



Position title: S.M.A.R.T Program Facilitator
Reporting to: Head of S.M.A.R.T Program
Prepared: October 2025

Overview

Mentone Grammar is a K-12 co-educational School. The School is an open-entry school, drawing student from local Bayside and surrounding suburbs. The School became co-educational in 2006 and adopted a unique Together-Apart-Together model of education, which has resulted in continual growth. The School has a strong philosophy of ensuring that students are happy, healthy, and high achieving.

Values

Caring – We look after ourselves, our friends and our families. We support and encourage each other. We can care for everyone in some way.

Discipline – We form good habits to help us achieve high standards. We have high standards of social behaviour, dress, time management and work ethic.

Endeavour – We strive to do well even if it's hard work. We have the courage to stand up for what we believe in.

Integrity – We know what is right and wrong and act accordingly. People can rely on us to do what is right.

Resilience – Whatever bad times we go through we can bounce back again. We can seek help to “let go” of what is stopping us from being “ourselves”.

Respect – We value other people and their thoughts and feelings. We listen to them, are truthful towards them and accept them as individuals.

Service – We work voluntarily to help others without expecting anything in return.

Primary Purpose of the Role

Mentone Grammar's S.M.A.R.T (Speaking and Debating, Media, Arts, Research and Technology) Program is a co-curricular program, running adjacent to the Saturday Sports Program, which provides students in Years 8-12 with the opportunity to participate annually in one season of a co-curricular pursuit in lieu of a Saturday Sport.

Our S.M.A.R.T. Program is designed to enable students to discover and cultivate their co-curricular talents, under the guidance of Specialist Facilitators. Courses within S.M.A.R.T. are determined by the interests of students and made available to students based on that interest.

Courses undertaken within the S.M.A.R.T Program may include, but are not limited too;

- Cyber Taipan
- Dance
- Drama
- eSports
- Food Technology
- Music
- Photography
- Robotics
- Visual Arts



Students must apply to be considered for the program. Successful applicants will attend their S.M.A.R.T course in lieu of Sport training on a Tuesday, Wednesday, or Thursday afternoon, and on Saturday mornings. These courses are independent to, and do not replace lessons occurring in these areas and students may not work on coursework from their current studies.

Main Responsibilities

Reporting to the Head of S.M.A.R.T Program, the S.M.A.R.T Program Facilitator is responsible for developing and delivering S.M.A.R.T Program Courses, enhancing the abilities of students from ranging degrees of experience and ability within cocurricular areas, and actively adhering to all aspects of the School's philosophy and pastoral care principles.

S.M.A.R.T Program Facilitators will design and facilitate a creative learning program to actively engage all students. The Facilitators will develop, deliver and review their program, developing students' skills, strategies and a love of their discipline.

The following responsibilities are not exhaustive, nor necessarily in order of priority, but are indicative of the range and nature of the role.

Specific Standards and Expectations

- conduct themselves, at all times, in a manner that adheres to the School's policies and practices, which include maintaining standards of professional conduct and appropriate dress
- act as a positive role model for the students and represent the School professionally in all settings
- ensure that the School's policies pertaining to co-curricular learning, safety, conduct, attendance and uniform are adhered to, with any breaches or concerns reported to the Head of S.M.A.R.T Program for follow-up
- actively involve themselves in a review of their program, including an appraisal process, under the guidance of the Head of S.M.A.R.T Program
- attend professional learning opportunities when requested to do so
- provide the Head of S.M.A.R.T Program with accurate attendance records and feedback of student behaviour and interactions
- contribute to the development of S.M.A.R.T Program course curriculums, ensuring a consistent and sequential approach.
- provide the Head of S.M.A.R.T Program with regular updates regarding curriculum scope, sequence, and progress.
- Manage the materials, venues, and student behaviours in all sessions
- conduct engaging sessions in a planned, safe, meaningful and responsible manner
- maintain excellent levels of communication to the Head of S.M.A.R.T Program, including the voicings of concerns or opportunities for advancement
- adherence to correct school procedure, policies and process at all times

Operational Requirements

- conduct planned, structured, organised and sequential sessions
- keep and report accurate records of:
 - attendance
 - student behaviour
 - student performance and involvement
- ensure that any additional information is communicated to students effectively and professionally



- safely maintain all issued equipment / resources and report any loss or damaged equipment to the Head of S.M.A.R.T Program

Performance Appraisal

- S.M.A.R.T Program Facilitator Performance Appraisals will be conducted seasonally, and utilised when determining staffing for future seasons (where appropriate)
- This will involve self-appraisal, feedback from relevant Head(s) of Faculty, and students
- Satisfactory performance will largely be determined by fulfilment of the points listed above

Key Relationships

Head of S.M.A.R.T Program	Heads of Faculty
Assistant Heads of Faculty	Students

Qualifications

- Current Employee Working With Children Check (WWCC)
- Current CPR and First Aid certifications (HLTAID003 Provide First Aid HLTAID001 Provide CPR), or a willingness to complete assigned training
- Maintenance of qualifications and certifications
- Evidence of ability and/or achievement relevant to cocurricular area of facilitation and S.M.A.R.T. Program courses

Desirable Experience

- Facilitation or training qualifications, or experience facilitating similar programs
- Higher education qualification or current study in relevant area of facilitation

Knowledge, Skills and Personal Attributes

- Effective interpersonal and communication skills with students, parents, staff and the School community
- Personable demeanour to foster positive working relationships with all stakeholders
- Positive role model
- Punctual, dependable, and well organised
- A strong interest in supporting, motivating, and challenging students in new environments and new contexts, with a focus on their "Personal Best"
- Ability to be self-sufficient, including managing a personal work schedule, operating effectively with limited supervision, and meeting program deadlines
- A positive team player, with the ability to cooperate and collaborate effectively with colleagues
- Solid problem solving abilities
- Proactive
- Strong attention to detail and quality
- Sound IT skills
- Good sense of humour



Mentone Grammar Policies: Risk Management, Occupational Health and Safety and Child Safety

Staff are expected to:

- Adhere to and implement all working practices and procedures in accordance with Mentone Grammar School's Risk Management and Occupational Health and Safety Policies
- Monitor and take full care of health and safety of self and others within area of responsibility
- Participate, where required, in the resolution of safety issues
- Ensure familiarity and compliance with the School's Child Safe Policy, Code of Conduct and Procedures.

Child Safe Standards

Mentone Grammar takes a zero-tolerance approach to any behaviours that jeopardise student safety and wellbeing as all students deserve to learn in a calm and focused environment where they feel safe.

The School has established strategies, practices, policies and procedures in order to comply with Ministerial Order 1359 and to embed a culture of child safety within the School.

Mentone Grammar appreciates that a student safe environment looks different for every student, and in delivering this, supports and respects the cultural safety of Aboriginal and Torres Strait Islander students, students from culturally and/or linguistically diverse backgrounds, as well as students with a disability, students who identify as LGBTQIA+, those with challenging home situations or who are otherwise vulnerable.

All Staff members, volunteers and contractors within Mentone Grammar share in responsibility for the prevention of child abuse and must:

- Have a understanding of Ministerial Order 1359
- Take all reasonable steps to protect children from abuse
- Adhere to all Mentone Grammar policies and procedures regarding child safety
- Adherence to the School Student Safety Code of Conduct
- Demonstrate behaviours in line with the Mentone Grammar values and Child Safe Standard requirements
- Report any instances of child abuse
- Promote a physical and online environment that is supportive of all children and their needs
- Empower students on their rights and decisions affecting them
- Promote an inclusive and safe child safe environment for all

The Principal reserves the right to modify the recruitment process based on the needs of Mentone Grammar. The purpose of this description is to serve as a general summary and overview of the major duties and responsibilities of the position. It is not intended to represent any the entirety of the position nor is it intended to be all-inclusive. Therefore, the position may be required or requested to perform other work duties not specifically listed herein. Mentone Grammar School reserves the right to modify this job description in consultation with the incumbent from time to time depending on the operational needs and requirements of the School.