



Saint Ignatius College Geelong

Position of Leadership – Timetable Manager

Timetable Manager	
Tenure:	2 year term
Reports to:	Deputy Principal (Learning and Teaching)
Classification:	POL 3
Reduction in scheduled class time (up to a max. number of periods of):	15 per week
Direct Reports:	Assistant Timetabler

Context

At Saint Ignatius College Geelong, we believe that the Servant leadership model of leadership is fundamental to an Ignatian school. Middle Leaders support the College Executive by ensuring the College community experiences coherent, coordinated, collegial and competent leadership.

Middle Leaders are integral to ensuring that the culture and climate of the College maximise the learning, wellbeing, faith formation and progress of every student, every year.

A Middle Leader needs to be a learner who is adaptable, resilient, supportive of colleagues and has the skills necessary to translate the College's strategic plans into achievable processes, manage the day-to-day functioning of their area and provide leadership and management support for staff in their area. Their effectiveness comes from middle leaders placing learning at the heart of what they do. In this sense, we can think of the middle leadership role as 'the engine room of sustainable improvement' of our College.

Middle leadership must be built on knowing the area you are responsible for in-depth, where it aims to be in the future, and the path you and the wider team will have to navigate to ensure progress.

All leaders at our College must build their leadership capacity by developing and demonstrating the four key pillars that make effective performance and underpin the key team and individual behaviours that drive wellbeing and learning:

- Empathy – by building trust, respect, and understanding
- Clarity – by building dialogue, discussion, focus and accountability
- Engagement – by building teamwork, empowerment, and shared ownership
- Learning – by building in feedback, professional development and challenges

Our leadership motto is "St Ignatius. Inspiring me to be a leader."

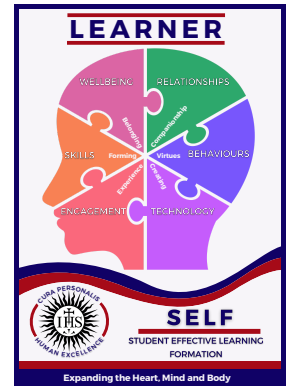


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All staff members at Saint Ignatius College Geelong provide the best possible child safe learning environment and pastoral care for each student according to the College Mission Statement and the Characteristics of Jesuit Education.

At Saint Ignatius College, staff will possess an understanding of their students as a learner within the Student Effective Learning Formation framework (SELF). SELF frames our aspirations for the formation of the whole person. It will guide us as educators in planning, implementing and evaluating an authentic and contemporary Ignatian education.



The Timetabler Manager is a member of the College Timetabling Working Party Team. They work with the Deputy Principals to create and implement the College timetable to reflect the curriculum directions and priorities of the College, staffing needs and the relevant industrial agreement. A key aspect of the role is to support students in relation to subject choices and subject changes. They work with other key stakeholders to ensure the development of the whole person, encapsulating the Jesuit Latin term 'Cura Personalis'; having concern and care for the entire individual.

The Timetabler Manager commits to the vision and values of the College as articulated in the College Mission and Vision Statement and School Improvement Plan. The Timetabler Manager works with and supports others in creating a culture of learning, faith and wellbeing for all in the Ignatian tradition.

1. College Leadership

- 1.1.** Work with the Principal and Deputy Principals to actively and publicly promote the Catholic and Ignatian ethos of the College
- 1.2.** Provide leadership by actively and publicly supporting the College's Mission and Vision Statement and in implementing the School Improvement and Annual Action Plans
- 1.3.** Embed high expectations of staff and students in the pursuit of striving for the Magis
- 1.4.** Support teams and individuals to deal constructively with change and monitor and evaluate the effectiveness of change
- 1.5.** Develop authentic and respectful relationships with students, staff and parents/carers, promoting collegiality and open conversations
- 1.6.** Be a positive role model for colleagues and students and demonstrate a commitment to life-long learning
- 1.7.** Support learning and promote the Student Effective Learning Formation (SELF) framework



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- 1.8. In collaboration with the Director of Teacher Development, lead and support the ARM process as a Companion Mentor
- 1.9. Uphold the professional standards of this role
- 1.10. Be readily available and accessible during school, attend College events and meetings as required
- 1.11. Other duties as directed by an Executive member.

2. Educational Leadership

- 2.1. Work collaboratively with the Deputy Principal (Learning and Teaching) and the Learning Area Leaders Team to implement strategic learning and teaching priorities for the College through appropriate timetabling
- 2.2. Keep abreast of current timetabling developments to assist with the delivery of high quality teaching instruction for student learning and growth
- 2.3. Engage in ongoing personal professional learning to support College priorities, the implementation of the College's Strategic Plan, and to enhance leadership skills
- 2.4. Establish, maintain and circulate resources and relevant material from professional associations, conferences, regional networks and other networks.

3. Leadership of Staff

- 3.1. Demonstrate excellent interpersonal skills and the capacity for effective communication
- 3.2. Demonstrate excellent organisational skills and an ability to work collaboratively with staff, students and parents
- 3.3. Liaise and work with key stakeholders to identify and resolve problems and find appropriate solutions where there are potential conflicts.

4. Specific Responsibilities

- 4.1. Lead the development of a timetable that reflects College priorities and promotes effective teaching and learning.
- 4.2. Provide structures that improve learning opportunities for all students
- 4.3. Construct the College timetable in liaison with the Executive team
- 4.4. Give due consideration to specific requests from Learning Area Leaders and individuals
- 4.5. Provide timetable data when required
- 4.6. Adapt the timetable throughout the year to reflect staffing changes
- 4.7. Work with students and parents where subject changes are required because of timetable constraints
- 4.8. Work with the Deputy Principals to staff the timetable when staff are on leave
- 4.9. Generate all Semester examination schedules



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- 4.10.** In collaboration with the Deputy Principal Learning and Teaching, manage the Student Subject selection process
- 4.11.** Be a member of the Timetabling Working Party Team.

5. General Accountabilities of all Staff

- 5.1.** Attend all relevant staff meetings, assemblies, College masses, community days and staff professional learning days
- 5.2.** Demonstrate professional and collegial relationships with colleagues
- 5.3.** Commit to and actively support the College's agenda for continuous improvement through participation in school improvement planning
- 5.4.** Adhere to the College's professional dress code for staff
- 5.5.** Demonstrate alignment and support for the Catholic and Ignatian ethos of the College
- 5.6.** Support the mission, vision and values of the College as articulated in the School Improvement Plan
- 5.7.** Be familiar with and comply with College policies and procedures
- 5.8.** There is responsibility, incumbent on all staff, to ensure that the regulations associated with Occupational Health and Safety are adhered to.

6. Commitment to Child Safety

- 6.1.** Demonstrate Duty of Care to students in relation to their physical and mental wellbeing
- 6.2.** Provide students with a child-safe environment
- 6.3.** Be familiar with and comply with the College's ChildSafe Policy, Code of Conduct, and any other policies for procedures relating to child safety
- 6.4.** A demonstrated understanding of appropriate behaviour and legal obligations relating to child safety.

A performance review will be conducted midway through the period of tenure.