



Position of Responsibility

Senior Head of Pre-Senior



Position details

Position title	Senior Head of Pre-Senior
Reports to	Deputy Principal: Head of Senior Schools
Allowance	Available on request
Periods per week	Available on request
Tenure	3 years
Last updated	14 September 2026

Responsibilities

The Pre-Senior program is overseen by the Deputy Principal: Head of Senior Schools.

The Senior Head of Pre-Senior collaborates with the Heads of Pre-Senior and staff across all campuses to deliver the teaching, learning, wellbeing and co-curricular programs. The incumbent is expected to teach in the Pre-Senior Program and is a member of the Senior School Executive.

This is a senior position in the School and is responsible for the following:

- Ensuring that Haileybury Pre-Senior staff at all campuses teach to a consistently high standard. It is expected that the postholder will conduct regular *Learning & Culture Walks* at each of the Pre-Senior centres and provide constructive and relevant feedback to staff and students.
- Liaising closely with the Head of Teaching & Learning (Senior School) regarding all aspects of academic delivery and quality assurance of education across Haileybury's Pre-Senior settings. The Head of Pre-Senior may attend Senior School Teaching & Learning meetings and oversee the Heads of Curriculum in Year 9.
- Working in partnership with Heads of Department to support the annual Reflection & Growth cycle, while identifying, facilitating and encouraging engagement in targeted professional learning opportunities for teachers and tutors across the Pre-Senior Schools.
- Meeting on a regular basis with campus Heads of Pre-Senior and Heads of Senior School to review Pre-Senior operations at each site.
- Preparing and organising whole school Pre-Senior assemblies, celebrations and events.
- Overseeing any disciplinary actions required at the campuses in consultation with the Head of Senior School Culture.
- In partnership with the Daily Organiser (Senior Schools), coordinate the Pre-Senior calendar and ensure timely communication of key dates, events and activities to staff, students, parents and any other relevant stakeholders.
- Oversee the subject selection process for students transitioning from Year 9 to Year 10.
- Ensure the accurate and timely completion of all reporting requirements for Pre-Senior staff.
- Promote and uphold adherence to the Student Code of Conduct across the Pre-Senior School, including the Respect and Relationships pillars.
- Coordinate and deliver parent information sessions and communications, including myProgress events, Pre-Senior information evenings, NAPLAN, examinations, screening assessments, Senior School transition processes, subject selection programs, and external parent education presentations.



- Lead the annual student leadership selection process within the Pre-Senior School, working closely with Senior School student leadership coordinators and supporting student voice, social justice initiatives and community engagement activities.
- Coordinate Year 8 to Pre-Senior transition programs, including liaison with Heads of Middle School and Heads of Pre-Senior, oversight of transition reporting, tutor group allocations, subject selection processes, and collaboration with the Individual Needs & Inclusion Team.
- Oversee the transition of students from Year 9 to Year 10, ensuring the effective handover of academic, wellbeing and pastoral care information in collaboration with Heads of House and other relevant staff.
- Lead the development, implementation and continuous improvement of the Pre-Senior Wellbeing Education curriculum, including the Personal Excellence (PEX) program, associated teaching resources, and professional learning for staff.
- Work collaboratively with Heads of Pre-Senior, Heads of Senior School and the Daily Organiser (Senior Schools) to ensure the compliant and effective delivery of NAPLAN, examinations, screening assessments and other school-based testing programs when they occur.
- Support student subject selection processes in consultation with the Head of Senior School (Structure & Programs) and the Head of Student Programs & Development.
- Represent the Pre-Senior School on the Senior School Executive Team, advocating for the needs of Pre-Senior students and staff, and contributing to the strategic leadership and continuous improvement of the Pre-Senior program across all campuses.

The Senior Head of Pre-Senior will be based and spend a proportion of the week at Keysborough, although the postholder is expected to travel regularly to and spend time at the other campuses.

They should expect to work closely with the Deputy Principal: Head of Senior Schools, as well as with: Senior Head of Senior School (Structure & Programs), Head of Senior School (Wellbeing), Head of Senior School (Culture), Heads of Senior School at Brighton, Berwick and City campuses, Head of Campus (Pangea), Head of Teaching & Learning (Senior School) and Heads of Pre-Senior at all campuses.

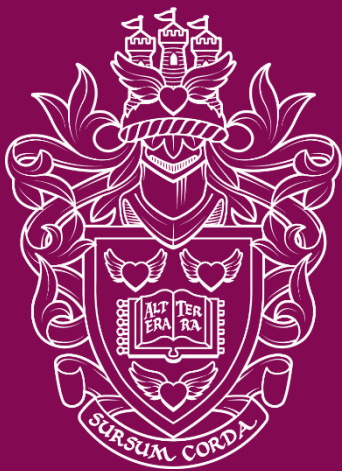
Selection Criteria

- Qualification to teach at the VCE level.
- A comprehensive understanding of senior education.
- Outstanding pastoral care skills and knowledge of Wellbeing education.
- Excellent communication skills with parents, students, other stakeholders.
- Excellent organisational ability and the management of multiple projects concurrently.
- The ability to manage confidential, sensitive and sometimes challenging information.
- To undertake training and professional development specific to the role as required by the Deputy Principal: Student Wellbeing and Deputy Principal: Head of Senior Schools.

Further information

Further information about this position is available from peopleandculture@haileybury.vic.edu.au

This position description was prepared by: Dr Nicholas Grigsby, September 2026.



Position Description

Classroom Teacher

HAILEYBURY
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About Haileybury

Since 1892, when our doors first opened with five staff and 17 students in attendance, Haileybury has been a centre of continual development: learning, teaching and location have all undergone transformative change on our path to become the School we are today.

The School has enrolments exceeding 7,000 across its campuses and operations in Berwick, Brighton, Keysborough, Melbourne City, Haileybury Pangea, Darwin (Northern Territory) and across South East Asia in China, Vietnam, Timor-Leste, Vanuatu and Indonesia.

Haileybury has been endorsed as one of Australia's best schools with multiple awards from the Australian Education Awards, including Australian School of the Year, Primary School of the Year and Principal of the Year. In 2025 Haileybury was ranked by NewsCorp Media as the number one coeducational school in Australia. Based on national testing results Haileybury has also been ranked as the number one primary school in Victoria and the number two secondary school.

At Haileybury we use the motto that 'Every student matters every day' and this resonates through everything that we do, both in and out of the classroom.

Discover more: www.haileybury.com.au.

Working with us

Haileybury is proudly non-selective when it comes to the students who look to join our outstanding school. We believe in the potential of every child to achieve and contribute.

However, we are by contrast, very selective of staff who wish to work with us, whether they will be guiding our young learners or helping to keep the School operating efficiently and successfully through our Corporate Services department.

Those who join us are passionate about the delivery of innovative academic, co-curricular and pastoral programs that challenge and inspire our students and make a difference in their lives.

As a school we value the linguistic and cultural diversity of our staff and students. Staff are encouraged to contribute experience they may have of working with children from a culturally and/or linguistically diverse background.



Our vision

To be recognised as a great world school.

Our mission

To deliver an exceptional educational experience that fosters the growth of each student through leading teaching and learning programs, a wide array of opportunities, within a culture of high expectations, empowering students to excel.

Our Magenta Principles

Everything that we do is centred around our Magenta principles, striving for and achieving more than expected. Our principles support and shape this in our daily work:

- Every student matters every day
- Every staff member matters every day
- Effective practices support sustainability
- One inclusive community

*zero tolerance for child abuse



Position details

Position title	Classroom Teacher
Reports to	Head of Campus
Salary range	\$91,442 - \$141,006 FTE (including leave loading) + 12% superannuation

Responsibilities

The primary responsibility of the Classroom Teacher is to deliver and promote learning within the School community.

Teachers should ensure that:

- Their delivery of the curriculum to their students ensures best practice in pedagogy, using our Haileybury Explicit Instruction model of teaching.
- They keep up-to-date with modern teaching practices within their teaching area.
- They either have knowledge of, or are prepared to learn, the Explicit Instruction model (for Junior School roles) and/or other pedagogical frameworks as appropriate.
- They prioritise building positive relationships with students, staff, and members of the School community.
- They use a variety of assessment tasks for students to experience success and accurately assess levels of student achievement.
- They collaborate with staff in their department to develop blended teaching resources, assessments, and learning opportunities for the students.
- They engage in best practice with their colleagues on campus and cross campus.
- They utilise digital learning and the LMS to support their classroom practice.
- They attend relevant professional development sessions within their subject.

Co-curricular responsibilities

- Teachers are expected to participate in co-curricular activities including sport, the Arts and/or outdoor activities.

Administrative responsibilities

- Maintain records of classroom attendance.
- Administer student assessment (formative and summative), provide feedback and write reports in accordance with School policy.
- Attend meetings as required.
- Perform supervisory duties as required.
- Attend parent/teacher interviews as required.



Key selection criteria

Required

- An ability to respond to the differing learning needs and strengths of all students in coeducational classrooms (Junior School) and single-gender classrooms (Middle and Senior School).
- Ability to form a positive rapport with staff and students and build collaborative relationships.
- Outstanding knowledge of the relevant subject material and pedagogy.
- Strong skillset with technology.
- VIT registration or ability to obtain such registration.
- Strong verbal, written, and interpersonal communication skills.
- Effective and efficient time management.

Desirable

- Experience working with children from a culturally and/or linguistically diverse background.

Personal qualities

- Highly organised.
- Patient and relationship oriented.
- Enthusiastic and conscientious.
- Ability to be part of a dynamic team.

Academic qualifications

- Recognised teaching qualifications.

Inherent qualities

Cognitive demands

- Ability to work with groups of students and to handle multiple (sometimes competing) demands from them and from colleagues and parents.
- Ability to carry out high-level responsibilities and effectively interact and communicate with students.
- Ability to make high-level decisions and/or be involved in high-level decision-making.
- Ability to be resilient.
- Ability to employ a variety of classroom management strategies and perform the role whilst managing students' behavioural demands.



Physical demands

- Ability to stand for long periods of time, move freely amongst a class of students for up to seven hours per day, and to work at a computer.
- Ability to adapt to a variety of body postures including prolonged standing, reaching overhead/forward, bending of back, squatting and rotation of neck.
- Ability to lift/carry parcels of up to 5 kg for short distances.
- Ability to manage students in a sporting situation, accompany students to sporting venues/events and assist with the delivery and demonstration of skills in training sessions.
- Ability to coach in both indoor and outdoor environments.
- Ability to demonstrate sporting activities with the upper/lower limbs, move upper/lower limbs through a full range of movement and simultaneously coordinate upper limb/lower limb activity.
- Ability to demonstrate sporting activities in a variety of environments which may be indoors or outdoors.

Environmental demands

- Ability to work in environments of variable noise levels, temperatures, and weather conditions.
- Ability to assess whether Personal Protective Equipment (PPE) is required for particular activities and wear as appropriate.

General information

- Teachers at Haileybury are expected to be involved in the School's co-curricular program and usually work some evenings and weekends as required
- The successful candidate will be expected to support the vision and ethos of the School
- All staff are recommended to be fully vaccinated against Covid-19 and any other viruses where possible
- Teachers may be required to supervise two seasons (approx. 24 weeks) of Saturday sport or similar co-curricular activities
- Staff must ensure that all decisions, pertaining to their role at Haileybury, are made in line with legislation and Haileybury Policies and Procedures as set out in the Staff Manual



Commitment to child safety and wellbeing

Haileybury is a child safe organisation committed to the safety and wellbeing of children, with zero tolerance for child abuse in any form. The successful candidate is required to support Haileybury's child safety policies and procedures and commit to their implementation upon commencement.

The successful candidate must provide a safe physical and emotional environment where students are respected and treated with dignity in an appropriate, professional and caring manner; be aware of, understand and ensure compliance with Haileybury's Child Safety Code of Conduct, the Child Safe Standards, and all relevant policies and procedures; complete Child Protection training requirements; take all reasonable steps to protect students from abuse; and report any reasonable belief that a child's safety is at risk.

Applicants should be aware that we undertake Working with Children Checks, Nationally Coordinated Criminal History Checks and reference checks in accordance with our policies.

Further information

Further information about this position is available from peopleandculture@haileybury.com.au

This position description was modified in September 2026.