

House Leader

Classification:	POL 3
Tenure:	3 years
Time allowance:	12 periods per week; \$9,533 p.a
Reports to:	Deputy Principal - Student Engagement, Development and Empowerment Learning Culture Leader
Direct Reports:	Mentor Group Teachers

Context

Sacred Heart College is a proud, dynamic, high performing school community with strong traditions, a rich history and a deep sense of community and welcome. Our Catholic Identity is best exemplified through a program of education that encourages students and staff to pursue the Mercy values of compassion, justice, respect, hospitality, service and courage. The Sacred Heart Way is identified through actions that uphold and advance Catherine McAuley's vision of the lived Gospel, which is at the heart of our community.



Strategy 2021 and Beyond articulates our vision of educating girls in the Mercy tradition to make a difference in our changing world. Key elements of the strategy focus on opportunities to reimagine learning that enables members of our school community to be creative, self-directed and critical thinkers, who are inspired to learn, whose natural inquisitiveness is nurtured and who strive for excellence.

The House Leader plays a key role in leading, shaping and managing the College's strategic direction by developing practices in the following areas:

- Learning and Teaching
- Development of self and others
- Leading improvement, innovation and change
- Administration and operational management
- Engaging and working with the community



Educating Girls to Make a Difference

A Ministry of Mercy Education Limited ABN 69 154 531 870

Position Purpose

The House Leader will work collaboratively with Mentor Group Teachers as leaders in student pastoral care, restorative practices, student wellbeing, child safety, academic progress and guidance of students within each House.

The House Leaders will work together as a team to ensure both students and mentor group teachers within each House are supported holistically, and that House belonging and engagement is promoted.

Key Responsibilities

Key responsibilities include but are not limited to:

- Build the capacity of teachers to support student wellbeing and learning.
- Build the capacity of teachers to support the development of individual students through the creation and implementation of initiatives including those linked to Respectful Relationships, Restorative Practices, and Visible Wellbeing.
- Facilitating restorative practices for members of the College Community.
- Support the School Engagement Leader (SEL) in the formation and implementation of initiatives including Living Mercy which is comprised of;
 - House-based Visible Wellbeing curriculum and practices
 - Respectful Relationships
 - Student Learner Dispositions
 - Mercy Works
 - Restorative Practices
- Actively supporting and empowering Mentor Group teachers to deliver the Living Mercy curriculum.
- Working in collaboration with the Inclusion and Diversity network to identify and document student needs, ensuring agreed adjustments are embedded and actioned to maximise student outcomes.
- Design and implement intra- and inter-house events, and year level activities that promote connection and belonging, while also contributing to the awarding of the annual House Cup.
- Assist SEL in identifying and addressing student needs ahead of school-based and off-site activities.
- Work collaboratively with SEL to identify and address student data to shape current and future student programs and supports.
- Lead and empower Mentor Group teachers to advance students in their personal, academic, social and spiritual development and engagement.
- Lead and empower Student House Leaders in promoting house pride, connection and belonging.
- Lead student transitions into the College, with the support of SEL and College Registrar; this includes conducting enrolment interviews and supporting Mentor Group teachers to ensure that all new students to the College experience connection within their House broader school community.
- In collaboration with the Learning Culture Leader, create opportunities for authentic engagement with families and the wider community.
- Create opportunities and experiences that foster and empower student voice, agency and leadership.



- Be a key leader in promoting and imparting the Sacred Heart Way to all members of their house – students and staff. This includes;
 - Promotion of our Catholic Identity and Mercy traditions, lived out through the Mercy values of respect, compassion, justice, hospitality, service and courage
 - Promotion of House history and traditions
 - Supporting individual members of the House community in times of need
 - Celebrating diversity and inclusion within our community
- Engage in regular professional supervision (provided by the College) to support ongoing professional learning and safeguarding House Leader team.

Other accountabilities and duties

In addition to the primary purpose and key priorities, the House Leader will:

- Undertake other reasonable duties as directed
- Document and maintain procedures relevant to the position
- Comply with the standards of a Child Safe organisation
- Maintain and contribute to individual and collective responsibility for Health and Safety at the College
- Undertake relevant professional and technical development

The House Leader will have responsibility for ensuring administrative tasks, protocols and procedures relevant to the role are undertaken.

Key Relationships

Key relationships include:

- Deputy Principal – Student Engagement, Development and Empowerment
- Learning Culture Leader
- School Engagement Leader
- Mentor Group Teachers
- House Staff
- Learning and Teaching Team
- Student Empowerment Leader
- Inclusion and Diversity Network
- College Admissions Officer
- College Pastoral Worker



Skills, Experience and Qualifications

Essential:

- Tertiary qualifications in Education with evidence of continuous formal learning in a relevant field.
- Accreditation to Teach RE or Lead in a Catholic School, working towards attainment or preparedness to commence working towards attainment.
- Highly developed understanding of sustainable positive education practices.
- Highly developed written and verbal communication skills.
- Ability to lead others.
- Forward thinking and innovative.
- Understanding of and commitment to positive education practices.

Desirable:

- Experience managing projects and resources.
- Understanding of Mercy traditions, and capacity to positively advance the mission and Mercy values.

All employees are subject to appropriate employment and compliance checks prior to and during employment.

This position requires:

- current VIT registration, or current Police Check and Employee Working with Children Check.

Child Safety

The House Leader will be committed to the College's child-safe policy, comply with the Safeguarding Children and Young People Code of Conduct, Mercy Education Limited Code of Conduct and all other policies and procedures relating to child safety. They will demonstrate a duty of care to students in relation to their wellness for learning, and will proactively support a child safe environment.

Acknowledgment

A holder of this position does so acknowledging:

- they have read and understood the general requirements of the position;
- they are suitably qualified and capable to undertake the responsibilities within;
- this position description serves to describe the position as accurately as possible but does not constitute a full statement of duties; and
- that other reasonable duties may also be allocated.



POL 3 Levels of Competence

Results Orientation	<ul style="list-style-type: none"> • Sets and works to achieving goals, and/or • Exceeds goals, and/or • Improves performance, and/or • Redesigns practices
Strategic Orientation	<ul style="list-style-type: none"> • Sets multiyear priorities, and/or • Defines multi-year strategy, and/or • Further develops College strategy across multiple areas, and/or • Creates high-impact strategy
Collaboration and Influence	<ul style="list-style-type: none"> • Actively engages with colleagues, and/or • Motivates others, and/or • Facilitates cross-group collaboration, and/or • Establishes a collaborative culture
Team Leadership	<ul style="list-style-type: none"> • Gets input from team, and/or • Inspires team commitment, and/or • Empowers teams to work independently, and/or • Motivates diverse teams to perform
Organisation Capability Development	<ul style="list-style-type: none"> • Actively supports team members' growth, and/or • Systematically builds team capability, and/or • Assists development outside of immediate team, and/or • Builds organisational capability
Change Leadership	<ul style="list-style-type: none"> • Points out need for change, and/or • Presents a compelling case for change, and/or • Mobilises others to initiate change, and/or • Drives College-wide momentum for change
Educational Understanding	<ul style="list-style-type: none"> • Investigates and researches education broadly and engages in use of data and professional learning, and/or • Demonstrates a deep understanding of education and empowers staff and students, and/or • Generates insights regarding the future of education, and/or • Identifies emerging educational opportunities
Inclusion	<ul style="list-style-type: none"> • Integrates other points of view, and/or • Functions well across diverse groups, and/or • Facilitates engagement between factions, and/or • Strategically increases employee diversity



Community Engagement	<ul style="list-style-type: none"> Clearly outlines how input from stakeholders has been utilised to bring about change, and/or Seeks input beyond the immediate community, and/or Shares findings and new learnings with other professionals, Strategically increases community engagement
Financial and Physical Resource Management	<ul style="list-style-type: none"> Actively pursues alternative to improve efficiency, and/or Develops and implements long term resource-maximising strategies, and/or Facilitates the sharing of resources across groups, and/or Expands revenue streams

