



Position Description

Title: **HOUSE LEADER**
 Responsible to: **PRINCIPAL**
 Report to: **DEPUTY PRINCIPAL – HEAD OF COBBLEBANK CAMPUS**

REMUNERATION & TIME ALLOWANCE

Position of Leadership Allowance: POL 3
 Tenure: Three years with a possible further three years upon successful mid-term appraisal.
 Time Allowance: 10 periods per cycle

The House Leader is expected to commit to the Catholic Ethos of the College and carry out the role in a manner that reflects the vision and values articulated in the College Mission Statement in accordance with the College Strategic Plan and the School Improvement Plan.

STATEMENT OF DUTIES	
Commitment to Catholic Education	<ul style="list-style-type: none"> Contribute through word and action to the evangelising mission of the Catholic Church. Build and articulate the Catholic Identity of St Francis Catholic College. Demonstrate an understanding and ability to develop the whole person. Promote gospel values through actions and implementation of the House Program.
Child Safety	<ul style="list-style-type: none"> Be familiar with and comply with the school's child-safe policy and code of conduct and any other policies or procedures relating to child safety. Demonstrate duty of care to students in relation to their physical and mental wellbeing. Actively promote the development and maintenance of a rigorous and vigilant culture of child safety at the College. Provide students with a child-safe environment. Be familiar with and comply with the College child-safe policy and code of conduct and any other policies or procedures relating to child safety. Provide an exemplary standard of pastoral care to staff, students and parents.
Contemporary Wellbeing	<p>Student Wellbeing/Pastoral Care</p> <ul style="list-style-type: none"> Take an active interest in each student's personal, academic, social and spiritual development with the objective of developing the whole person. Endeavour to get to know each student well and establish a relationship with them over time which will be conducive to their growth. Know their strengths and identify their areas for growth. Liaise with Student Leadership Coordinator to develop formal and informal student leadership e.g. supporting House Captains, the Student Representative Council and senior student involvement in mentor groups. Work in a complementary way with Learning Mentors to foster the development of the House and its members and sharing and/or delegating any of these duties as judged appropriate.

STATEMENT OF DUTIES

- Looks for ways to gather the House or groups within the House to celebrate people and events, to recognise people, and to promote House spirit.
- Liaise closely with the Deputy Principal – Head of Cobblebank Campus on the wellbeing of students in the House.
- Ensure appropriate behaviour management strategies are organised and applied for students who fail to meet expectations (e.g. counselling, detention, correspondence/interviews with parents).
- Support the implementation of wellbeing initiatives such as: Harmony Day, RuOK Day, Anti-Bullying Week etc.
- Act as a conduit for parents/guardians/carers and the College teaching and administrative staff regarding the learning and wellbeing of individual students.
- Use a restorative approach in managing issues between staff and students, students and students, staff and staff and staff and parents.

Administration

- Oversee the general organisation and administration of the House group and the coordination of activities pertaining to that House.
- Conduct enrolment interviews for Year 5 students for entry into Year 7.
- Be responsible for organising and conducting House assemblies as required.
- Consult, plan and communicate with relevant staff regarding any activity that involves the whole House group and coordinate other such activities involving groups within the House.
- Assist in arranging information sessions for students and parents as required, e.g. Parent Information Evenings.
- Convene wellbeing and learning meetings for teachers of the House group, keeping records, and ensuring follow-up.
- Compile and keep current records particular to the students in that House group.
- Be responsible for the organisation and follow-up of Case Management Meetings.
- Where applicable and in conjunction with the Learning Mentors, communicate information to staff relevant to the student's social, emotional, physical and academic wellbeing.
- Lead and work with staff to follow up student behaviour, uniform, lateness and absenteeism and relevant learning issues.
- Affirm and support the work of Learning Mentors with their Mentor Group (e.g. through support of their dealings with students, through frequent visits to Mentor Groups, interviews and informal meeting).
- Keep detailed records of student incidents, parent/teacher discussions and referrals on Simon.
- Organises for the House to be associated with at least one charitable work each year and be supportive of Community Service programs.
- Organise one inter-house activity per year.
- Hold regular meetings with the Learning Mentors and staff.
- Liaises with house staff, college captains and house captains to ensure well-organised and enthusiastic participation in inter-House carnivals and competitions.
- Meet with parents/guardians when the need arises to discuss wellbeing or learning concerns.
- To liaise regularly with fellow House leaders to ensure the successful and consistent organisation of House events.
- Facilitate the allocation and monitoring of lockers.

Student Learning

- In consultation with the Learning Mentor and the Deputy Principal Learning and Teaching, monitor student academic progress. When student progress is not

STATEMENT OF DUTIES

	<p>satisfactory notify parent/guardian and implement further improvement strategies.</p> <ul style="list-style-type: none">• Develop a strong academic and learning culture within the House group.• Working in conjunction with the subject teachers, manage the learning needs of students in their House.• Liaise with subject teachers and the Directors of Learning Diversity regarding the progress of students with diverse learning needs.• Provide leadership for all involved in teaching including mentoring, collaborating and sharing information to encourage continuous improvement in the quality of teaching and learning for students.• Attend PSG meetings for students in your House as required.
Student Behaviour Management	<ul style="list-style-type: none">• Ensure that students adhere to the uniform code.• Monitor behaviour management problems and where necessary, implement wellbeing procedures in consultation with the Deputy Principal – Head of Cobblebank Campus.• With serious discipline breaches, liaise with the Deputy Principal – Head of Cobblebank Campus and Principal.• Assist and support Learning Mentors and classroom teachers in monitoring general behaviour.
Parents/Guardians	<ul style="list-style-type: none">• Liaise with parents and guardians, especially when a student’s behaviour or progress is of serious concern.• Be available to discuss with parents/guardians matters concerning students, for example, accidents, behaviour, and academic and social problems.• Inform parents of events occurring at the year level.
Staff	<ul style="list-style-type: none">• Oversee and support Learning Mentors in their administrative and pastoral role.• Support staff in developing strategies for dealing with difficult students.• Keep teachers informed of matters relevant to students.• Assist Learning Mentors in noting and dealing with habitual latecomers.• Assist Learning Mentors in following up on student absences.• Monitor student absences for repeated and long-term absences.• Inform Deputy Principal – Head of Cobblebank Campus of repeated absences and follow up with parents/guardians.• Support teachers in parent meetings.• Be pastorally aware of the needs of staff.
Professional Development	<ul style="list-style-type: none">• Commit to ongoing professional development in your area of work.• Be open to researching areas of interest relevant to directions provided in the school’s strategic plan.• Continue development of ICT skills as technologies evolve.• Be an active member of a relevant professional association as duties permit.
General Duties	<ul style="list-style-type: none">• Contribute to a healthy and safe work environment for yourself and others and comply with all safe work policies and procedures.• Attend school meetings and after-school services/assemblies, sporting events, mass, community and faith days as required by the Principal.• Demonstrate professional and collegiate relationships with colleagues.• Other duties as directed by the Principal.

SELECTION CRITERIA

Commitment to Catholic Education	<ul style="list-style-type: none">• A demonstrated capacity to model the ethos of a Catholic school and its mission.• A demonstrated understanding of the Church’s teachings and the Catholic teacher’s role in the mission of the Church.• Commitment to own personal faith journey.
---	---

SELECTION CRITERIA	
	<ul style="list-style-type: none"> • A demonstrated capacity to instil in staff and students respect for each other in accordance with the teachings of Jesus Christ. • An ability to integrate the Church's teachings into all aspects of staff wellbeing. • Demonstrated capacity to lead the Vision, Values and Principals of Catholic Education. • Be an active member of the Catholic Church.
Commitment to Child Safety	<ul style="list-style-type: none"> • Experience working with children. • A demonstrated understanding of child safety. • A demonstrated understanding of appropriate behaviours when engaging with children. • Familiarity with legal obligations relating to child safety (e.g. mandatory reporting). • Be a suitable person to engage in child-connected work.
Education and Experience	<ul style="list-style-type: none"> • Teaching qualifications – Masters or Post Graduate Studies in the area of Learning and Teaching, Leadership, Religious Education or Theology (or working towards). • Current Victorian Institute of Teaching (VIT) registration. • Accreditation to teach in a Catholic school (or be working towards such accreditation).
Learning and Teaching	<ul style="list-style-type: none"> • Accreditation to teach Religious Education or working towards. • Demonstrated experience in leading best practice in Student Wellbeing and behaviour management. • Demonstrated understanding of Restorative Practice. • Demonstrated experience in using ICT. • Demonstrated capacity to contribute to the strategic thinking, planning, delivery of the School Improvement Plan. • Demonstrated passion for learning and ability to share this with others. • Ability to utilise data to improve student outcomes. • Demonstrated ability to successfully lead change.
Skills/Attributes	<ul style="list-style-type: none"> • Ability to work as part of a team – highly relational. • Outstanding oral and written communication skills, including the ability to communicate with children, parents and guardians and the wider school community. • Self-motivated and confident with an ability to build capacity in others. • Ability and willingness to accept policy directives. • Highly effective time management skills.