



**St. Joseph's  
College Echuca**  
STRENGTH & KINDLINESS



**Position Description**

## Position of Leadership – House Leader (PoL 3)

POSITION DETAILS	
College	<i>St Joseph's College Echuca</i>
Reports to	<i>Relevant Director of Campus</i>
Classification	<i>Teacher</i>
Employment Type	<i>Full time</i>
Time Release	<i>Minimum of 7 periods per cycle – Brigidine Campus Minimum of 3 periods moving to 7 periods per cycle – Kildare Campus Time allocation will be commensurate with the role</i>
Remuneration	<i>As per the Victorian Catholic Education Multi Enterprise Agreement 2022 (VCEMEA) Range - T1 -1 to T2- 6 POL allowance – POL3 or equivalent allowance for PTT</i>

### POSITION SUMMARY

The role of House Leader is to provide leadership and pastoral care to the students, staff and families of their House community. House Leaders are specifically responsible for promoting the identity and community spirit of their House, as well as to work in collaboration for the pastoral wellbeing of all. There are 6 Houses at St Joseph's College - Brigid, Chisholm, Delany, Moore, Nicholls and Patrick.

The House Leaders are members of the Student Wellbeing Team and in conjunction with the College Leader - Student Wellbeing, and the College Leadership Team, have responsibility for the development and

implementation of pastoral and behaviour management programs. They work closely with their peers and the family of each child to provide a welcoming, safe, respectful and harmonious school experience for all.

## MISSION AND VISION

All staff members of St Joseph's College are expected to:

- uphold the Kildare Education Ministries core values, apply them to their work and ensure their priorities focus on quality teaching and learning, student and staff wellbeing and the careful stewarding of physical and financial resources
- have a demonstrated understanding of the ethos of a Catholic school and its mission
- demonstrate a commitment to instil in students a respect for each other in accordance with the teaching of Jesus Christ
- demonstrate a commitment to personal witness as a member of a faith community.

Our College motto 'Strength and Kindliness' comes to life in each staff member as they demonstrate the strength to do their job well and the kindness to undertake it with compassion.

Leadership at St Joseph's College is inspired and shaped by the document *Leadership in a Kildare Education Ministries School* and the relevant AITSL Standards. House Leaders are expected to function at 'Lead' standard.

Fundamental to the vision of Kildare Education Ministries is the belief, clearly articulated in its foundational documents, that education is transformative and that it is underpinned by principles of sound educational practice based in a rich Catholic tradition.

All leaders will actively and collaboratively promote and enhance the Catholic Mission and Identity of the College and respond to contemporary research and theological thinking through the development and actioning of the school improvement plan. They will facilitate the ongoing development and understanding of the Kildare Ministries core values, Living Justice, Living Peace, and the implications for our way of being at St Joseph's College. The core values that guide KEM schools are: Compassion, Justice, Hospitality, Courage, Hope & Wonder.

## LEADERSHIP

At St Joseph's College, leaders are expected to demonstrate skills and a personal commitment to improvement in all areas of school life, with the aim of offering leadership that is effective and has a meaningful, positive and lasting impact on student outcomes. All staff are expected to be supportive of the distributive style of leadership informed by growth coaching. This leader will be actively supportive of the school improvement priorities and the strategic plan.

## COACHING AND PROFESSIONAL LEARNING

St Joseph's College expects all staff members to be part of a positive and reflective culture. As such, the College supports and encourages growth coaching for all staff. Coaching is to be built into the professional practice of all staff, and this practice is acknowledged as contributing to the effective and meaningful growth and development of staff. All leaders will coach a team of staff that are allocated by the Director of Capacity and Culture.

Professional learning is valued and recognised, in particular, as a major contributing factor towards improvement in student learning outcomes.

## STATEMENT OF DUTIES

The following duties are specific to this role and in addition to the responsibilities outlined above for all College Staff members and/or other duties as required by the Principal from time to time.

- Actively articulate the school's vision and mission as a Catholic school, and use this as a wellspring in all discussion and decision-making
- Active as an individual, or as a team member, to work towards the success of the school's Strategic Plan, providing support, stimulus and action as necessary
- Available to all staff for consultation and support
- Communicate and exemplify to staff correct procedures and processes
- Address staff meetings and other forums on matters pertaining to their respective areas of leadership
- Contribute to the development of College policies and procedures
- Seek professional development to further understand the mission of St Joseph's College and to develop as leaders and educators
- Know each student in the house and promote and facilitate their growth and personal development
- Encourage strong relationships with families and a sense of community connectedness
- Foster the spiritual growth of the students through the promotion of Catholic identity and celebration of the College liturgies
- Nurture a 'presence' within the student group and provide leadership for the House
- Develop a spirit and belonging within the House and an identity for the House which others will clearly recognise, this includes the organisation of House activities
- Work with Learning Mentors to take responsibility for the implementation of all College Pastoral Care and Restorative Practice policies in support of students within the House
- Work in cooperation with Student Leadership and Agency Coordinator to:
  - develop positive and proactive student leadership within the House
  - ensure the House develops an area of social service that student leaders can actively participate in
- Take a supportive role in the recognition and celebration of student achievement
- Liaise with the Director of Campus, and College Leader - Student Wellbeing, regarding individual student welfare and wellbeing needs
- Work closely with the Director of Campus to ensure the effective function of the Campus is maintained and supported in accordance with the College processes and policies
- Work within a given Campus portfolio responsibility to manage processes and events relevant to the portfolio. These responsibilities may include camp coordination, information evenings, excursions, chairing of student leadership bodies and the preparation of meeting agendas, references, reports and documentation relevant to portfolio responsibilities
- Work with Learning Mentors to build an understanding of social emotional development which is positive in outlook, builds personal resilience and takes account of character strengths, mindfulness, gratitude and reflection as determinants of confident learning

- Work with Learning Mentors to guide and support students to attain and develop a useful set of learning behaviours and monitor both the academic and pastoral wellbeing progress of students through the Learning Mentor Program
- Assist with, or lead, preparation and conducting of Campus Assemblies and ceremonies
- Work in cooperation with Director of Capacity and Coaching to support and build coaching culture with a goal of improving classroom practice and professional development
- Chair and produce relevant documentation for House meetings
- Monitor student progress in terms of assessment and the College Promotions Policy
- Take responsibility for the implementation, monitoring and evaluation of case management processes and for liaising with external agencies when appropriate
- Contact or arrange interviews with parents/carers as deemed necessary
- Be responsible for the maintenance and beautification of the House area
- Regularly liaise with the House Student Leaders, including Learning Mentor representatives
- Closely monitor uniform, student attendance and absences and implement a process to follow up
- Work collaboratively with other House Leaders to ensure the pastoral wellbeing of all students is personalised, but within our College expectations and standards
- Ensure appropriate support of new students to the House in line with College transition procedures
- Inform and confer with class teachers to ensure students are accessing the curriculum in positive ways
- Be aware of families who are in financial, social and emotional difficulty and recommend channels of support as appropriate. Liaise closely with other Student Wellbeing staff (e.g. social workers, health professionals, chaplains etc.) as required.
- Respond to parent and/or student concerns about social, emotional or behavioural issues in a specific class or subject
- Work with the Pathways Coordinator to assist students with subject changes at the beginning of each semester
- Work with the Director of Enrichment and Inclusion, the College Leadership Team, House Leaders, VCE Coordinator and Pathway Leader, to ensure students at risk of not completing their courses are appropriately counselled and assisted with whatever support is deemed necessary
- Work with the Learning Enhancement Leaders to facilitate and take responsibility for some PSGs within the relevant House
- Maintain a sound overview of the curriculum pathways and offerings available to students
- Build a House culture that sees students, staff and parents able to articulate and live their particular House spirit with pride
- Support staff within the House in their duties with a view to building a House culture and maintaining harmonious working relationships
- Apply student management procedures. (The House Leader will implement procedures consistent with the College expectations)
- Establish appropriate expectations in uniform, behaviour, personal best, self discipline, respect for others, and communicate these in the appropriate forum (assemblies, emails, bulletins)
- Adopt a leading role in the school's coaching and reflection programs, particularly as a coach
- Responsible and efficient management of the House budget
- Work in collaboration with other position of leadership holders to build a culture of learning and academic achievement
- Assist the Principal and other leadership members in coordinating appropriate responses to child protection incidents, including liaising with the police and other external agencies, and responding to a

child who makes, or is affected by, an allegation of child abuse. Also ensure the College's Child Protection and Safety Policy and Child Protection Program are reviewed on a regular basis by an appropriate member of staff

- Other duties as directed by the Principal

### ATTRIBUTES & DISPOSITIONS

- A dynamic teacher who works well with their peers to plan for and implement teaching and wellbeing programs that improve student academic outcomes
- A commitment to improving learning and teaching across the whole school
- Highly developed interpersonal and communication skills and the ability to liaise and communicate effectively with people at all levels and from varying backgrounds
- Able to deal sensitively with confidential information
- A strong commitment to teamwork
- A proven capacity to work independently and effectively in the face of changing priorities, deadlines and pressures

### CHILD SAFE RESPONSIBILITIES

All College staff members will:

- comply with legislated occupational health and safety practices and participate in consultative processes
- observe safe work practices in accordance with training and instruction given
- identify, report and where appropriate, action risk/hazards in order to eliminate or mitigate against the risk recurring. (Risks arising in the workplace may be financial, site, task, reputational or person-specific or related to safety.)
- promote and implement occupational health and safety and risk mitigation processes within the College.

### CHILD SAFE SCHOOL

- St Joseph's College is committed to creating and maintaining a child safe environment in which students feel safe and are safe. All College staff must commit to the College principles of Child Safety and Maintaining a Child Safe School Environment as outlined at <http://www.sje.vic.edu.au/child-safety>

### TERMS AND CONDITIONS

- A commitment to Catholic Education including accreditation to teach in a Catholic School or a commitment to attain registration within 2 years of the appointment
- Hold a current registration with the Victorian Institute of Teaching
- Post-graduate studies in leadership, or a willingness to undertake further study relevant to the primary focus of the role
- Ability to work within a distributive and collaborative decision making structure
- A sound grasp of current educational thought and practice specifically in the context of the role
- A vision for the role

- Exhibit an ability to communicate effectively with the whole school community as well as with the wider community
- Comply with St Joseph’s College Child Safety Code of Conduct and KEM Child Safety Code of Conduct, KEM Ethical Standards Policy
- Appropriate qualifications and/or experience

## CONTRACT & CONDITIONS

<b>Contract &amp; Conditions</b>	<ul style="list-style-type: none"> <li>● Ongoing - Teacher</li> <li>● The role tenure is for 3 years. If the contract is not renewed the staff member will return to an ongoing teaching position.</li> <li>● The House Leader will undertake a review during this tenure.</li> <li>● The House Leader is expected to:             <ul style="list-style-type: none"> <li>● be available onsite a few days prior to the commencement of the school year and until the gazetted final day</li> <li>● attend planning meetings during holidays or work short periods on weekends if required</li> <li>● perform other appropriate duties as may be required by the Principal. This may include taking on particular projects at the request of the Principal which may be short term or ongoing depending on the nature of the assignment.</li> </ul> </li> </ul>
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