



ROLE DESCRIPTION

HEAD OF HOUSE

1. PURPOSE

This role will foster and develop the wellbeing and formation of each boy under their care from Years 5-12. It does so by:

- working in partnership with the Student Wellbeing Team, Mentors and teaching staff
- tracking, assisting and developing boys flourish across their spiritual, cognitive, emotional, social and physical dimensions
- being an active and proactive member of the middle management team

2. REPORTING RELATIONSHIPS

The role reports to the Deputy Principal - Students and Director of Student Wellbeing. It works closely with the Director of Junior School, Director of Identity & Global Advocacy, Director of Co-curricular, other Heads of House, and Heads of Department. The role leads a team of House Mentors, and works collaboratively with all staff

3. RESPONSIBILITIES

MENTOR AND HOUSE SYSTEM

- Lead and support a cohesive and effective team of Mentors ensuring effective pastoral care, delivery of wellbeing curriculum and student formation opportunities, and building of House spirit;
- Coordinate the annual House Competition across a range of activities and competitions taking responsibility for at least one competition or activity; and
- Lead regular House Assemblies.

PARENT AND COMMUNITY PARTNERSHIPS

- Builds social capital with parents / carers and the wider Waverley College community;
- Responds to parent inquiries in a timely manner and maintain accurate records of such meetings and conversations;
- Ensure that parent satisfaction and successful resolution of issues is maintained; and
- Build House spirit and involve parents wherever possible in House Events.

STUDENT DEVELOPMENT & FORMATION ACROSS YEARS 5-12

- Develop the Waverley College Graduate - a young man of Faith and Integrity by providing formation opportunities across; character development, respectful relationships, positive mindset, positive health, and finding meaning;
- Empower students to meaningfully connect and lend support to each other within the Waverley College community;

- Encourage student care of themselves and each other across both year level and House
- Support and develop mental health support processes;
- Provide, leadership, support, advice and guidance to staff with regards to student development strategies based upon the building of positive relationships;
- In line with College policies and ensuring procedural fairness, carry out behaviour management processes including; investigating, interviewing, conducting mediation, restorative justice, liaising with counsellors, communicating with parents and outside agencies; and
- Ensure high student standards are maintained across: uniform, presentation, behaviour on public transport and a positive tone amongst students

WELLBEING CURRICULUM

- Contribute to the ongoing development, planning, communication and evaluation of the College's Wellbeing Curriculum that assists students flourish across their spiritual, cognitive, social, emotional and physical dimensions;
- Lead and introduce programs that assist in the development of student wellbeing including: Kanyini, SEL, Big Brother, Rock & Water, Mindfulness, Orientation and Transition programs;
- Lead social formation opportunities for students (formals, dances, BBQs, dinners with other schools)
- Monitor and track academic performance of students in their House using both internal and external tools (TrackOne, NAPLAN and Alwell)
- Work closely with Heads of Departments in formulating and implementing academic policy and compliance and to support students that are struggling academically providing strategies for them and their parents;
- Lead, develop, participate in and evaluate the College's Outdoor Education Program;
- Contribute to the Co-Curricular program at the College; and
- Promote, recognise and reward positive academic / co-curricular / social justice achievements.

FAITH FORMATION

- Model Gospel values during interactions with all stakeholders;
- Promotes the Edmund Rice ethos within the College community;
- Assist and play an active role within the spiritual formation program, social justice program and prayer life of the College;
- Works closely with the social justice team in ensuring boys have opportunities to serve those in need;
- Ensure every House event commences with a reflection/prayer or liturgy reflection;
- Co-ordinate House Mass and supervise attendance and respectful participation; and
- In consultation with the Director of Identity and Student Formation, promote and support charitable activities including House Charity.

COMPLIANCE, ORGANISATION & ADMINISTRATION

- Maintains unequivocal compliance with all Child Protection related legislation, EREA Code of Conduct and other EREA and College policies;
- Manage and maintain accurate and comprehensive records in line with the College's legal, ethical, wellbeing and professional obligations and responsibilities;
- Meet NESA requirements with regard to attendance and absenteeism follow up;
- Ensure House resources and areas such as lockers are managed;

- Assists with College promotion through Open Mornings, Orientation Days, enrolment interviews, information evenings and parent forums as required; and
- Attend weekly meetings of the Student Wellbeing Team

LEADERSHIP, PRESENCE AND PROFESSIONAL DEVELOPMENT

- Engage in the most recent educational research and literature relating to social, legal, pedagogical and student wellbeing and apply it to the EREA context at the College;
- Have a high presence during break times and at college events ensuring active supervision is role modelled;
- Coordinate and supervise the home day supporters' duty, CAS Track and Field and Swimming carnivals and House competitions; and
- Participate in an ongoing coaching process (AITSL) that will assist with their professional learning strategy and support their professional growth.

4. REQUIREMENTS

It is a requirement that the Head of House is loyal to the ethos of the College and the Edmund Rice Charter and will demonstrably enact College Policies and support the Executive and Principal.

Knowledge and experience

- Relevant degree qualifications
- Postgraduate qualifications, ideally in student wellbeing or a related area
- In-depth and demonstrable knowledge of the AITSL standards

Practical and specialist skills

- Maintenance of current accreditation standards
- Current Teacher Registration
- Current Working With Children Check
- Mental Health First Aid qualification
- High computer literacy in a Mac environment.

Competencies

- **Accountable**
Delivers on commitments, takes responsibility for actions, decisions and outcomes and ensures the same of others.
- **Attention to Detail**
Thoroughness in completing all tasks with high concern for accuracy, quality and doing things properly. Follow established procedures where applicable.
- **Builds Strong Teams**
Assembles a group of people to achieve a common goal and inspires, motivates, and guides them. Consistently develops and sustains cooperative working relationships, encouraging cooperation within groups and fosters commitment, team spirit, pride and trust. Develops others through coaching, mentoring, rewarding, and guiding.
- **Communication**
Exchanges thoughts, opinions, ideas, messages and information through speech, writing or behaviour. Expresses information and ideas clearly and effectively.

- **Compliance Management**
Takes a proactive role in encouraging and ensuring compliance with Waverley College policies including Code of Conduct, Child Protection, Working with Children Checks and WHS.
- **Continuous Improvement**
Increases individual and school effectiveness through a constant focus on increasing quality, standards and outcomes. Ensures work meets or exceeds standards and identifies and implements ways to make role tasks or processes more efficient.
- **Continual Learning**
Grasps the essence of new information, develops new knowledge and acquires new technical and learning capabilities through self-development and seeking feedback from others. Recognises own strengths and weaknesses and pursues opportunities to develop.
- **Embraces diversity**
Establishes and maintains a motivated and efficient work environment where people of diverse backgrounds are represented, valued and respected.
- **Influencing**
Ability to create a positive impression with the capacity to impact the actions, behaviours and opinions of others. Presents a persuasive position based on logic, data and the objective merits of a situation and anticipating the feelings, needs and concerns of others.
- **Interpersonal skills**
Ability to manage relationships and interactions with other individuals or groups. Considers and responds appropriately to the needs, feelings, and capabilities of different people in different situations.
- **Leadership**
Influencing, directing and motivating the performance of others towards achieving predetermined objectives or following a course of action. Regularly outlines direction for their team that connects to Waverley College's Strategic Plan.
- **Managing Performance**
Helps others to improve their performance, clarifies expectations of performance and provides constructive feedback for improvement.
- **Results Orientation**
Knowing what outcomes are important and focusing attention/resources on achieving final outcomes which aligns to the Waverley College Strategic Plan. Ability to see the end picture and perform effectively in the role to deliver outcomes.
- **Teamwork**
Willingness to participate as a member of a group that shares a common interest working together co-operatively and productively to achieve results. Effective contributor that interacts within the group and participates in activities.