



# Walford

## Position Description

### Head of Future Pathways and Partnerships

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| <b>POSITION TITLE</b>    | Head of Future Pathways and Partnerships                                                                                                                                                                                                           |
| <b>STATUS</b>            | Permanent teaching appointment.<br><br>Three-year leadership tenure as Head of Future Pathways and Partnerships, commencing 2027.<br><br>Total FTE negotiable, depending on the successful candidate's teaching area, experience and availability. |
| <b>CLASSIFICATION</b>    | 12 lessons release time<br>Band 2, Level 2 allowance                                                                                                                                                                                               |
| <b>REPORTING TO</b>      | All staff report to the Principal. The Head of Future Pathways and Partnerships reports through the Director of Learning and Teaching.                                                                                                             |
| <b>MEMBER OF</b>         | Learning Leaders Team                                                                                                                                                                                                                              |
| <b>KEY RELATIONSHIPS</b> | Head of Secondary School, Assistant Head of Secondary School, SACE Coordinator, Flexible Learning and VET Pathways Coordinator                                                                                                                     |

### Role Description

The Head of Future Pathways and Partnerships is a future focused, highly relational educational leader who connects Walford students with the people, organisations, experiences and opportunities that enable them to imagine, explore and shape purposeful futures.

They develop and lead Walford's approach to career education, future pathways and authentic learning beyond the classroom. They ensure students receive accurate, timely and personalised advice while increasingly experiencing the world of work, tertiary study, enterprise and community contribution through meaningful engagement with external organisations.

A central responsibility of the role is to build and steward strategic partnerships with South Australian industry, tertiary institutions, professional bodies, community organisations, old scholars and other partners. The Head of Future Pathways and Partnerships works closely with students to broker opportunities aligned with their strengths, interests and aspirations, tailoring and brokering opportunities through programs, partnerships and mentoring. They also contribute leadership and expertise to Walford's approach to future readiness, working with relevant leaders and teachers to identify the capabilities students will need for their futures and to develop opportunities for these to be taught, practised and experienced across curriculum, pastoral programs and learning beyond the classroom.

## Key Responsibilities

### General

- Support the Anglican ethos of the School.
- Live the School values of Courage, Commitment, Community and Growth.
- Comply with School policies and procedures, and its commitment to child safety.
- Support the School's mission to develop compassionate and courageous women who live lives of meaning, purpose and principle; and its vision to be a flourishing, connected learning community that enables each student to achieve her best, her way.
- Be an active member of relevant professional organisations and undertake professional learning that maintains contemporary knowledge of careers education, tertiary and vocational pathways, industry trends and the changing world of work.
- Teach subjects appropriate to qualifications and experience, including EIF and other future-readiness learning.

### Future Pathways and Post-School Transition

- Lead a coherent approach to future pathways education across the secondary years.
- Provide personalised pathways counselling and support subject selection and senior secondary planning.
- Ensure students and families receive accurate, current advice about university, VET, apprenticeships, employment, scholarships, gap-year and alternative pathways.
- Oversee Year 12 tertiary applications and post-school transition processes, including SATAC and relevant interstate admissions centres.
- Support students with applications, portfolios, resumes, interviews and other transition requirements.
- Monitor post-school destinations and use pathway data to inform future provision.

### Industry Partnerships and Professional Networks

- Build and steward strategic partnerships with South Australian industry, tertiary institutions, professional bodies, community organisations, old scholars, parents and other members of the Walford network, ensuring relationships have clear educational purpose, appropriate governance and regular review.
- Use these relationships to create high-quality opportunities for workplace learning, industry immersion, mentoring, professional networking, authentic projects and other future-focused experiences.
- Develop opportunities that reflect student interests and emerging South Australian industries, including areas in which women remain underrepresented.
- Work with Learning Leaders and teaching staff to connect external expertise and real-world contexts with curriculum and student learning.

### Workplace Learning

- Lead the School's work experience and workplace learning program, ensuring workplace experiences are purposeful, appropriately matched to students and connected to career exploration and reflection.
- Liaise with students, families, employers and staff to establish safe, well-supervised and educationally valuable placements.
- Ensure applicable South Australian workplace learning requirements and School processes are followed.
- Coordinate student preparation for workplace learning, including expectations relating to workplace behaviour, safety and professional communication.
- Where appropriate, develop alternatives to traditional work experience, including structured shadowing, industry projects, short immersions and problem-based learning.
- Ensure students have opportunities to reflect on and make meaning from their workplace and industry experiences.
- Collect partner and student feedback to evaluate and strengthen the quality of workplace learning.

### Future Readiness

- Maintain a contemporary understanding of the capabilities, dispositions and knowledge young people will need to navigate further study, work and participation in a rapidly changing world.
- Lead the development of Walford's approach to future-readiness learning, identifying priority areas such as leadership, communication, collaboration, ethical decision-making, entrepreneurship, digital and AI literacy, adaptability and professional capability.
- Design and deliver future-readiness learning through relevant teaching and programs, including EIF, drawing on external expertise and authentic real-world contexts where appropriate.

- Work collaboratively with Heads of School, wellbeing staff, Director of Learning and Teaching, Learning Leaders and teachers to identify where future-readiness capabilities can be meaningfully developed through existing curriculum, pastoral, co-curricular and experiential learning.
- Identify gaps and emerging needs in students' preparation for life beyond school, and recommend opportunities, programs or partnerships that strengthen provision.
- Create opportunities for students to practise future-ready capabilities through mentoring, industry engagement, authentic projects, workplace learning and community contribution.

## Person Specification

### Knowledge, Qualifications and Experience

- Appropriate tertiary qualifications and South Australian Teacher Registration.
- Working with Children Check (WWCC).
- Responding to Risks of Harm, Abuse and Neglect – Education and Care (RRHAN-EC) (Fundamentals and Masterclass).
- First Aid (HLTAID 012 Provide First Aid in an Education and Care Setting preferred).
- Experience working with secondary students and supporting career, tertiary and post-school pathway planning.
- Contemporary knowledge of education, training, apprenticeships, employment and post-school pathways.
- Demonstrated ability to build strong relationships with students, families and external stakeholders.
- Capacity to provide high-quality individual pathways guidance.
- Strong organisational and project-management capability.

### Desirable Knowledge, Qualifications and Experience

- Knowledge of South Australian industries, employers and emerging workforce opportunities.
- Experience designing or delivering future-focused learning in areas such as enterprise, leadership, digital/AI literacy, employability or project-based learning.
- A CICA-endorsed Graduate Certificate in Career Development or equivalent career-development qualification, or demonstrated commitment to obtaining such a qualification.
- Postgraduate qualifications in educational leadership, counselling, curriculum or a related field.

### Personal Attributes

- A strong commitment to girls' education and to expanding the aspirations, agency and opportunities available to young women.
- Highly relational, with the confidence and credibility to engage students, families, colleagues, industry leaders, professionals, old scholars and community partners.
- Curious and outward-looking, with a strong interest in the changing worlds of education, work and society.
- Entrepreneurial and opportunity-focused; able to initiate relationships and turn ideas and connections into meaningful experiences for students.
- Strategic in thinking while highly capable operationally.
- Excellent judgement and discretion, particularly when working with students, families and external organisations.
- Outstanding verbal and written communication skills.
- Highly organised, responsive and able to manage multiple projects and deadlines.
- Reflective and improvement-focused, with the capacity to evaluate what is working and adapt accordingly.
- Warmth, initiative, energy and professional credibility.

## Acknowledgement

This Position Description has been developed to indicate the general nature and level of work performed by employees within this role. It is not designed to contain or be interpreted as a comprehensive inventory of all duties, responsibilities and requirements of employees assigned to the role. The staff member may also be required to perform any other duties that they may be directed to perform which could be reasonably considered relevant to the position.