appointment 2026 - 2028
APPRAISALS	Annual Review Meeting Formal Appraisal in Semester 2 of 2 nd year of appointment
ENTITLEMENTS	Entitlements under the <i>Catholic Education Multi Enterprise Agreement 2022</i> (or its successors)
REQUIREMENTS	Victorian Institute of Teaching – Full Registration Have or be working towards Accreditation to Teach Religious Education in a Catholic School, or have or be working toward CECV Accreditation to Teach in a Catholic School Completion of OHS Modules

Authorised by: _____ Date: _____
(Principal)

Signed by: _____ Date: _____

Name: _____

Date of Document: August 2025

Date for Review: August 2028