



POSITION DESCRIPTION

This Position Description is a guide only and is not intended to be an exhaustive or exclusive list of the duties attached to this position. The Position Description is subject to review and modification by the Principal, in response to the strategic direction of the School, and the development of the skills and knowledge of the position.

JOB TITLE	Head of Sport and Coaching
HOURS OF WORK	Full-Time, Fixed-Term (12 Months)
SCHOOL	Melbourne Girls Grammar Senior School (Merton Hall Campus) 86 Anderson Street, South Yarra, 3141
FACULTY/DEPT	Artemis Programs
REMUNERATION CLASSIFICATION	Melbourne Girls Grammar School Enterprise Agreement 2026
REPORTS TO	Executive Director, Artemis Programs and ultimately the Principal
SUPERVISES	Students, Heads of Sports Programs, Contracted and Casual Coaches.
POSITION OBJECTIVE	To lead one of Australia's most progressive girls' school sport programs while continuing the development of people, systems and pathways that will shape the future of sport at Melbourne Girls Grammar. The Acting Head of Sport and Coaching will be responsible for leading the strategic and operational delivery of sport at Melbourne Girls Grammar across the Late Junior (Years 3–4), Middle Years (Years 5–8) and Senior Years (Years 9–12). Reporting to the Executive Director, Artemis Programs, the role is responsible for the continued growth and development of a vibrant and progressive sport program that promotes personal growth, participation, performance and excellence. The position provides leadership to Heads of Program, coaches and students, ensuring high-quality coaching, meaningful sporting experiences, strong community engagement, and a culture that supports every student to thrive. The Acting Head of Sport and Coaching will continue implementation of the School's sport strategy, with particular focus on coach development, workforce



	sustainability, student leadership, community engagement, and the ongoing growth of sporting programs and people.
KEY ACCOUNTABILITIES	KEY TASKS
Coach Development and Teambuilding	- Leadership of the coaching program: - Work with Heads of Program, Lead Coaches and HPE teachers to ensure each sport provides challenging and engaging learning opportunities that foster a lifelong love of physical activity, sport and competition. - Ensure high-quality coaching and teaching which reflects an FTEM (Foundations–Talent–Elite–Mastery) approach to learning and personal development, participation, performance and excellence. - Lead the development and implementation of sport-wide coaching and skill acquisition frameworks that provide multiple entry points for participation and progression. - Develop and oversee a coach development and learning framework that promotes best practice and supports the ongoing growth of coaches at all levels. - Facilitate the delivery and evolution of a graduated performance development process for Heads of Program and coaches to promote effective leadership, accountability and continuous improvement. - Connect and collaborate with the HPE Department to ensure alignment of coaching practices, skill development, student engagement and the broader sporting experience. - Leadership of the coaching workforce: - Lead a coaching workforce across a range of game-based and championship sports, ensuring the delivery of high-quality participation and performance programs for the MGGS community. - Develop and oversee a sustainable coach workforce strategy that supports the recruitment, development and retention of high-quality coaches. - Lead and coordinate university placement partnerships, including Deakin University and Richmond Institute, through a structured coaching practicum and mentoring program that supports the development of emerging coaches, strengthens the coaching workforce, and enhances program delivery across MGGS sport.



	- Support the development of emerging coaches through mentoring, observation and professional learning opportunities, building a long-term coaching pipeline across all sports and activities. 3. Coach recruitment, induction and professional standards: - Collaborate with Human Resources to ensure compliance with coach recruitment processes and implementation of a streamlined induction process across all sports and activities. - Ensure all coaches comply with MGGS policies and procedures, including Child Safety, Anaphylaxis Management, First Aid and other mandatory requirements. - Support Heads of Program in the development and management of their coaching teams through clear role expectations, coach education, professional learning and mentoring opportunities, fostering a professional, collaborative and high-performing coaching culture. - Maintain regular communication with coaches and monitor program delivery, providing feedback, support and guidance as required. - Foster a professional and collaborative coaching culture characterised by high standards, strong relationships and a sense of belonging within the coaching community. 4. Student leadership: - Provide appropriate student leadership development opportunities through the delivery of a sports leadership program that strengthens leadership, teamwork, self-awareness, resilience and self-confidence.
Program Development, Operations, and Sports Management	1. Collaborate with key stakeholders to ensure operational excellence in the delivery of quality sport programs that achieve positive outcomes in: - Personal growth and wellbeing; - Participation and community; and - Performance and the pursuit of excellence. 2. Promote sport as a vehicle for physical and mental wellbeing, leadership development, positive relationships and meaningful teamwork experiences. 3. Provide and expand opportunities for students to engage in sport in a variety of capacities (e.g. athlete, umpire, coach, manager, leader and supporter) during their time at MGGS and beyond. 4. Ensure the School's sport framework and philosophy supports and encourages the multi-sport schoolgirl athlete.

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	5. Ensure compliance with sport-specific selection policies and procedures, codes of behaviour and best-practice sport administration. Lead the annual review of sport policies, procedures and governance frameworks. 6. Manage the MGGS Sports Awards program and work with Heads of Program to recognise and celebrate student achievement. 7. Collaborate with Artemis Programs staff and external partners to deliver educational opportunities for students and families that strengthen understanding of sport participation, performance, wellbeing, leadership, health and personal development. 8. Lead seasonal and annual reviews of sports and programs.
Community Building	Foster strong and collaborative relationships with students, parents, families, parent committees and sport support groups to support positive sporting experiences and a shared understanding of the School's sporting philosophy. Coordinate and support parent and family engagement opportunities, including information evenings, educational seminars, celebrations and community events. Represent the School at significant sporting events, competitions and celebrations, promoting the value and impact of sport within the broader MGGS community. Develop and maintain strategic partnerships with universities, sporting organisations, clubs, industry leaders and community groups to enhance opportunities for students, coaches and programs, support athlete and coach development pathways, maximise resources, and facilitate knowledge sharing. Support Heads of Program (Aquatics and Athletics) in the planning and delivery of major school sporting events, including House Swimming, Cross Country and Athletics Carnivals, and other intra-school sporting competitions.
Resources	The Acting Head of Sport and Coaching will be responsible for the effective management of the following resources: People: Lead the recruitment, development, deployment and performance of coaching staff and placement students to support high-quality program delivery and long-term workforce sustainability. Financial: Support the effective management of departmental budgets, ensuring responsible expenditure and alignment with strategic priorities. Policy and Compliance: Work collaboratively with staff to ensure compliance with School policies, procedures and legislative requirements, including



	maintaining appropriate standards of governance, safety and risk management. Learning and Sporting Environments: Ensure sporting and learning environments are safe, inclusive, well-organised and reflective of the School's values, fostering positive experiences and meaningful connections between students, coaches and staff.
POLICY	• Adherence to all School policies without exception, particularly in regard to Child Safety, Anaphylaxis Management, Occupational Health and Safety, Privacy and Communication Technologies. • Notify and report any and all incidents as soon as possible following the MGGS Incident reporting process. • Adherence to the MGGS Child Safety Coaches Code of Conduct.
QUALIFICATIONS	• Bachelor's Degree in Exercise or Sport Science / Physical Education / Coaching / Sports Management. • High level coaching accreditation(s), knowledge and practical application of coaching pedagogy and practice.
SKILLS/ KNOWLEDGE REQUIRED	• Exceptional understanding of the national sporting system and the role of school sport within it. • Effective management of Sport and Coaching Budgets. • Exceptional understanding of athlete development and pathway principles as they relate to school aged athletes. • Exceptional understanding of the drivers and barriers of both participation and performance sport. • The ability to effectively design sport programs that both engage now and inspire future participation for students of all abilities. • Ability to model new approaches to investment in coaching and program delivery. • Strong people leadership, planning and administrative skills with the ability to work to specific timelines. • Experience working in a range of sport-based programs, e.g. school, club, regional, state, professional or national. • Dynamic and enthusiastic leader with vision and ability to develop strategic goals and implement them. • High level attention to detail and communication skills.



	• Outstanding commitment to the development of sport and driven to inspire children and adolescents to be active. • Ability to build and maintain trusting, effective and positive working relationships with immediate supervisors, colleagues and key stakeholders at all levels of the School. • Ability to work autonomously and as part of a team; a supportive and collaborative leader with the capability to manage and inspire others. • Exercise good judgment, ability to problem solve and provide solutions. • High level drive and work ethic and determination to succeed. • Friendly, warm and caring demeanour. • Ability to think creatively. • Advanced IT skills in Microsoft Office Suite, databases/systems, Internet and web-based platforms.
OTHER	• Ensure all School policies are adhered and comply with the MGGS Staff Code of Conduct. • Any other duties as requested by the Executive Director of Artemis Programs or the Principal. • All members of staff at MGGS are expected to be digitally literate. This includes communicating via email, posting work on eVI, booking appointments via Outlook calendar, Internet research skills, as well as the ability to word process departmental memoranda, student assignment sheets and computer-generated reports. • This position is required to support teaching staff in incorporating digital learning strategies into program delivery. • Although it may be appropriate for some specific duties in the department to be delegated to other staff, it is the Head of Department who retains ultimate responsibility for the department.
PROFESSIONAL ENVIRONMENT	MGGS employs passionate and highly motivated staff with a common drive to make a difference and contribute to the School's commitment to excellence in education. The quality of our staff - their knowledge, capabilities and behaviours - is fundamental to achieving our mission and priorities. The quality of our staff also underpins the success in living our values by modelling the way for students and for continually striving towards a collegiate and supportive staff culture at Melbourne Girls Grammar; a culture which is distinguished by a spirit of



	collaboration, mutual respect, leadership and community. A culture which ultimately makes MGGS a vibrant and exciting place to work. The School is focused on providing staff with support services and initiatives that aim to create an outstanding environment in which people want to work, stay and give their best. These services and initiatives also aim to support staff wellbeing - staff to feel empowered, motivated and valued for their contribution.
Child Safety Requirements/ Obligations	• Demonstrated ability to follow child safety protocols when supervising children and young people in relation to child safety. • Must be able to demonstrate an understanding of appropriate behaviours when engaging with children. • Abide by all MGGS Child Safety Policies and Codes of Conduct and demonstrate active commitment to the MGGS Statement of Commitment to Child Safety. • Supervise and manage staff appropriately including regular reviews to check whether staff are following Codes of Conduct and other child safe policies. • Demonstrated commitment to promote Aboriginal cultural safety and awareness and the safety of Aboriginal children and/or communities. • Demonstrated ability to promote the safety, wellbeing and inclusion of all children including those with a disability or those from culturally and/or linguistically diverse backgrounds.
CHILD SAFETY	All staff at Melbourne Girls Grammar are expected to take an active role and are well informed of their obligations in relation to Child Safety. The Melbourne Girls Grammar Child Safety Statement is incorporated in the MGGS staff employment cycle from recruitment and reference checking to induction, 3 and 6 month review processes and regular staff training and professional development. Employment with Melbourne Girls Grammar is subject to adherence to school policies including the Child Safety Policy, Child Safety Code of Conduct and Child Safety Statement as listed below. MGGS Statement of Commitment to Child Safety • As MGGS staff, volunteers, contractors, and any other members of our school community involved in child-connected work, we are responsible for supporting and promoting the safety of children.



	• We are committed to the safety, participation and empowerment and protecting of all children / students in our care and adhering to our Child Safety Policy. • We are committed to providing a child-safe and child-friendly environment, where children and young people are safe and feel safe and are able to actively participate in decisions that affect their lives. • We have zero tolerance of child abuse and are committed to the protection of children from all forms of child abuse and all allegations and safety concerns will be treated very seriously and consistently with our robust policies and procedures. Our policies and procedures will provide the name and contact details of staff who have specific responsibilities in relation to child safety and who may receive reports of suspicion of child abuse. Child abuse includes sexual offences, grooming, physical violence, serious emotional or psychological harm, serious neglect and a child's exposure to family violence. • We have legal and moral obligations to contact authorities when we are worried about a child's safety, which we follow rigorously. • We are committed to preventing child abuse, identifying risks early and removing and reducing these risks. • We have robust human resources and recruitment practices for all staff and volunteers. • We are committed to regularly training and educating our staff and volunteers on child abuse risks. We support and respect all children, as well as our staff and volunteers. • We are committed to the emotional, physical and cultural safety of all children and to providing a safe environment for their learning. • We are committed to promoting the cultural safety and participation of Indigenous children, young people and their families. • We have specific policies, procedures and training in place that support our leadership team, staff and volunteers to achieve these commitments.
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To learn more about the history, vision, mission and values of Melbourne Girls Grammar, please visit <https://www.mggs.vic.edu.au/>

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