

Sports Coordinator

ROLE DESCRIPTION

REPORTS TO

Principal

CONTEXT

The Catholic Schools Office (CSO) is responsible for the leadership, operation and management of systemic schools which educate more than 20,000 students in 44 primary schools, 11 secondary schools, one K–12 school, one flexible learning centre and one special school in the Catholic Diocese of Maitland-Newcastle.

The incumbent commits to working within work health and safety guidelines and code of conduct at all times whilst employed by the Catholic Diocese of Maitland Newcastle. The Diocese of Maitland-Newcastle is committed to safeguarding children and vulnerable adults, preventing those in our care from suffering abuse or neglect. The Diocese is committed to being compliant with the National Principles for Child Safe Organisations and the National Catholic Safeguarding Standards. All employees are required to undergo a National Police Check, retain a valid NSW Working with Children Check and ensure compliance with our safeguarding policies, the Diocesan Safeguarding Commitment Statement and the Codes of Conduct.

PURPOSE

The **Sports Coordinator** works in collaboration with the school leadership team, colleagues and external sporting groups to promote the safe and effective implementation of school sport.

An individual in this role works to promote regular, active, enjoyable participation in physical activity and sport, ensuring a proactive and consistent approach.

VISION STATEMENT

At the heart of everything there is always Jesus Christ.

Catholic schools educate:

- From and for the community of faith
- From and for excellence in learning
- In a rigorous, creative and critical pursuit of truth

Catholic schools educate from and for vibrant, welcoming and diverse communities with a particular commitment to the poor; for justice, integrity and peace; and with hope for the future.

CRITERIA/EXPERIENCE

1. Ability to articulate a clear understanding of and a personal commitment to Catholic education and the mission of the Church through Catholic schools
2. Modelled excellence and innovation in teaching and learning, demonstrating effective pedagogical practices which meet the needs of all students
3. Demonstrated success in convening, team management or officiation at school and diocesan sporting events
4. Demonstrated high level organisation, management and administrative skills to initiate, organise and operate school-based and pathway sporting programs effectively and efficiently
5. Demonstrated commitment to engage in relevant ongoing professional learning
6. Demonstrated ability to effectively utilise the CSNSW sport portal and manage CSNSW sport registrations

Desirable

- ▶ Prior leadership experience
- ▶ Prior experience as Sports Coordinator

QUALIFICATIONS/ACCREDITATIONS

- ▶ Qualifications as a four year trained teacher
- ▶ Active NESAs Accreditation
- ▶ Current paid NSW Working with Children Check (WWCC) number
- ▶ Completion of anaphylaxis training

KEY WORKING RELATIONSHIPS

STAFF DIRECTLY REPORTING TO ROLE	<ul style="list-style-type: none"> • School staff
INTERNAL	<ul style="list-style-type: none"> • Principal • Assistant Principal (s) • School staff • CSO staff
EXTERNAL	<ul style="list-style-type: none"> • School and SSSA network • Family and community partners • Relevant agencies e.g. Local, State & National sporting bodies, local sporting venues/facilities, local councils, Medical Organisations, Officiating groups, Office of Safeguarding, WHS, NESAs, etc.

LEADERSHIP FRAMEWORK

The Leadership Framework captures the characteristics and behaviours of effective leadership articulated through six leadership capabilities that staff at all levels can practise and develop.



Guided by Gospel values, the **Sports Coordinator** is responsible for the following:

LIVE YOUR FAITH

By giving witness to Catholic faith and cultural tradition and setting an example of faith, hope and love in word and action

RESPONSIBILITIES	EXAMPLES OF IMPACT
<ul style="list-style-type: none"> Demonstrating a willingness to support and promote the ethos and mission of the Church in Catholic education Modelling and promoting Catholic values into sporting events and programs and professional conduct in an integrated and authentic way Promoting and embedding school, diocesan and csnsw systems and policies Promoting inclusive and equal opportunities for each student to use their gifts and talents within a value system based on the Gospels Willingness to comply with the CSO Accreditation to Work, Teach and Lead Policy. Category C – Accreditation for Leadership 	<ul style="list-style-type: none"> Modelling Catholic values and appropriate professional and ethical behaviour Sporting programs are enriched by the integration of Catholic Social Teachings Allowing students to show their unique skills and talents Ensuring that decision-making and actions are carried out in the spirit and ethos of Catholic education Wholehearted support of the mission of the school Positive and proactive contribution to the life of the school

LEAD TEACHING AND LEARNING

By promoting a shared understanding and clarity around how and what to teach

RESPONSIBILITIES	EXAMPLES OF IMPACT
<p>Responsibilities may include but are not limited to</p> <ul style="list-style-type: none"> Referring to NESA syllabus documents and directives in relation to sport and physical activity Modelling excellence and innovation in teaching and learning, demonstrating effective pedagogical practices which meet the needs of all students Leading and supporting the ongoing development, implementation and oversight of quality sporting programs and learning outcomes Organising, conducting and managing school carnivals, selection trials, gala days to promote csnsw pathway opportunities Organising and coordinate weekly school sport Implementing the Department of Education's Sport & Physical Activity Safety Guidelines 	<ul style="list-style-type: none"> Sport programs are contemporary and inclusive and achieve extra-curricular learning outcomes Risk assessments are completed for all sport and physical activity conducted by the school

LEAD IMPROVEMENT INNOVATION AND CHANGE

By working purposefully to support a shared system and school vision and the delivery of improvement initiatives

RESPONSIBILITIES	EXAMPLES OF IMPACT
<p>Responsibilities may include but are not limited to</p> <ul style="list-style-type: none"> Contributing to the school and system schools as a contemporary learning organisation through documenting and evaluating change efforts and sharing with colleagues Critically reviewing current research on best practice in sport to assist colleagues to further develop their coaching and managing expertise Taking an active interest in the general life of the school – supporting policies, procedures and strategic direction in order to facilitate the daily operations and promote high quality education 	<ul style="list-style-type: none"> Contemporary sporting practice is evident in all aspects of school sport e.g. risk assessments, quality coaching, selection processes, inclusion, sports management Evaluating and updating sport policies in line with best practice e.g. concussion, first aid, COVID-19 The development of consistent processes, procedures and programs within each sport Increased opportunities to offer and promote new programs

MAINTAIN FOCUS ON EVIDENCE AND IMPACT

By identifying and implementing evidence-based strategies to deliver improved student outcomes and engaging with the community to focus on what matters most

RESPONSIBILITIES	EXAMPLES OF IMPACT
<p>Responsibilities may include but are not limited to</p> <ul style="list-style-type: none"> Contribution to the professional learnings of other staff members within the school, sharing knowledge, ideas and resources Supporting the staff through leadership opportunities via both school based sport as well as pathway sport to enhance student sporting experiences Liaising with external community providers including development officers and state and national sporting bodies Promoting achievements of students within sport Promoting positive benefits of participation in sport within school and community 	<ul style="list-style-type: none"> Supporting faculty members to be more effective in implementation of school sport eg professional development opportunities Promoting healthy activity for students which will impact positively on physical and emotional wellbeing. Teachers actively engaging with and effectively utilising the community facilities, providers & organisations

DEVELOP SELF AND OTHERS

By demonstrating commitment to building capacity through self-reflection, own professional learning and supporting the professional learning of others

RESPONSIBILITIES	EXAMPLES OF IMPACT
<p>Responsibilities may include but are not limited to</p> <ul style="list-style-type: none"> Inducting and building the sporting knowledge and wellbeing capacity of team members through a strong professional learning community Establishing and monitoring PLT norms, goals and practices and providing feedback to members as required Supporting team members to develop leadership capacity through the provision of ongoing formal and informal feedback and through facilitating effective management Ensuring the information contained in the Sports and Physical Activity Policy is known and addressed 	<ul style="list-style-type: none"> Leading effective and collaborative sporting based professional learning communities both within the school and with system colleagues e.g. SSSA & CSNSW Teachers actively engaging with and effectively utilising the Australian Professional Standards for Teachers e.g. team coaching at all levels Ensuring staff receive regular affirmation of positive and constructive feedback in a timely manner

ENGAGE AND WORK COLLABORATIVELY WITH THE COMMUNITY

By building and maintaining respectful relationships with students, colleagues, families, parish and external agencies and considering the impact actions and decisions have on others

RESPONSIBILITIES	EXAMPLES OF IMPACT
<ul style="list-style-type: none"> Committing to being an active member of the Secondary Schools Sports Association Demonstrating high level communication and interpersonal skills with the capacity to develop and sustain constructive and respectful relationships within and beyond the school community Developing strong professional networks and partnerships in order to share best practice and deliver improved student outcomes Planning and leading sporting initiatives that enable student participation which enhances student wellbeing outcomes Participation and attendance at SSSA network meetings and relevant professional learning activities Promoting school facilities and resources for use by community groups and other agencies 	<ul style="list-style-type: none"> Students are aware of the opportunities available to represent via the pathway sports e.g. school newsletters, websites, assemblies, daily notices, sport noticeboards, emails, apps, Compass etc Athletes in multiclass events are aware of the opportunities to represent at Diocesan swimming, cross-country and athletics and are informed of the requirements for classification and participation Engaging with other secondary schools and external providers to deliver continuous improvement Effective communication, problem solving and decision-making processes with students, colleagues, families and community members

MANAGE RESOURCES EFFECTIVELY

By implementing and supporting structures and processes that contribute to the effective management of school and system resources and policies

RESPONSIBILITIES	EXAMPLES OF IMPACT
<ul style="list-style-type: none"> Effectively organising, coordinating and managing resources to contribute to improved experiences Complying with government, legal, school and system policies and procedures to minimise risk; ensure compliance; and a strong safety culture Maintaining effective systems for review and compliance processes Possessing high levels of organizational and management capability 	<ul style="list-style-type: none"> Ensuring effective communication and implementation of system policies and procedures to minimise risk and build a strong safety culture Working collaboratively with colleagues across the school to support and contribute to the safe implementation of sport Ensuring effective communication channels between school and wider community Ensuring all sporting activities are adequately resourced and equipment is audited for safety and currency

FUNCTIONAL REQUIREMENTS

- Light to moderate physical work
- Frequently sits or stands at an issued desk
- Stands and walks frequently around the teaching spaces to teach the class, monitor and interact with young people and to provide individual support to pupils
- Occasional bending, lifting, pulling or carrying, bending, squatting or crouching, stretching and twisting
- Occasional to frequent repetitive neck, upper body, wrist, hand and finger movements may be required
- Occasional stretching, climbing and twisting may be required
- Voice used extensively while communicating, instructing and supervising students