



Position Description

Title: HOUSE LEADER - COBBLEBANK
Responsible to: Principal
Report to: Deputy Principal - Head of Campus Cobblebank

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 vision and values of St Francis Catholic 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 School Implementation Framework (SIF) and the College Annual Action Plan (AAP).

STATEMENT OF DUTIES	
Commitment to Catholic Education	<ul style="list-style-type: none"> • Demonstrate an understanding of the ethos of a Catholic school, in particular the Franciscan Charism and House Patron. • Demonstrate an understanding of Church teachings and the staff members role in the mission of the Church. • Demonstrate a capacity to integrate Church teachings into all aspects of the curriculum. • Strive to help students understand and appreciate Catholic teachings through personal example. • Compliance with Accreditation Policy of the Victorian Catholic Education Authority (VCEA). • Demonstrate a commitment to Franciscan education formed by the Franciscan Schools Australia Framework.
Commitment to Child Safety and Wellbeing	<ul style="list-style-type: none"> • Be familiar with and comply with the College Child-Safety Policy and Code of Conduct, and any other policies or procedures relating to child safety. • Assist in the provision of a child safe environment for students. • Actively promote development and maintenance of a rigorous and vigilant culture of child safety at the College. • Demonstrate ability to provide a duty of care for students in relation to their physical and mental wellbeing.

STATEMENT OF DUTIES

Teaching Duties and Responsibilities

- Maintain currency with legal obligations in relation to child safety - mandatory reporting and reportable conduct.
- Be aware of MACS schools Flourishing Learners position statement –*Vision for Instruction*.
- Implement explicit instructional practice.
- Adhere to State and National course requirements including the standards of professional practice – Australian Institute for Teaching and School Leadership (AITSL) and Victorian Institute for Teaching (VIT).
- Be proficient in the use of Intellischool and use data to drive student learning outcomes.
- Meet directly with the Deputy Principal – Head of Campus Cobblebank and 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 and the overall wellbeing of House students.
- Meet regularly with Learning Mentors, to develop complementary ways in fostering House spirit in celebration of its members.
- Communicate relevant information to Learning Mentors and staff regarding students’ social, emotional, physical, and academic wellbeing.
- Affirm and support the work of Learning Mentors with their mentor group (e.g. through support of the students, visits, interviews, and informal meetings).
- Assist and educate Learning Mentors with managing habitual latecomers and the monitoring of student absences, particularly repeated and long-term absences. Inform Deputy Principal - Head of Campus Cobblebank of repeated absences and follow up with parents/guardians/carers.
- Be responsible for the organisation and administration of House assemblies, activities, celebration of events, sharing/delegating any of these duties as deemed appropriate. Ensure parents/guardians/carers are informed of all House events.
- Support the implementation of wellbeing initiatives such as: Harmony Day, RuOK Day, Anti-Bullying Week etc.
- Ensure appropriate behaviour management strategies are implemented and applied when students fail to meet expectations. Implement wellbeing procedures in consultation with the Deputy Principal - Head of Campus Cobblebank.
- Support staff in developing strategies for dealing with difficult students.
- Liaise with the Deputy Principal – Head of Campus Cobblebank and Principal, with serious discipline breaches.

STATEMENT OF DUTIES

- Act as a conduit for parents/guardians/carers, College teaching and administrative staff regarding the learning and wellbeing of individual students. Liaise with parents/guardians/carers matters concerning when a student's behaviour or progress is of serious concern.
- Use a restorative approach in managing issues between staff, students, and parents.
- Conduct enrolment interviews for Year 5 students for entry into Year 7. Assist in arranging Parent Information sessions for students and parents as required.
- Convene wellbeing and learning meetings with House teachers, ensuring effective meetings to achieve the stated outcomes.
- Maintain accurate, current House student records, detailed information of student incidents, parent/teacher discussions and referrals on Simon. When appropriate communicate relevant information of the students social, emotional, physical, and academic wellbeing.
- Monitor student behaviour, uniform, lateness and absenteeism and relevant learning issues.
- Support teachers in parent meetings.
- Provide pastoral support to staff when aware of the need.
- Ensure House students are associated with at least one charitable work each year and be supportive of community service programs.
- Organise one inter-house activity per year. Liaise with house staff, College, and House captains to ensure well-organised and enthusiastic participation ensuring consistency with events.
- Work collaboratively across campus to ensure consistency in House structures and expectations.
- Facilitate the allocation and monitoring of lockers.
- Contribute to a healthy and safe work environment for yourself and others and comply with all safe work policies and procedures.
- Attend House and Domain meetings as scheduled, all College assemblies and liturgical celebrations, and relevant activities organised by the College.
- Demonstrate professional and collegiate relationships with colleagues.
- Commit to ongoing professional development in area of work. Be an active member of a relevant professional association as duties permit.
- Be open to researching areas of interest relevant to directions provided in the SIF.
- Continue development of ICT skills as technologies evolve.
- In consultation with the Learning Mentor and the Deputy Principal Learning and Teaching, monitor student academic progress. When

STATEMENT OF DUTIES

	<p>student progress is not satisfactory notify parent/guardian/carer 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 Parent Support Group (PSG) meetings for students in your House as required.• Other duties requested by the Principal.
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SELECTION CRITERIA

Commitment to Catholic Education	<ul style="list-style-type: none">• Demonstrated capacity to model the ethos of a Catholic school and its mission, in particular, the Franciscan Charism and House Charism.• Demonstrated understanding of Church teachings and the staff members role in the mission of the Church.• Demonstrated capacity to integrate Church teachings into all aspects of curriculum.• Demonstrated ability to help students understand and appreciate Catholic teachings through personal example.• Compliance with the Accreditation Policy of the Victorian Catholic Education Authority (VCEA).• Demonstrated commitment to Franciscan education informed by the Franciscan Schools Australia Framework.
Commitment to Child Safety and Wellbeing	<ul style="list-style-type: none">• Demonstrated understanding of child safety.• Experience working with children, demonstrating understanding of appropriate behaviours when engaging with children.• Ability to actively promote development and maintenance of a rigorous and vigilant culture of child safety at the College.• Familiarity with legal obligations relating to child safety including mandatory reporting and reportable conduct.• Demonstrated capacity to provide a duty of care for students in relation to their physical and mental wellbeing.
Teaching Skills 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) is preferred.• Accreditation to teach in a Catholic school or working towards.

SELECTION CRITERIA

- A demonstrated experience in leading best practice in Student Wellbeing and behaviour management.
- A demonstrated understanding of Restorative Practice.
- A demonstrated experience in using ICT.
- A demonstrated capacity to contribute to the strategic thinking, planning, delivery of the SIF plan.
- A demonstrated passion for learning and ability to share this with others.
- Ability to utilise data to improve student outcomes.
- A demonstrated ability to successfully lead change.
- Ability to work as part of a team – highly relational.
- Outstanding oral and written communication skills, including the ability to communicate with children, parents/ guardians/carers, 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.
- A demonstrated ability to contribute to a healthy and safe work environment for yourself and others, complying with all safe work policies and procedures.