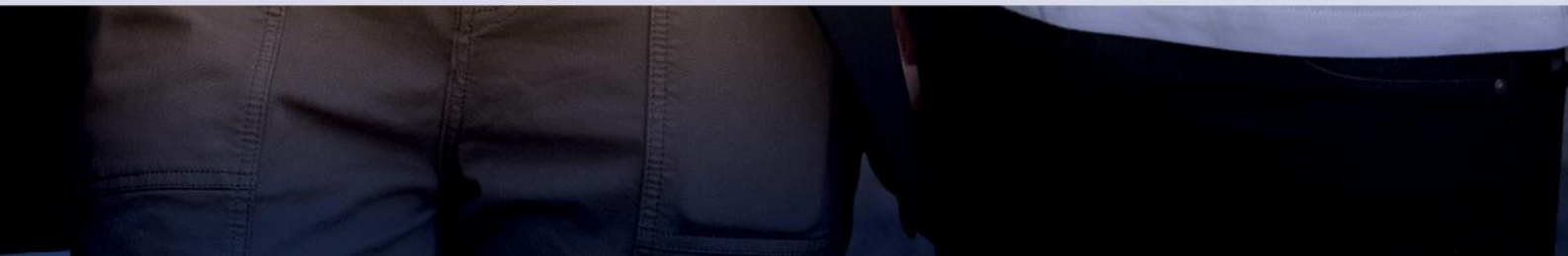


Join us at Heathdale

Serving with Purpose in a Christ-Centered Community





Introduction

Faith, Learning and Community

Heathdale Christian College is a vibrant learning community grounded in a Christ-centred worldview, where faith and education are deeply intertwined. At the heart of the College's ethos lies a commitment to nurturing students not only academically but also spiritually, morally, and socially. The Christian values of love, grace, integrity, humility, and service shape every aspect of school life—from the classroom to the playground, from leadership to community engagement.

The College fosters a culture where students and staff are encouraged to explore their God-given potential, develop a strong moral compass, and grow in their understanding of God's purpose for their lives. Through daily devotions and a curriculum infused with biblical principles, Heathdale equips students and staff to think critically, act compassionately, and lead lives of faith and character in a complex world.

This holistic approach to education ensures that students graduate not only with academic excellence but also with a deep sense of identity, purpose, and a heart for serving others.

Equally vital to this mission is the College's staff culture, which reflects the principles: "humble, hungry and smart" – originating from Patrick Lencioni's book, 'The Ideal Team Player.' Staff members model humility by placing the needs of students and other staff and the broader community above personal recognition, fostering a spirit of collaboration and grace. They are hungry to grow—professionally and spiritually—demonstrating a deep commitment to continuous improvement and excellence in their calling. And they are people smart, cultivating strong relationships through empathy, wisdom, and effective communication. This culture of servant leadership and teamwork ensures that Heathdale remains a place where both students and staff thrive in a supportive, purpose-driven environment.







Werribee Campus

Established in 1982, the Werribee campus is where Heathdale Christian College has its origins. Over the decades, it has grown into a dynamic and comprehensive learning environment that caters to students from 3-year-old Kindergarten through to Year 12. Nestled in Melbourne's west, the campus is known for its strong academic programs, vibrant co-curricular offerings, and nurturing Christian culture. It provides a seamless educational journey, allowing students to grow in faith, character, and knowledge from their earliest years through to graduation.

Melton Campus

Launched in 2014, the Melton campus extends Heathdale's mission into the fast-growing western corridor of Melbourne. Serving students from Prep to Year 12, Melton offers a close-knit community where families experience the same high-quality Christian education and values that define Heathdale. With modern facilities and a passionate team of educators, the campus continues to expand and innovate, supporting students in their academic and spiritual development.

Together, both campuses reflect Heathdale's commitment to cultivating lifelong learners who are grounded in faith, equipped for service, and prepared to make a meaningful impact in the world.

Meet our Leaders

Senior Leadership



Ross Grace
Executive Principal



Yvonne Harvey
Principal of Primary - Werribee



Deborah Letcher
Principal of Secondary - Werribee



Iain Belot
Principal of Melton



Graeme Hallett
Director of Learning and Teaching



Anthony Coghlan
Director of Student Wellbeing



Andrew Ballesty
Director of Business



Cameron Clark
Head of Operations and Systems

Deputy Principals



Daniel Lee
Deputy Principal of Primary - Werribee



Daniel Deroon
Deputy Principal of Secondary - Werribee



Nick Kopitschinski
Deputy Principal of Melton

People and Culture Team



Rose Tukufuka
People and Culture Advisor



Martiza Mejia
Talent Acquisition Advisor



Vera Palacios
People and Culture Administrator

Joining our Team

From Application to Belonging

At Heathdale Christian College, we are committed to employing staff who reflect our Christian values and contribute to a culture of humility, growth, and relational wisdom. Our recruitment process is designed to ensure that each candidate is assessed fairly and thoroughly, with consideration for both professional capability and alignment with our Christ-centred ethos.



Our recruitment process includes the following stages:

1. APPLICATION

Interested in applying for the role? Submit your application via the online recruitment portal on our College website at heathdale.vic.edu.au/employment. Please keep your resume and cover letter accessible. We'll also ask a few questions so we can learn more about you and your experience.

2. SHORTLISTING

After reviewing every application for relevant skills and experience and alignment with Heathdale's values, we'll contact shortlisted candidates to move into the interview stage.

3. INTERVIEWS

Our interview process typically involves three rounds. First and second round interviews focus on your suitability for the role, cultural fit, and often a demonstration of your gifts and talents. The People and Culture Team are here to support you and is always happy to answer any questions as you prepare.

After reference checks, the preferred candidate will have the opportunity to meet with our Executive Principal to talk about how personal and College values and mission align.

4. ONBOARDING

If you're offered the role, congratulations! Our desire is to set you up for success from day one. That means walking with you through our onboarding process, making sure you feel prepared and are welcomed into our community.

What happens if I'm not successful? At Heathdale, we do our best to notify all candidates via email or phone call if they are unsuccessful. We really value your time and effort applying for the role and wish you all the best for your future endeavours.

For any recruitment enquiries, please email recruitment@heathdale.vic.edu.au

Please note that the process may vary at times depending on the College's timelines and operational requirements.

LEARNING ENHANCEMENT and ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) TEACHER
POSITION DESCRIPTION

REPORTING TO: **EAL Coordinator**

CAMPUS: **Werribee (supporting Melton as needed)**

INTRODUCTION:
Heathdale Christian College is a co-educational, Kindergarten to Year 12 Christian College operating at Werribee and Melton.

Learning Enhancement & EAL Teacher Positions will work and act in accordance of the Biblical principles and beliefs, as set out in the College Statement of Faith and Values. It is an inherent requirement that staff are supportive of and abide by the Christian foundations, Christian ethos and Christian practice of the College.

KEY OBJECTIVES:
The Learning Enhancement and Literacy Support teacher (Primary) is accountable to the EAL Coordinator. The key objective is to teach Primary EAL students in Support Literacy and to support classroom teachers to cater for EAL and LBOTE needs within the mainstream setting. The EAL Literacy Support teacher will support the EAL Coordinator in promoting and developing differentiated programs to support student learning in Literacy and assist home group teachers to implement learning plans to meet the needs of students.

You will be based at Werribee, although will on occasion need to be available to work at our Melton campus, dependent on the requirements of the particular projects or initiatives.

KEY RELATIONSHIPS:
- Director of Student Wellbeing
- EAL Coordinator
- Principal
- Relevant Professional Bodies.

KEY RESPONSIBILITIES & DUTIES:

A. Teaching

- Plan appropriate programs based on identified student needs.
- Regularly review and modify programs to maximise student learning.
- Identify students eligible to access support programs
- Deliver EAL teaching in a variety of flexible formats including withdrawal, small group work, in-class support, and team teaching.

B. Support of Teaching Staff

As a member of the Learning Enhancement team you will also be involved in the following:

- Provide support for home group teachers in relation to the requirements of students with additional needs, including supporting teachers to plan and prepare Individual Learning Plans (ILPs) with clear, measurable goals.
- As required attend and minute Learning Support Group Meetings (LSGs).
- Work within a team environment.
- Assist with the annual transition of students with additional learning needs to the following year's level.
- Raise awareness and teacher capacity in relation to disability as well as special educational and EAL needs.

C. Personal Development

- Demonstrate a deep understanding of the teaching / learning / assessment cycle to ensure student educational growth, especially in the field of literacy
- Enhance the use of technology to engage students
- Actively develop professional knowledge in special education
- Willingness to attend professional development days/sessions

D. Child Safety

The College has a zero tolerance of child abuse.

This position is responsible for taking all practical measures to ensure that Heathdale Christian College's Child Protection and Safety Policy, Procedure and Code of Conduct are implemented effectively, ensuring that a strong and sustainable child protection culture is maintained within the College.

We have established a series of Child Safety Policies, Procedures and a Code of Conduct for all employees, volunteers and contractors working with our students. This is aimed to protect children from abuse and embed a culture of child safety in the school environment.

For more information please refer to the College website at https://www.heathdale.vic.edu.au/about/policies/

E. Interpersonal Skills

- Demonstrate strong interpersonal skills and capacity to develop and sustain productive relationships within the beyond the school community.
- Provide assistance to other team members and colleagues if or when required.

F. General and Administrative

- Keep thorough, professional, confidential records of planning, delivery, and assessment of student progress
- Develop accurate learning profiles and support teachers in the yearly update of learning profiles.
- Undertake rostered supervisory duties outside of the classroom and exercise responsibility of the welfare of students.
- Partner with parents or guardian/s with ensuring support and that effective and open communication is maintained.
- Have a level of understanding of students, including their diverse linguistic, cultural, and social backgrounds.
- Adhere to the College expectations regarding personal and professional presentation and dress.
- Participate and attend faculty or staff meetings.

COLLEGE EXPECTATIONS:

All staff are expected to:

- Perform their responsibilities in a manner which reflects the College's mission, objectives and philosophy. In particular, staff are expected to role model an active Christian faith that will be demonstrated in part by an active involvement in the wider Christian Church.
- Be Christian role models and examples to all people associated with the College.
- Participate in leading College devotions that involve staff and students and attendance at the staff spiritual enrichment day.
- Expected to regularly attend and participate in Staff Devotions.
- Each staff is allocated a prayer buddy to come alongside and build community.
- Support the College's guidelines and policies.
- Perform your responsibilities in a manner which reflects and responds to continuous improvement.
- Contribute to the efficient and effective functioning of their team\s in order to meet organisational objectives. This includes demonstrating appropriate and professional workplace behaviours, providing

assistance to team members if required and undertaking other key responsibilities or activities as directed by one's supervisor.

- Perform your responsibilities in a manner which reflects the College's zero tolerance for child abuse and in accordance with the College's Child Safety policies.
- Familiarise themselves and comply with the relevant College policies including Occupational Health and Safety.

REMUNERATION:
The salary will reflect both qualification and experience.

Annual performance and salary reviews will be conducted by the Director of Student Wellbeing.

MINIMUM QUALIFICATIONS AND EXPERIENCE:

- Minimum Degree in Education with a strong preference for specialised experience working with students with in EAL/LBOTE contexts
- Advantageous of Master of EAL/Special Education/Early Intervention or relevant higher qualification
- Valid VIT registration

ATTACHMENT 'A'
Key Relationships defined:

WITH	PURPOSE	FORM
Director of Student Wellbeing	Report to and work with the Director of Student Wellbeing	On an 'as needs basis'
EAL Coordinator	Report to and work with the Director of Student Wellbeing.	Fortnightly
Learning Enhancement Team	Work closely with the LE teachers and assistants to assist student development.	On an 'as needs basis'
Principals	Report to and work with Primary Principals for the purpose of providing Christ-Centered education for our students.	On an 'as needs basis'