

Lutheran School Wagga Wagga



Title of Position:	K-2 Stage Coordinator
Responsible to:	Principal through the Deputy Principal
FTE:	0.1
Teaching Load	0.9

Nature of the Position

The Stage Coordinator is a member of the Leadership and Management Team comprising the Principal, Deputy Principal, Learning Innovation Coordinator, Learning Enhancement Coordinator, Wellbeing Coordinator and Chaplain. The Stage Coordinator has a role where she/he can be the first contact for teaching staff regarding questions or concerns prior to these being raised with the Deputy Principal, Learning Innovation Coordinator or Learning Enhancement Coordinator.

As a member of the teaching staff, the Stage Coordinator reports to the Deputy Principal.

1. SPECIFIC ACCOUNTABILITIES

In addition to the role of classroom teacher, the Stage Coordinator is required to:

- 1.1.** Model and promote the school values in words and actions
- 1.2.** Support teachers to implement and document initial interventions for students with academic, social or emotional learning needs
- 1.3.** Facilitate discussion in year level program meetings and stage meetings
- 1.4.** Coach teachers in the use of Restorative Practices and other school priorities related to the Strategic Plan
- 1.5.** Support the Principal in engaging with the parent and wider community

2. DUTIES

2.1. Model and promote the school values in words and actions

- 2.1.1.** Support teachers in the consistent implementation of devotion, prayer and social-emotional learning in the classroom
- 2.1.2.** Provide initial support for staff and student wellbeing, asking for additional support from other members of the Learning and Management team as required
- 2.1.3.** Make phone calls to parents for ongoing behavioural issues that are likely to escalate beyond Quality Differentiated Teaching Practice (prior to official escalation to the Learning Enhancement Coordinator or Deputy Principal)
- 2.1.4.** Support teachers in being good stewards of resources, managing the resources (i.e. learning supplies, stationery, etc.)



2.2. Support teachers to implement and document initial interventions for students with academic, social or emotional learning needs

- 2.2.1. Listen to classroom concerns about student learning and behaviour, asking clarifying questions and coaching teachers to make initial adjustments or modifications to support the student(s)
- 2.2.2. Work with teachers to monitor the results of the initial interventions over a five-week period and escalate as appropriate
- 2.2.3. Mentor and support teachers in their conversations with parents that inform them of initial classroom interventions
- 2.2.4. Be present with the teacher to talk to parents if initial interventions are not successful and escalation to Learning Support or the Deputy Principal is required

2.3. Facilitate discussion in Year Level meetings and Stage Meetings

- 2.3.1. Support at least one year level team to reflect on their teaching programs and set goals based on AITSL standards, providing feedback on planning, teaching practices and routines
- 2.3.2. Lead stage meetings as required

2.4. Coach teachers in the use of Restorative Practices and other school priorities related to the Strategic Plan

- 2.4.1. Model and/or suggest the use of classroom circles to encourage classroom cohesion, student voice and the solving of classroom challenges
- 2.4.2. Mentor teachers in the use of restorative conversations when antisocial behaviours lead to breakdowns in relationships between students
- 2.4.3. Help arrange for short classroom covers when teachers need to engage in restorative conversations
- 2.4.4. Identify and assist with the deployment of resources across the stage, including digital technologies

2.5. Support the principal in engaging with the parent and wider community

- 2.5.1. Coordinate school events particular to the stage (e.g. Kinder Orientation)
- 2.5.2. Attend and help facilitate Parent Information Nights
- 2.5.3. Do the initial edits of official communications to families of multiple year levels. Note: The K–2 Coordinator will be the contact for the German and Music teachers. The 3–6 Coordinator will be the contact for the PE and Creative Arts teachers.
- 2.5.4. Assist with the scheduling and management of whole school functions and events



- 2.6. Carry out other duties that may be required from time to time in keeping with the responsibilities of the role.**

Conditions

The role of Stage Coordinator is currently classified by the Independent Schools NSW Teachers (Hybrid Model) Multi Enterprise Agreement 2021 as a Position of Special Responsibility – Coordinator 1 with the applicable allowance paid. An appropriate amount of release from face-to-face teaching will also be negotiated at the start of each year. The position is a three (3) year appointment.

The Stage Coordinator will be responsible for coordinating the sub school of either Kindergarten to Year 2 (K–2 Coordinator) or Years 3 to 6 (3–6 Coordinator).