



## Position Description

Title: **HOUSE LEADER**  
Responsible to: **PRINCIPAL**  
Report to: **DEPUTY PRINCIPAL STUDENT WELLBEING**

### 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                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <b>Commitment to Catholic Education</b> | <ul style="list-style-type: none"><li>• Contribute through word and action to the evangelising mission of the Catholic Church.</li><li>• Build and articulate the Catholic Identity of St Francis Catholic College.</li><li>• Demonstrate an understanding and ability to develop the whole person.</li><li>• Promote gospel values through actions and implementation of the House Program.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Child Safety</b>                     | <ul style="list-style-type: none"><li>• 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.</li><li>• Demonstrate duty of care to students in relation to their physical and mental wellbeing.</li><li>• Actively promote the development and maintenance of a rigorous and vigilant culture of child safety at the College.</li><li>• Provide students with a child-safe environment.</li><li>• 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.</li><li>• Provide an exemplary standard of pastoral care to staff, students and parents.</li></ul>                                                                                                                              |
| <b>Contemporary Wellbeing</b>           | <p><b>Student Wellbeing/Pastoral Care</b></p> <ul style="list-style-type: none"><li>• Take an active interest in each student's personal, academic, social and spiritual development with the objective of developing the whole person.</li><li>• 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.</li><li>• 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.</li><li>• 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.</li></ul> |

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

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

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