



GEELONG GRAMMAR SCHOOL®
EXCEPTIONAL EDUCATION

POSITION DESCRIPTION

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| POSITION: | Head of House |
| DEPARTMENT/CAMPUS: | Corio Campus |
| DATE PREPARED: | June 2024 |
| REPORTS TO: | Head of Senior School Boys/Girls (Senior School) or Head of Middle School (Middle School) |
| TENURE: | Ongoing Teaching contract - 5 year appointment to Position of Responsibility |

WORKING ENVIRONMENT:

Geelong Grammar School is one of the world's leading co-educational boarding and day schools. Offering exceptional educational opportunities across four campuses from Early Learning to Year 12, Geelong Grammar School is committed to making a positive difference for students, staff and the community. We believe in prioritising wellbeing, adventure, creativity and academic rigour, and we value wisdom.

Bostock House (approximately 100 students). Situated in the Geelong suburb of Newtown, this campus caters for day students from Early Learning to Year 4. After Year 4, students from Bostock House proceed to Corio. The Bostock campus has approximately 17 full time and part time teaching and support staff.

Toorak (approximately 320 students) is in Melbourne. It caters for day students from Early Learning to Year 6. After Year 6, most students proceed to Corio. The Toorak campus has approximately 50 full time and part time teaching and support staff.

Corio (approximately 920 students) offers day, day boarding, weekly boarding and full boarding in Years 5 to 8 (Middle School) and day and full boarding in Years 10 to 12 (Senior School). About 70% of Corio students are full boarders. Approximately 100 staff (nearly all teaching) reside on the campus, with 30 accommodation units being connected to boarding houses, and the remainder consisting mostly of freestanding residences. The campus is like a small community with its own (large) kitchen/dining facilities, a medical centre (9 beds), chapel and maintenance workshops and comprehensive educational infrastructure. The campus also provides high-level sport, recreational, training and performance facilities used by the School community. The Handbury Centre for Wellbeing provides a gymnasium, indoor swimming pool, dance studio and multi-purpose playing courts and the (SPACE) provides "State of the Art" auditoriums, performance theatres, creative education hubs and display spaces that utilise the latest in technology.

Timbertop (approximately 245 students) is a boarding campus for all Year 9 students, located near Mt Buller in Victoria's Alps. All teaching staff live on the campus and students spend the entire year at Timbertop taking part in hiking, recreational and community service activities.

POSITION CONTEXT:

The Head of House is an active member of the teaching staff and the School's community. Teachers at Corio choose to join a largely residential community and are thus involved in supporting students in a host of different

ways. This provides for an opportunity to develop a very full relationship with students and thus a chance to play a significant role in their overall education – academic, physical, spiritual and moral – and in doing so give them the opportunity to recognise and develop their talents.

POSITION OBJECTIVE:

The Head of House is responsible for the welfare and progress of all students in their care and the management and direction of staff working within the House.

KEY RESPONSIBILITIES:

The key responsibilities of the Head of House include:

- To lead the welfare and supervision of students in their care
- To enable tutorial, counselling, discipline and routine arrangements that will promote the development and wellbeing of individual students, as well as responsible community behaviour
- To enable engagement with the tenets of holistic education. To develop and foster a sense of community in the House and in the broader School
- To encourage the development of student leadership, as reflected through the quality of House and School spirit
- To ensure that students are appropriately advised on subject selection, tertiary education and co-curriculum activities and commitments
- To liaise with academic staff about the needs of individual students in their House (i.e. difficulties and disabilities)
- To liaise with parents and guardians about their child's progress and to promote links between the House and the parent body
- Work in a collegial way with all Heads of House on the Heads of House Team, and other welfare and health support staff (Kennedy Medical Centre)
- Attend to all compliance matters, including safety protocols and accurate record keeping, ensuring appropriate records of students are maintained, as required
- To advise on the allocation of staff, including House Assistants (Boarding Houses only) and to encourage the professional learning and development of House staff in matters of pastoral care and wellbeing
- To review and manage the performance of staff within their House
- To undertake professional development and further education relevant to the role as requested by the Heads of Senior School/Head of Middle School
- To ensure that buildings and furnishings are appropriately maintained and to advise on the need for improvement to house facilities, cleaning and maintenance
- To manage House budgets
- Lead and manage staff allocated to the House. This includes ensuring house is always staffed appropriately and staffing of the house is strategically planned. It also includes supporting development of staff, induction of new staff into the boarding house processes and performance management of staff as required. If the Head of House is the Stakeholder Manager then these discussions must happen in collaboration with the direct Line Manager. Heads of House are the direct Line Manager for House Assistants
- To demonstrate Courage, Compassion and Curiosity and the application of the Strategic Imperatives
- This position is required to work days, afternoons, evenings, weekends and overnights
- Facilitate a learning program outside of the school day, that supports the students to be actively engaged in the School
- To facilitate the collaboration of key stakeholders for students within their House.
- Build spirit in School events that supports healthy rivalry whilst also maintaining positive and respectful connections across the School
- Create opportunities for service.
- Create opportunities for student voice, agency and leadership.
- Collaborate with colleagues within the team to support progression and inclusivity of our students.
- Other duties as required by the Head of Middle School and Heads of Senior School

TEACHING EXPECTATIONS:

The Head of House is expected to undertake a teaching load. The teaching allocation will be discussed and confirmed at interview.

ORGANISATIONAL RELATIONSHIPS:

The Head of House reports directly to the Head of Senior School Girls/Boys (for Senior School Houses) and the Head of Middle School (for Middle School Houses).

Internal Liaisons

Principal
Vice Principal(s)
Heads of House
Teaching and related pastoral care staff
Kennedy Medical Centre and Counselling staff
Senior Chaplain
Facilities and cleaning contractors

External liaisons

Parents and guardians
Past students
External medical and welfare providers

KEY SELECTION CRITERIA:

The key selection criteria for the position of Head of House includes:

SKILLS AND COMPETENCIES

- A highly experienced and accomplished teacher with thorough understanding of the welfare and related needs of students within a boarding and day school environment, including the obligations of “duty of care” and contemporary boarding practices.
- Proven capacity to develop trust and empathy with students, staff and parents to guide the development and welfare of students.
- Excellent interpersonal and communication skills, including the ability to advise and liaise across all levels of an organisation and with parents and guardians.
- Proven organisational and facilitation skills and an ability to coordinate staff and the day-to-day activities within a House.
- Well-developed people management and supervisory skills.
- A demonstrated interest in the health and wellbeing of young people and a contemporary understanding and experience in management of student welfare programmes.
- Previous experience working in and/or a thorough knowledge of residential learning environments.
- Well-developed report writing skills.
- Sound administrative and financial management skills.
- A proven ability to integrate IT into the curriculum and teaching practice.
- Demonstrates Courage, Compassion and Curiosity and the application of the strategic Imperatives.

QUALIFICATIONS AND EXPERIENCE

Mandatory

- Registration as a Teacher with the Victorian Institute of Teaching, which includes a National Police Check undertaken by VIT
- Applicants must be able to demonstrate that they fulfil the Proficient Level in all of the AITSL Australian Professional Standards for Teachers.
- Experience and knowledge of individual academic learning programmes for students with diverse abilities and needs.
- It is a condition of employment that Teachers must possess First Aid qualifications and have current Anaphylaxis Management Accreditation in accordance with the new Ministerial Order 706 and the School’s Anaphylaxis Management Policy (2015). Information regarding First Aid and Anaphylaxis Management Accreditation requirements, training courses and compulsory briefings scheduled by the School will be provided on a regular basis.

Highly desirable

- Exceptional relationship management skills
- Excellent written and oral communication skills
- Previous experience in management or supervisory role

- Post graduate qualifications in Boarding Management, Education or Student Welfare or Business Administration/Management.
- Ability to lead, energise and coordinate diverse teams
- Knowledge and practical application of regulatory compliance systems and frameworks and legislation impacting education management
- A thorough understanding and knowledge of positive education, pedagogical theory, standards and practice
- Demonstrated understanding of holistic education

OTHER REQUIREMENTS AND OUT OF HOURS EXPECTATIONS

- The incumbent will be required to attend to student pastoral matters outside of usual work hours, including weekends and overnight.
- Attendance at School and House events outside of usual work hours is required.
- Work on public holidays within Term time will be required.

COMMITMENT TO POSITIVE, ADVENTURE AND CREATIVE EDUCATION:

Geelong Grammar School is committed to experiential learning with and through nature and Creative and Positive Education.

All staff are required to attend our Discovering Positive Education training course within their first two years of employment at the school. Staff also can participate in ongoing Positive Education training throughout the year.

OUR COMMITMENT TO STUDENT SAFEGUARDING

Geelong Grammar School is committed to the safety of all students and has a zero tolerance of student abuse.

The School's Student Safeguarding Framework, which includes the Student Safeguarding Strategy, Student Safeguarding Policy and Student Safeguarding Code of Conduct, is available on the GGS website, under 'Student Safeguarding'. The School's expectation is that all staff members (and School Community members) comply with the Student Safeguarding Framework policies and procedures and the Child Safe Standards, as applicable to their role. Any queries in respect of this Framework or the School's expectations should be directed to safeguarding@ggs.vic.edu.au.