

POSITION DESCRIPTION

Careers and Future Pathways Advisor



JOB CLASSIFICATION

Position title:	Careers and Future Pathways Advisor
Reports to:	Deputy Principal – Student Engagement
Employment type and tenure:	Permanent full-time teaching position with promotional responsibilities in Careers and Future Pathways. The role comprises approximately 0.6 FTE in Careers and Future Pathways and 0.4 FTE in teaching.
Department / School:	Secondary School
Location:	Stringybark Road, Buderim, Queensland
Industrial instrument:	The Queensland Anglican Schools Enterprise Agreement 2024
Position classification pay point:	Promotional Position for Teachers - Level 2
Last updated:	September 2026

ORGANISATIONAL CONTEXT

Matthew Flinders Anglican College is a co-educational College that cares for more than 1400 students in P-12 and 140 Early Learning Centre children. The College was established in 1990 and is located on the Sunshine Coast in Buderim. The College has extensive facilities, comprehensive sporting and co-curricular programs and is committed to using technology to enhance educational opportunities.

Our Mission

Through transformational learning experiences, we inspire our students to achieve academic excellence, develop a profound sense of humanity and be motivated to create positive change in the world around them.

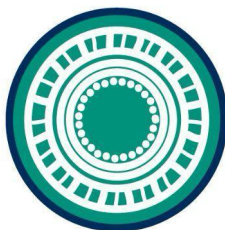
Our Vision

To Educate for Excellence in Learning and Life.

Our Values



Compassion: We are aware of suffering and are motivated to treat others with kindness, care and understanding.



Courage: We act bravely to overcome our fears, accept challenges and learn from our mistakes.



Integrity: We act with honesty, moral strength and grace, guided by humility and compassion.



Respect: We have a high regard for self and others, and for the wider community, and treat each other accordingly.

ABOUT THE POSITION

Position summary

The Careers and Future Pathways Advisor plays a vital role in guiding secondary school students through their career development and future educational pathways. This role involves advising students on future career options, further education, training opportunities, and employment. The Careers and Future Pathways Advisor assesses students' skills, interests, and aspirations to help them make informed decisions about their academic and career paths.

Primary Relationships

- Reporting directly to the Deputy Principal – Student Engagement
- Work in collaboration with the Head of Senior Secondary, Head of Middle Secondary, Head of Studies and Academic Performance, and Homeroom Mentors.
- Liaise with Deputy Principal - Academics regarding subject selection and offerings.
- Act as the College's appointed Contact for QTAC.

Main Responsibilities

Flinders Careers Program

- Prepare content and resources of the Flinders Careers Program as a key component of the Pastoral program and Academic Advisory program.
- Deliver elements of the Flinders Careers Program to cohorts.
- Support the delivery of the Flinders Careers Program with resources and classroom activities by Homeroom Mentors, where and when appropriate.
- Develop specific resources of the Flinders Careers Program and make available for parents, students and staff to access via myFlinders.

Tertiary Interface

- Co-ordinate school presentations by tertiary institutions and other, non-university providers (ie. Defence Force), including university showcases, and targeted faculties.
- Co-ordinate visits by Residential Colleges encompassing student interviews and marketing opportunities.
- Deliver cohort QTAC presentations, and provide advice for application requirements for VTAC, UAC, UCAT etc, to students and families, specifically targeting due dates and EAS.
- Communicate and promote University Open Days.
- Communicate and promote Scholarship Opportunities

myFlinders (or other) Web Interface

- Develop and maintain Careers resources accessible to parents, students and staff for the secondary school.
- To include, but not limited to:
 - Calendar of Events
 - Careers Newsletter
 - QTAC informationVET
 - USI
 - MyQCE information
 - MyPath information

- UAC, VCE, other tertiary admissions information
- Post School options - including University, TAFE, VET, Defence Force, GAP years, other interesting information
- Scholarships
- UCAT
- NCAA
- University Open Days

Information Evenings

- Attend and present at Information Evenings and subject selection evenings, when required

Academic support and advice

- Discuss career implications with students during the subject selection phase of Years 9 to 10 and Years 10 to 11.
- Discuss career implications with students when looking to change subjects during Year 10, 11 and 12.
- Discuss career implications with students when looking to drop subjects during Year 11 and 12.
- Provide active mentoring and regular support for students on a Portfolio Pathway.
- Discuss career implications with, and provide support for students when Unsatisfactory ratings are awarded for Unit 1 and/or 2 in Year 11.
- Meet and discuss options with families, where appropriate.

SET Planning

- In conjunction with the Head of Middle Secondary (Years 9 & 10) co-ordinate and lead the College's SET planning for Year 10 students.
- In collaboration with the Head of Middle Secondary, assist in the coordination of Year 10 Conference Workshops specifically relating to Careers, Future Pathways and SET Planning.
- Collate and share results with Homeroom mentors.
- Look to develop further opportunities to have community and student engagement in career promotion events.

Part Time, Traineeship and Apprenticeship Opportunities

- Act as the College's appointed Contact for the dissemination of advice, opportunities and advertisements for part-time work opportunities in the community.
- Support students in investigating, locating and securing School-based Traineeship and Apprenticeship opportunities.
- Liaise with RTOs delivering Certificate or Diploma training to MFAC students.
- Oversee the completion of work requirements for VET components, liaise with VET providers and monitor completion rates.
- Provide support to students seeking Work Experience opportunities by organising communication with employers and paperwork as required.

Professional Responsibilities

- Act in accordance with the College's Standards of Practice, policies and procedures at all times

- Demonstrate professionalism, integrity and sound judgement in all interactions with students, staff, families and the wider community
- Maintain appropriate professional boundaries in line with the expectations of the College and relevant regulatory bodies
- Contribute positively to the culture and community of the College, supporting a respectful, inclusive and collaborative working environment
- Engage in continuous professional learning and development to enhance capability and effectiveness in the role
- Exercise discretion and maintain strict confidentiality when handling sensitive information
- Comply with all legislative and regulatory requirements relevant to the role
- Follow all reasonable and lawful directions from the Principal and delegated leaders
- Demonstrate a commitment to the College's mission, vision and values in all aspects of work

Child Safety and Protection

- Act in accordance with the Child Safe Standards (Qld) and the College's child safety policies and procedures
- Maintain a current Working with Children Check (Qld Blue Card or Qld Teacher Registration) and comply with "No Card, No Start" legislative requirements
- Demonstrate behaviours that promote the safety, welfare and inclusion of all students
- Maintain appropriate professional boundaries with students at all times, including in digital environments
- Identify, respond to and report concerns regarding student safety and wellbeing in accordance with legislative obligations and College procedures
- Comply with all mandatory reporting obligations, including reporting to the Queensland Family and Child Commission (QFCC) where required
- Participate in required child protection and safeguarding training, including induction and ongoing updates
- Contribute to a culture where the student voice is heard, respected and acted upon
- Support the cultural safety of Aboriginal and Torres Strait Islander students and the inclusion of students from diverse backgrounds
- Understand and comply with the College's obligations under the Reportable Conduct Scheme (Qld) and cooperate fully with any related processes

ABOUT YOU

Person Specification

Qualifications and experience

- Unrestricted rights to work in Australia.
- Current Queensland College of Teachers (QCT) registration.
- A completed CICA-endorsed postgraduate qualification in career development (Graduate Certificate level or higher), or substantial progress towards completion with a commitment to complete within an agreed timeframe.
- Current professional membership, or eligibility and willingness to obtain membership, with a Career Industry Council of Australia (CICA) member association, together with a commitment to ongoing professional learning and ethical practice.

- Demonstrated experience developing, delivering and evaluating an inclusive, evidence-informed career education and future pathways program for secondary students, preferably across Years 7 to 12.
- Demonstrated experience providing individual and group career guidance to adolescents and working constructively with families, teachers and school leaders.
- Demonstrated experience supporting SET planning, subject selection, tertiary admissions and transition planning, including QTAC processes, scholarships and alternative entry pathways.
- Demonstrated experience supporting VET pathways, school-based apprenticeships and traineeships, work experience and relationships with RTOs, employers and community partners.
- Experience selecting, administering or interpreting appropriate career assessment tools and translating results into practical, student-centred pathway advice.
- Established networks with tertiary, training, employer and industry partners on the Sunshine Coast and across Southeast Queensland are desirable.

Knowledge, skills and attributes

- Comprehensive and current knowledge of Queensland senior secondary pathways and credentialing, including QCAA requirements, QCE and ATAR eligibility, IB pathways where applicable, VET, QTAC and interstate or international tertiary admission processes.
- Sound knowledge of vocational education and training, RTO arrangements, USI requirements, school-based apprenticeships and traineeships, work experience obligations and relevant documentation.
- Ability to deliver developmentally appropriate, evidence-informed career education and guidance that builds student agency, career-management capability and informed decision-making.
- Strong counselling, coaching and interviewing skills, with the judgement to recognise matters outside the scope of career guidance and refer students to appropriate wellbeing, learning support or external services.
- Excellent written, verbal, presentation and interpersonal skills, including the ability to communicate complex pathway information clearly to students, families and staff.
- Strong program planning, facilitation, project management and organisational skills, with the capacity to manage individual appointments, cohort programs, events and competing annual deadlines.
- Ability to interpret career assessment results, academic data, student interests and aspirations and labour-market information to provide balanced, individualised guidance without prescribing decisions for students.
- Demonstrated digital capability, including the effective use of career platforms, student information systems, web content and communication tools, with responsible use of AI and emerging technologies.
- Ability to maintain accurate, confidential case notes and pathway records and to use participation, completion and destination data to evaluate program impact and inform continuous improvement.
- Capacity to build and sustain productive partnerships with universities, TAFE and other training providers, employers, industry bodies, alumni and community organisations.
- A student-centred, inclusive and culturally responsive approach, with empathy for students from diverse backgrounds and students with disability, while maintaining clear professional boundaries.
- High levels of integrity, discretion, accuracy, initiative and follow-through, together with sound judgement in sensitive or high-stakes pathway discussions.

- Adaptability and curiosity, with a commitment to maintaining current knowledge of changing courses, entry requirements, occupations, labour-market trends and emerging industries.
- A collaborative approach and demonstrated commitment to the College's mission, values, child-safe culture and whole-school priorities.

Physical and inherent requirements

The following are inherent requirements of the role. The College will consider reasonable adjustments to enable an employee to perform these requirements safely and effectively.

- Work primarily on campus and maintain regular, reliable attendance during the school day, with flexibility to attend occasional information evenings, careers events, open days or other activities outside ordinary hours.
- Communicate effectively with students, families, staff and external partners in person, by telephone and through digital platforms, including in individual, small-group and large-group settings.
- Undertake sustained computer-based work, reading, writing, data entry and recordkeeping with the concentration and accuracy required for time-sensitive applications and compliance documentation.
- Move independently around the College campus and attend off-site tertiary, training, employer or industry activities when required, with reasonable adjustments where appropriate.
- Alternate between sitting, standing and walking throughout the day and occasionally carry or move lightweight resources and event materials, with assistance or adjustment where required.
- Manage competing priorities, interruptions, peak application periods and fixed external deadlines while maintaining accuracy, confidentiality and responsive service.
- Engage calmly and professionally in sensitive or emotionally charged discussions with students and families and apply appropriate boundaries, escalation and referral processes.
- Maintain the cognitive capacity to analyse complex and changing pathway information, exercise sound judgement and provide accurate advice that may materially affect student choices.

STATEMENT OF COMMITMENT

Safeguarding our Students

Matthew Flinders Anglican College is committed to taking all reasonable steps to promote the safety and wellbeing of students enrolled at the College and their protection from foreseeable harm. We prioritise student safety and wellbeing in all aspects of our work and do not tolerate any form of child abuse or harm. We act in accordance with the *Child Safe Organisations Act 2024* (QLD) and implement the Child Safe Standards and Universal Principle to create a safe, inclusive, and accountable environment. We listen to students, value their views, and support them to participate in decisions that affect them.

Matthew Flinders Anglican College is committed to the safety and inclusion of all students, including those from diverse cultural backgrounds, students with disability, LGBTQIA+ students, and students who may be experiencing vulnerability. We also make a clear commitment to the cultural safety of Aboriginal and Torres Strait Islander students and to providing an environment where their identities, cultures, and connections to Country are respected and upheld.

Workplace Health and Safety

Matthew Flinders Anglican College is committed to ensuring the physical and psychological health, safety and wellbeing of our people. Employees (including contractors and volunteers) must comply with all legislative requirements in respect to Workplace Health and Safety and follow all policies, procedures and codes to ensure a safe and accident-free workplace is maintained, hazards identified and risks are appropriately mitigated.

Equal Employment Opportunity

Matthew Flinders Anglican College is an equal opportunity employer. We recognise that teams who reflect a diversity of lived experience, identity, perspective, and background help us to create a healthy and inclusive working culture where our staff, students and community can thrive.

A position description is not intended to limit the scope of a position but to highlight the key aspects of the position. The requirements of the position may be altered to meet the changing operational needs of the College.



Matthew Flinders Anglican College

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www.mfac.edu.au

"Surrounded by our past, united by our future." Artwork by David Williams of Gillingimbaa.