

# *Positions of Leadership*

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2026



JOHN PAUL  
COLLEGE  
with Him is the fullness of life



# CONTENTS

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About John Paul College	4
College Mission and Vision	4
College Values	4
Child Safety	5
Faith Community	5
The College's visions for Learning and Wellbeing	5
Learning and Teaching Vision	6
Student Wellbeing Vision	7
Leadership at John Paul College	8
Organisational Chart – Senior Leadership Team	9
Organisational Chart – Deputy Principal	10
Students and Engagement	
Organisational Chart – Deputy Principal	11
Learning and Innovation	
Organisational Chart – Deputy Principal Faith and Mission	12
Application Process	13
Positions of Leadership	14
Head of Year	15
Appendix A – Head of Year (Years 7-9)	19
Appendix B – Head of Year (Years 10-12)	20
House Leader	21

# ABOUT JOHN PAUL COLLEGE

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John Paul College is a coeducational Catholic secondary College situated in Frankston, which operates with the consent of the Catholic Archbishop of Melbourne and is owned, operated and governed by Melbourne Archdiocese Catholic Schools Ltd (MACS).

## COLLEGE MISSION AND VISION

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Inspired by the Gospels' values, John Paul College provides an exemplary and holistic education within the Catholic tradition.

Our community welcomes students and their families from the parishes and communities of the greater Frankston region.

We believe every student's success is grounded in quality learning and teaching, and a school culture that fosters wellbeing, promotes resilience and inspires faith in action.

Our motto is our vision – the commitment to ensure every member of our community is empowered to achieve success, act with integrity and contribute to the common good – Christian discipleship for a just world.

*With Him is  
the fullness  
of life.*

*Jn 10:10*

## COLLEGE VALUES

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We treasure our spirit of community and the values that flow from it – courage, perseverance and generosity.

The strength of our House system is anchored in these values and the charism we inherit from the lives of our founders.

Today, we live by our values and animate them within a culture that:

- Respects the dignity of every person
- Is inclusive, compassionate, just and forgiving, and
- Honours the integrity of creation through careful stewardship

# CHILD SAFETY

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The John Paul College community promotes the safety, wellbeing and inclusion of all children. We are a child safe employer who is committed to the welfare of children and young people in our protection. All potential employees and volunteers will be required to comply with our Child Safety and Wellbeing Policy and our Child Safety Code of Conduct. This includes:

- Ensure adherence to all child safety standards and mandatory reporting requirements.
- Attend training to maintain compliance with all child safety legislation, standards and regulations.
- Complete all mandatory reporting in a timely manner.
- Escalate and report all matters related to student safety immediately.
- Understand and work diligently to deliver student duty of care responsibilities.

# FAITH COMMUNITY

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John Paul College offers parents, students and staff an opportunity to experience community life in a faith filled environment. Each student is invited to develop their personal faith and the meaning and value in life through sacramental celebration, prayer, liturgy, retreats and other religious celebrations. The College provides participation in the life of the Church and recognition of the need for a more just society. The life of the faith community is a cooperative venture of each and every member of the College family.

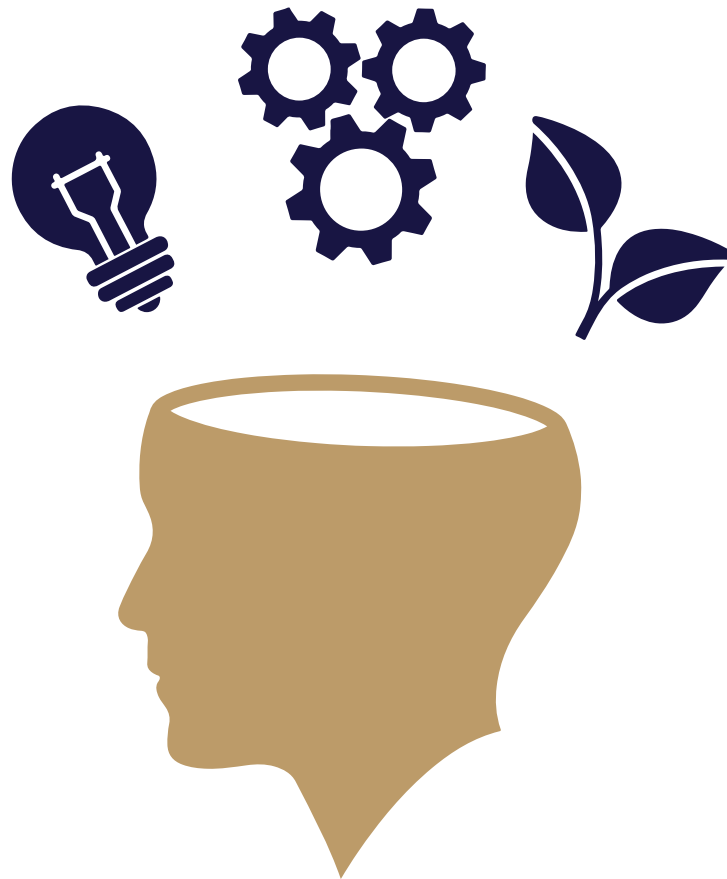
# THE COLLEGE'S VISIONS FOR LEARNING AND WELLBEING

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John Paul College visions for Learning and Teaching and a Student Wellbeing provide a clear purpose and direction for both learning and wellbeing as a College community. Our Wellbeing Vision and Learning and Teaching Vision are complementary documents that provide a frame of reference for all in this community to which we hold ourselves accountable. Our approach to Wellbeing and Learning enables us to realise each student's unique potential through physical, mental, emotional and spiritual development.

# LEARNING AND TEACHING VISION

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John Paul College's vision for Learning and Teaching presents our aim and purpose for learning as a school, from Years 7 - Year 12.

Our vision for learning was created through staff, student, and parent feedback. The vision created supports our teachers and students to work with a unified set of values and beliefs which will drive the development of improving student outcomes and the learning experience for all our students.

Our vision acts as a frame of reference that also ensures our teachers evaluate their current practice. The new professional learning model at John Paul College, also aligns with our Elements for Learning to ensure teachers are actively incorporating the vision into our classrooms each day.

Our vision comprises of a number of statements which reflect the College's collective values surround learning. Our vision states that we believe Learning is not just about knowledge and content, but growth. This includes emotional and intellectual growth, to ensure all our students can thrive to be their best self.

The Vision is organised around three elements for learning: Knowledge, Capabilities and Self. These elements describe the key behaviours and skills that our students will develop both in and out of the classroom to become successful learners. The three Elements combine to highlight the importance of a wholistic education for students at John Paul College. Finally, we believe in delivering our Learning and Teaching programs in a culture of high expectations, to encourage and show our students that they can achieve and succeed.

# STUDENT WELLBEING VISION

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The Student Wellbeing Vision outlines how the College actively promotes Wellbeing to improve learning and life outcomes for our students. The Vision is the result of extensive collaboration between staff and students and aims to help every student realise their unique potential through physical, mental, emotional and spiritual development.

Wellbeing and academic outcomes are inextricably linked. Our Student Wellbeing Vision and Learning and Teaching Vision are complementary documents. Our approach to wellbeing and learning enables us to realise one's unique potential through physical, mental, emotional and spiritual development.

The document identifies four key elements of wellbeing – Pastoral Care, Community Engagement, Child Safety, and Student Voice and Agency. Each of these areas outlines how we Enable, Learn, Engage, and Connect with these elements through structures, policies and education. The Wellbeing Vision is inspired by 'Horizons of Hope' and 'Excel – Wellbeing for learning' and identifies four key elements – Pastoral Care, Community Engagement, Child Safety and Student Voice and Agency. Using language common to these documents, we help our students to 'Enable, Connect, Engage and Learn' with their individual wellbeing. At John Paul College we have a "commitment to ensure every member of our community is empowered to achieve success, act with integrity and contribute to the common good – Christian discipleship for a just world."

By embedding these four elements and explicitly teaching wellbeing we realise the mission of our College.

# LEADERSHIP AT JOHN PAUL COLLEGE

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**Leadership is the ability to positively influence others to achieve a shared vision.**

At John Paul College we expect that our leaders have the capacity to action this vision through the MACS vision for leadership which involves eight essential leadership capabilities grounded in one precondition: a Catholic way of being.

The eight leadership capabilities are:

- Leading Catholic mission
- Developing self
- Growing others
- Enabling wellbeing
- Cultivating learning, development and engagement
- Enhancing change
- Managing resources
- Engaging community

Positions of Leadership at John Paul College carry a responsibility to actively shape and sustain our culture and are grounded in exemplary classroom practice. Leaders are first and foremost highly effective teachers who demonstrate consistently high standards of professional practice and conduct in their everyday work, including reliable attendance and punctuality, active and timely engagement in meetings and duties, and the thorough and timely completion of assessment, reporting, communication and record-keeping responsibilities.

From this foundation, leaders are expected to model and embed the College's Leadership of Culture - Unity, Support, Growth and Responsibility - through their leadership practice, relationships and decision making. Leaders foster unity and belonging, provide consistent and compassionate support, encourage personal and collective growth, and act with integrity and accountability in service of students, staff and the wider community.



# ORGANISATIONAL CHART

## SENIOR LEADERSHIP TEAM

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**John Visentin**  
College Principal



**Michael O'Keeffe**  
Deputy Principal  
Learning and Innovation



**Craig Judkins**  
Deputy Principal  
Students and Engagement



**Zoe Wood**  
Deputy Principal  
Faith and Mission



**Anthony Bucca**  
Director of  
Operations



**Kylie Oddy**  
Director of  
People & Culture

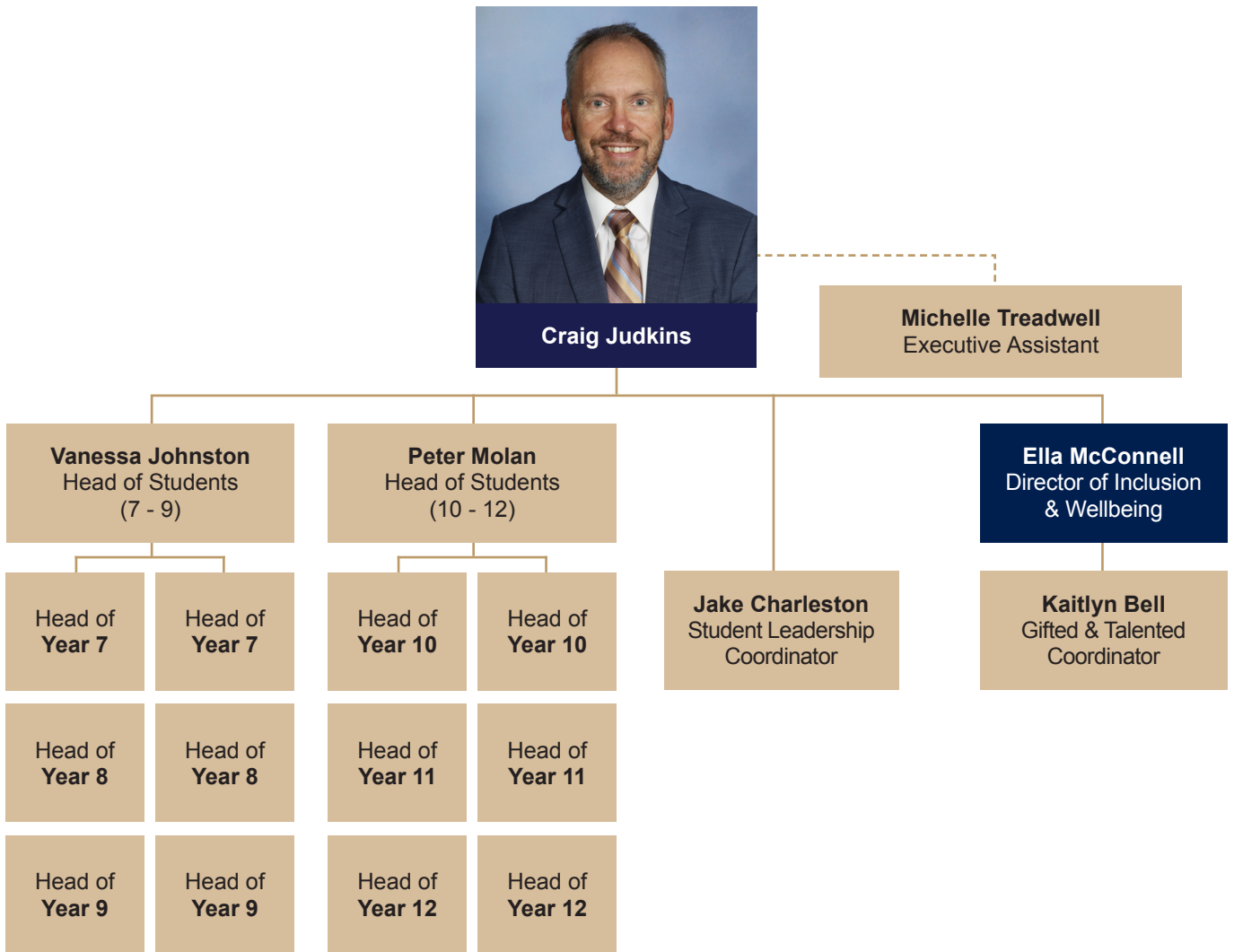


**Ella McConnell**  
Director of  
Inclusion & Wellbeing

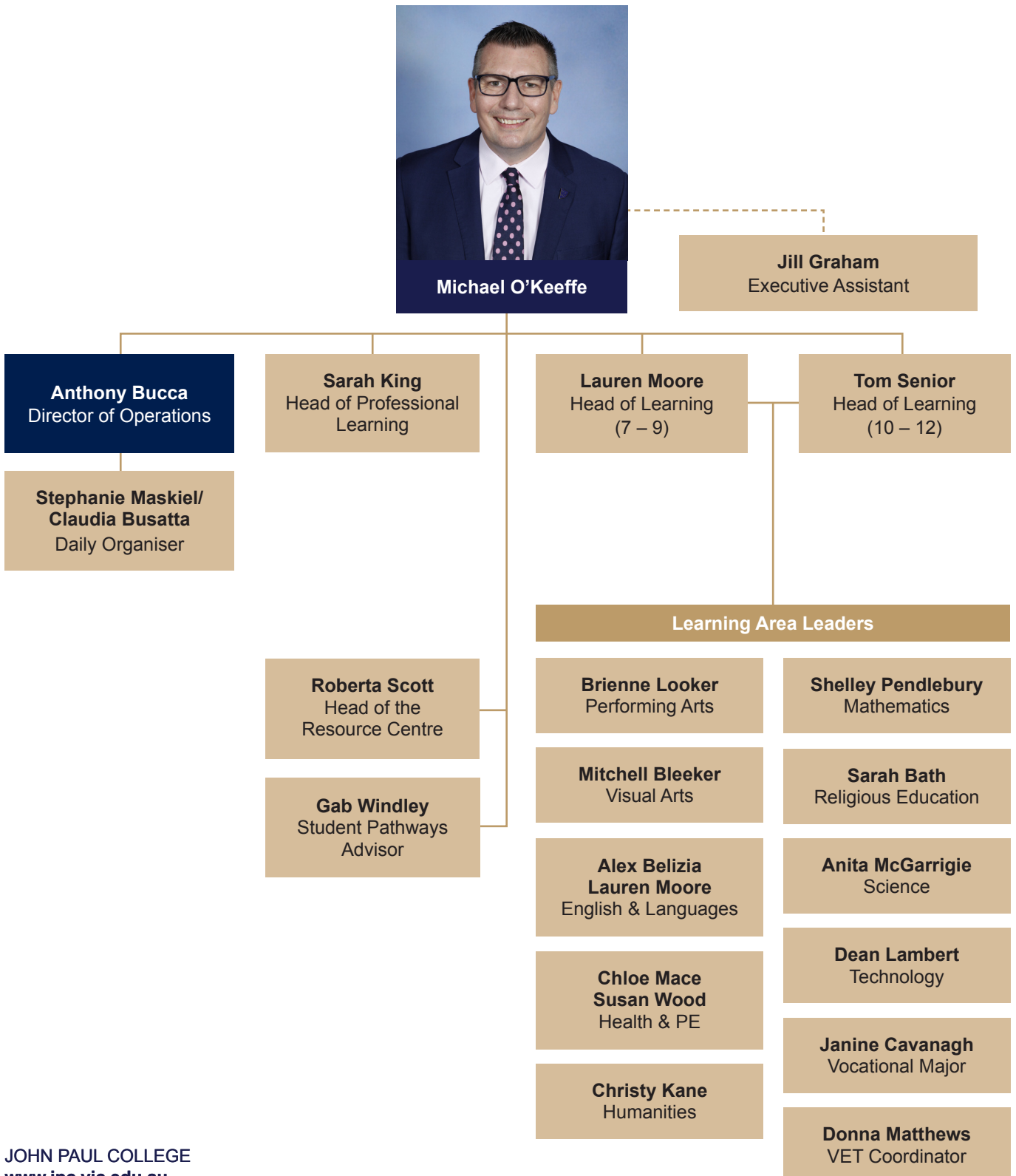


**Russell Saunders**  
Business Manager

# ORGANISATIONAL CHART DEPUTY PRINCIPAL STUDENTS AND ENGAGEMENT

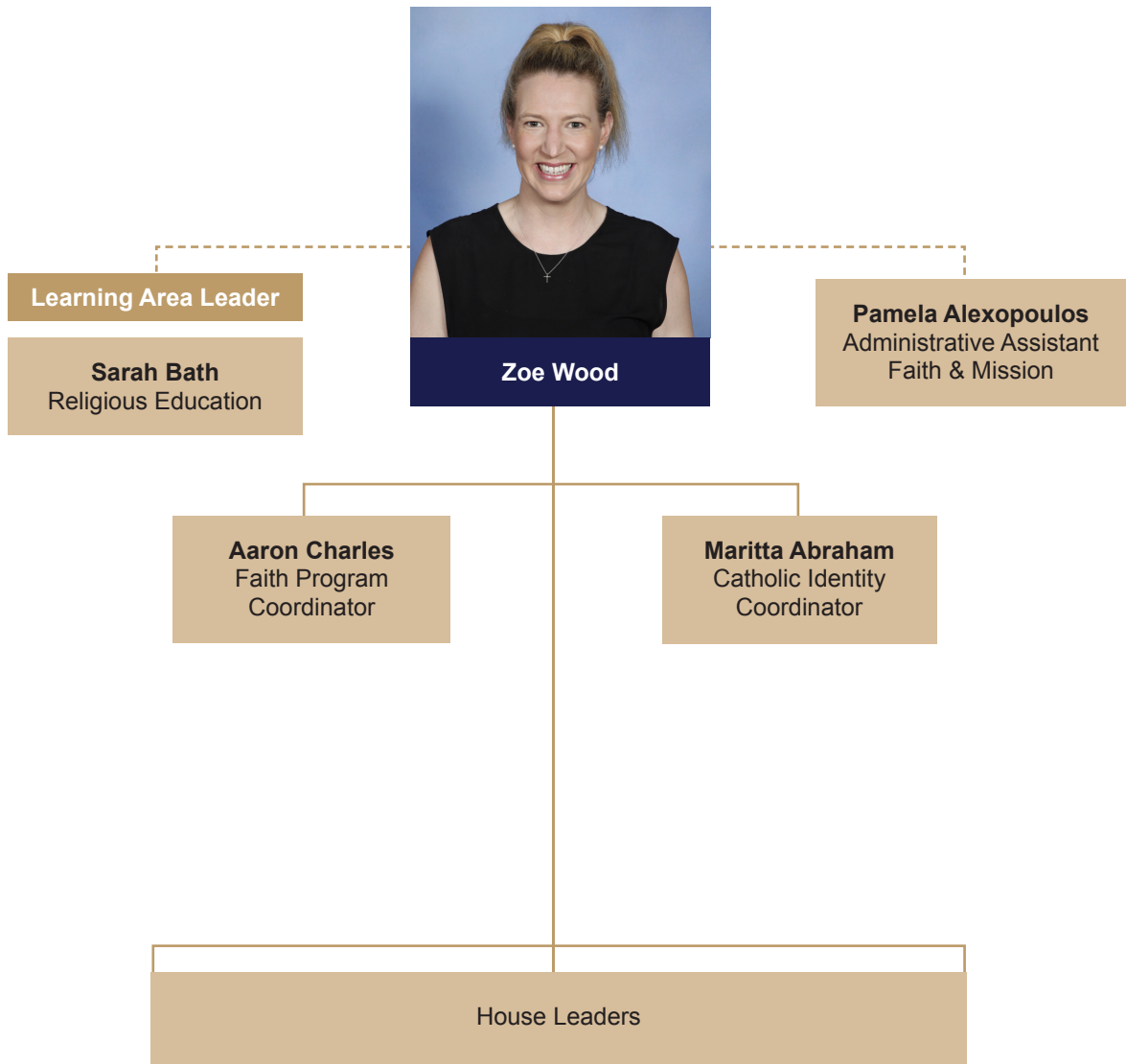


# ORGANISATIONAL CHART DEPUTY PRINCIPAL LEARNING AND INNOVATION



# ORGANISATIONAL CHART DEPUTY PRINCIPAL FAITH AND MISSION

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# APPLICATION PROCESS

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## EXTERNAL APPLICANTS

Applicants are asked to provide a cover letter, addressed to the Principal, of no more than two pages, addressing the major responsibilities of the role, and a current CV (one document). Please clearly indicate which role(s) you are applying for.

## INTERNAL APPLICANTS

Applicants are asked to upload a resume (this should be a document which outlines your skills and experience) and a cover letter which clearly states which position(s) you wish to apply for and the reasons for applying.

## PoL APPLICATION & INTERVIEW PROCESS

Role Descriptions for all Positions of Leadership (PoL) are available in this booklet. It is anticipated that interviews will be conducted between Monday 1 June and Friday 19 June for most positions.

## INTERVIEWS

The interview panel will be made up of selected staff from the following roles: the Principal, members of the College Senior Leadership Team, and other Senior Leaders of the College.

## POST INTERVIEW

The Director of People and Culture will notify applicants of the outcome of the interview as soon as practicable after the interview.

Successful applicants will be issued with a letter of appointment, documenting the tenure and conditions of appointment.

## TENURE

PoL appointments will have tenure for three years with the successful candidates also receiving an ongoing teaching position.

Within the three-year cycle the opportunity to participate in a review process will be provided. This will normally be in the second year of the appointment.



# POSITIONS OF LEADERSHIP

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POSITION OF LEADERSHIP	RELEASE TIME (PERIODS)*	PoL LEVEL
<b>STUDENTS AND ENGAGEMENT</b>		
Head of Year (7, 8, 9, 10, 11 & 12) x 2 positions per year level	9	3
House Leaders x 1 per house	4	2

# HEAD OF YEAR

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John Paul College, Frankston is a Catholic co-educational secondary school governed by Melbourne Archdiocese Catholic Schools (MACS). The College has a rich educational heritage shaped by the traditions of the Faithful Companions of Jesus (FCJ) Sisters and the Marianists, which continue to inform its Catholic identity and community life.

## LEADERSHIP AT JOHN PAUL COLLEGE

Leadership is the ability to positively influence others to achieve a shared vision.

At John Paul College we expect that our leaders have the capacity to action this vision through the MACS vision for leadership which involves eight essential leadership capabilities grounded in one precondition: a Catholic way of being.

The eight leadership capabilities are:

- Leading Catholic mission
- Developing self
- Growing others
- Enabling wellbeing
- Cultivating learning, development and engagement
- Enhancing change
- Managing resources
- Engaging community

Positions of Leadership at John Paul College carry a responsibility to actively shape and sustain our culture and are grounded in exemplary classroom practice. Leaders are first and foremost highly effective teachers who demonstrate consistently high standards of professional practice and conduct in their everyday work, including reliable attendance and punctuality, active and timely engagement in meetings and duties, and the thorough and timely completion of assessment, reporting, communication and record-keeping responsibilities.

From this foundation, leaders are expected to model and embed the College's Leadership of Culture - Unity, Support, Growth and Responsibility - through their leadership practice, relationships and decision making. Leaders foster unity and belonging, provide consistent and compassionate support, encourage personal and collective growth, and act with integrity and accountability in service of students, staff and the wider community.

## MISSION

John Paul College provides an exemplary and holistic education within the Catholic tradition. We believe every student's success is grounded in quality learning and teaching, and a school culture that fosters wellbeing, promotes resilience, and inspires faith in action.

Our motto is our vision – the commitment to ensure every member of our community is empowered to achieve success, act with integrity, and contribute to the common good – Christian discipleship for a just world.

The work of the Head of Year will be informed by a vision of Catholic education that is Gospel-based, people-centred, inclusive, and holistic. The Head of Year will work to develop an understanding of the Catholic, Marianist and Sisters of the Faithful Companions of Jesus ethos and the values of the College and ensure that they work within those foundational traditions and mission of the school.

The work of the Head of Year is grounded in the College's Leadership of Culture — Unity, Support, Growth and Responsibility — which guide leadership practice, relationships and decision-making across the community.

## PURPOSE OF POSITION

The Head of Year is a key leadership role responsible for the pastoral care, wellbeing and academic oversight of students.

Each year level is supported by two Heads of Year working in partnership, sharing responsibility, accountability and leadership across all aspects of the role. These positions operate collaboratively to ensure consistency, continuity and high-quality support for students, families and staff.

The Head of Year is a member of the Pastoral Care Team and report to the Heads of Students and the Deputy Principal - Students & Engagement.

The Head of Year is required to be familiar with and comply with the College's Child Safety Policy and the Code of Conduct. The Head of Year will provide students with a child-safe environment, which will proactively monitor and support student wellbeing and exercise pastoral care in a manner which reflects school values.

As leaders in the College, the Head of Year will exercise a shared responsibility to ensure that the mission of the Catholic Church is brought to life in the College. These leadership roles are predicated on the belief that to be effective the work of Head of Year will be informed by a vision of Catholic education that is Gospel-based people-centred, inclusive and holistic. The Head of Year gives witness to gospel values in all aspects of their work and encourages and supports staff to do likewise.

## KEY RESPONSIBILITIES AND TASKS

### UNITY

- Foster positive, respectful and professional relationships with students, staff and families.
- Promote a strong sense of belonging and shared responsibility while fostering a collaborative, positive, and high-performing team culture
- Work collaboratively with other Heads of Year, Heads of Students and College leaders to ensure consistency of pastoral practice and student support.
- Support and lead Pastoral Care Teachers to maintain a cohesive and consistent year level approach.
- Facilitate year level assemblies and liturgical celebrations that strengthen community and faith formation.
- Work collaboratively with the co-Head of Year to provide shared leadership and ensure consistent pastoral practice, decision making, and communication across the year level.

### SUPPORT

- Ensure the provision of consistent, compassionate pastoral leadership for students, particularly those experiencing complexity or transition.
- Maintain a visible presence within the College, ensuring students feel known, supported and valued.
- Support staff in managing student wellbeing, behaviour and engagement concerns.
- Lead and support restorative processes and student re entry meetings as required.
- Liaise with parents and carers regarding student wellbeing, behaviour and academic progress.
- Attend and contribute to Student at Risk (STAR) meetings and PSG meetings as required.
- Chair or co chair regular Pastoral Care Team meetings to support staff and align practice.
- Provide guidance and support to staff experiencing challenges, escalating matters where appropriate.
- Ensure all child safety obligations are upheld in daily practice and decision making.

### GROWTH

- Monitor student academic progress and wellbeing, implementing proactive support strategies for students at risk.
- Support students in developing responsibility, independence and positive learning behaviours.
- Ensure College and MACS policies, including the Pastoral Care Policy and Student Code of Conduct policy, are consistently implemented.
- Foster the growth and development of Pastoral Care Teachers through coaching, mentoring, collaboration and reflective practice, building capability and confidence in pastoral leadership.
- Contribute to the development, implementation and review of pastoral programs.
- Support the consistent and high quality implementation of the College's Horizons Program by guiding and supporting Pastoral Care Teachers in effective planning, delivery and reflection.
- Prepare and deliver professional learning for staff in relation to student wellbeing, behaviour and engagement, building the capacity of teachers to respond effectively and consistently to student needs.

**RESPONSIBILITY**

- Demonstrate leadership with integrity, accountability and professionalism at all times.
- Share responsibility with the co-Head of Year for the implementation of College policies, student management processes and year level programs.
- Exercise sound judgement when issuing consequences, using restorative and educational approaches.
- Maintain accurate records in SIMON, including incidents, meetings and communications.
- Plan, coordinate and where possible attend year level activities, including camps, retreats and programs, in collaboration with colleagues.
- Attend and support key College events, including Awards Night and required whole school activities.
- Maintain an active presence at all year level activities, including those not directly organised by the Head of Year (such as excursions, incursions and key events like photo day), to provide leadership, support and oversight of students.
- Undertake additional duties related to the role as directed by the Principal or Deputy Principal - Students & Engagement.

**CHILD SAFETY**

Every person employed or volunteering at John Paul College has a responsibility to understand the important and specific role they play individually and collectively to ensure that the wellbeing and safety of all students is at the forefront of all they do and every decision they make. (CECV (Catholic Education Commission of Victoria) Commitment Statement to Child Safety). Such responsibility requires employees to:

- provide students with a child-safe environment
- 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
- proactively monitor and support student wellbeing
- exercise pastoral care in a manner which reflects school values
- implement strategies which promote a healthy and positive learning environment

**KEY SELECTION CRITERIA****UNITY**

- Demonstrated ability to build strong, respectful relationships with students, staff and families.
- Proven capacity to lead and support effective Pastoral Care teams.
- Commitment to fostering inclusion, belonging and shared responsibility.

**SUPPORT**

- Demonstrated pastoral leadership skills, particularly in complex and diverse year level contexts.
- Strong interpersonal and communication skills.
- Knowledge of contemporary wellbeing practices, restorative approaches and child safe obligations.

**GROWTH**

- Demonstrated commitment to the ethos and mission of Catholic education.
- Ability to support academic, personal and social growth in students.
- Proven record as an exemplary teacher.
- Commitment to reflective practice and professional learning.

**RESPONSIBILITY**

- Demonstrated capacity to lead with integrity, accountability and professionalism.
- Strong organisational and time management skills, with the ability to manage multiple responsibilities effectively.
- Sound judgement in applying College and MACS policies, including the Pastoral Care Policy, Student Code of Conduct and child safety requirements.
- Current Victorian Institute of Teaching Registration.

## REPORTING RELATIONSHIPS

### REPORTS TO: Head of Students, Deputy Principal – Students & Engagement

ASSOCIATED RELATIONSHIPS: Principal, Deputy Principals, Heads of Learning, Director of Operations, Director of People & Culture, Business Manager and other positions as appropriate.

## POSITION CLASSIFICATION

- Level of responsibility: POL3
- Time allowance: 0.204 FTE (9 / 44 periods per cycle).
- This position is employed in accordance with the terms and employment conditions as per the Catholic Education Multi-Enterprise Agreement 2022 (CEMEA) as amended.
- Must hold valid *Victorian Institute of Teaching* Registration
- Tenure: The tenure of this position is for a period of three years and ongoing to review and may change to suit the requirements of John Paul College.

### **Additional Information**

*John Paul College is committed to developing a culture to maintain the safety of each student in our care. The College regards its child protection responsibilities with the utmost importance and as such, is committed to providing the necessary resources to ensure compliance with all relevant child protection laws and regulations and maintain a child safe culture. All staff employed at John Paul College are required to abide by our Child Safe Policies and commit to our Child Safe Code of Conduct. All subject teachers must hold a Victorian Institute of Teaching Registration.*

## APPENDIX A – HEAD OF YEAR (YEARS 7-9)

The Head of Year (Years 7–9) role is situated within the middle years of secondary schooling, where students are developing foundational learning behaviours, routines, relationships, and a sense of identity within the College community.

### PRIMARY FOCUS

- Supporting students through transition into and within secondary schooling
- Establishing strong pastoral foundations that promote wellbeing, engagement, and belonging
- Developing consistent expectations, routines, and positive behaviours
- Building strong partnerships with families during early adolescence

### KEY FOCUS AREAS

- Leadership and oversight of Year 7 transition and orientation programs (Head of Year 7)
- Proactive monitoring of student wellbeing, engagement, and behaviour
- Early intervention and responsive pastoral support for emerging concerns
- Supporting students to develop resilience, responsibility, and positive learning habits
- Providing guidance to Pastoral Care Teachers supporting younger adolescents

### KEY RELATIONSHIPS AND COLLABORATION

- Close collaboration with the Head of Students (7–9)
- Working with Learning Support, Wellbeing and Student Services teams
- Engaging families as partners in supporting student adjustment and growth
- Supporting whole school pastoral consistency through collaboration with other Heads of Year

### EVENTS AND ACTIVITIES

- **Head of Year 7:** Year 7 Activities, Year 7 Retreats (in conjunction with Deputy Principal Faith and Mission), Year 7 Transition program, Year 7 STEM Week (in conjunction with Head of Learning 7-9), NAPLAN (in conjunction with Head of Learning (7-9))
- **Head of Year 8:** Year 8 Camp, Year 8 Retreats (in conjunction with Deputy Principal Faith and Mission), Year 8 STEM Week (in conjunction with Head of Learning 7-9)
- **Head of Year 9:** Year 9 MUSE, Year 9 Student Leadership, NAPLAN (in conjunction with Head of Learning (7-9))

While the year level specific focus of the Head of Year role varies across year levels, all Heads of Year are expected to enact the core responsibilities, leadership behaviours, and commitments outlined in the main Position Description.

## APPENDIX B – HEAD OF YEAR (YEARS 10-12)

The Head of Year (Years 10–12) role operates within the senior years of schooling, focused on supporting students through key academic, personal, and post school transitions while fostering independence and accountability.

### PRIMARY FOCUS

- Supporting student wellbeing alongside increasing academic expectations
- Preparing students for senior pathways and post school futures
- Fostering maturity, agency, and leadership within the year level
- Supporting students to navigate assessment demands and life transitions

### KEY FOCUS AREAS

- Monitoring academic progress and supporting students at risk
- Collaboration with Pathway Coordinators and VCE, VCE VM, and VET staff
- Supporting students with goal setting, decision making, and future planning
- Engaging families around academic progress, wellbeing, and pathways
- Supporting student leadership opportunities and senior year level identity

### KEY RELATIONSHIPS AND COLLABORATION

- Close collaboration with the Head of Students (10–12)
- Working with senior learning and pathways teams
- Supporting Pastoral Care Teachers in managing senior student needs
- Contributing to whole-school transition programs and College events relevant to senior students

### EVENTS AND ACTIVITIES

- **Head of Year 10:** Year 10 Activities, Morrisby Testing (in conjunction with Careers), Year 10 Formal (in conjunction with Marketing and Events Management)
- **Head of Year 11:** Year 11 Formal (in conjunction with Marketing and Events Management), Year 11 Retreats (in conjunction with Deputy Principal Faith and Mission)
- **Head of Year 12:** Year 12 Final Day, Year 12 Valedictory (in conjunction with Marketing and Events Management), Year 12 Retreats (in conjunction with Deputy Principal Faith and Mission), Year 12 Student Leadership

While the year level specific focus of the Head of Year role varies across year levels, all Heads of Year are expected to enact the core responsibilities, leadership behaviours, and commitments outlined in the main Position Description.

# HOUSE LEADER

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John Paul College, Frankston is a Catholic co-educational secondary school with a rich heritage in the traditions of the FCJ sisters and the Marianists.

## LEADERSHIP AT JOHN PAUL COLLEGE

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The eight leadership capabilities are:

- Leading Catholic mission
- Developing self
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From this foundation, leaders are expected to model and embed the College's Leadership of Culture - Unity, Support, Growth and Responsibility - through their leadership practice, relationships and decision making. Leaders foster unity and belonging, provide consistent and compassionate support, encourage personal and collective growth, and act with integrity and accountability in service of students, staff and the wider community.

## MISSION

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Our motto is our vision – the commitment to ensure every member of our community is empowered to achieve success, act with integrity, and contribute to the common good – Christian discipleship for a just world.

The work of the House Leader will be informed by a vision of Catholic education that is Gospel-based, people-centred, inclusive, and holistic. The House Leader will work to develop an understanding of the Catholic, Marianist and Sisters of the Faithful Companions of Jesus ethos and the values of the College and ensure that they work within those foundational traditions and mission of the school.

The work of the House Leader is grounded in the College's Four Pillars of Culture — Unity, Support, Growth and Responsibility — which guide leadership practice, relationships and decision-making across the community.

## PURPOSE OF POSITION

The House Leader is responsible for providing proactive, high-quality leadership and support of their nominated house and play a key role in the facilitation and implementation of the goals of the College. The role will work collaboratively to promote the House structure and animate charism from Year 7 to 12. As part of the Faith & Mission Team this position will report directly to the Deputy Principal – Faith & Mission.

The House Leader is required to be familiar with and comply with the College's Child Safety Policy and the Code of Conduct. The House Leader will provide students with a child-safe environment, which will proactively monitor and support student wellbeing and exercise pastoral care in a manner which reflects school values.

As a leader in the College, the House Leader exercises a shared responsibility to ensure that the mission of the Catholic Church is brought to life in the College. These leadership roles are predicated on the belief that to be effective the work of the House Leader will be informed by a vision of Catholic education that is Gospel-based people-centred, inclusive, and holistic. The House Leader gives witness to gospel values in all aspects of their work and encourages and supports staff to do likewise.

## KEY RESPONSIBILITIES AND TASKS

### UNITY

- Build and sustain a strong sense of belonging within the House through positive, respectful relationships with students, staff and families.
- Promote collaboration across year levels, Houses and College teams to strengthen community coherence.
- Lead and coordinate student participation in House programs and competitions, including sporting events (athletics, swimming and cross country) and co-curricular activities such as public speaking, debating and House initiatives including MasterChef. This includes overseeing sign-ups, communication and team organisation, and actively encouraging student engagement to strengthen House identity, connection and belonging.
- Actively embody and promote the House charism, fostering pride, identity and shared purpose.
- Work collaboratively with other House Leaders and College leaders to support a unified whole school culture.

### SUPPORT

- Provide consistent, compassionate pastoral leadership, particularly during periods of challenge or transition for students.
- Maintain a visible and supportive presence within the House, ensuring students feel known, heard and valued.
- Work closely with the Deputy Principal – Faith & Mission, Heads of Students and Heads of Year to ensure coordinated pastoral care.
- Exercise duty of care and pastoral responsibility in alignment with College values and child safe practices.

### GROWTH

- Promote the personal, spiritual and leadership growth of students through House based initiatives, reflection and formation opportunities.
- Lead and support the development of Student House Leadership through mentoring and structured leadership meetings.
- Identify and lead opportunities for prayer, liturgy and reflection that highlight the House charism.
- Engage in reflective leadership practice and ongoing professional learning aligned with Catholic education.

### RESPONSIBILITY

- Model integrity, accountability and professionalism in all aspects of leadership.
- Support students to take responsibility for their behaviour, learning and contribution to the wider College community.
- Serve as a Pastoral Care Teacher, modelling high-quality pastoral practice and professional conduct.
- Plan, coordinate and oversee House based programs, activities and events through the Pastoral Care program, in collaboration with Heads of Students where required.
- Lead and support the implementation of House and year level events, including assemblies, retreats, carnivals and key House initiatives.
- Facilitate House Assemblies in conjunction with the Deputy Principal – Faith & Mission.
- Work collaboratively with Heads of Students, Pastoral Care Teachers and key staff to ensure a consistent, inclusive and connected pastoral experience for students.
- Comply with all College and MACS policies and procedures, including those relating to child safety.
- Undertake additional duties related to the role as directed by the Principal or Deputy Principal – Faith & Mission.

## CHILD SAFETY

Every person employed or volunteering at John Paul College has a responsibility to understand the important and specific role he/she plays individually and collectively to ensure that the wellbeing and safety of all students is at the forefront of all they do and every decision they make. (CECV (Catholic Education Commission of Victoria) Commitment Statement to Child Safety). Such responsibility requires employees to:

- provide students with a child-safe environment
- 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
- proactively monitor and support student wellbeing
- exercise pastoral care in a manner which reflects school values
- implement strategies which promote a healthy and positive learning environment

## KEY SELECTION CRITERIA

### UNITY

- Demonstrated capacity to build trust, foster belonging and strengthen relationships with students, staff and families.
- Proven ability to work collaboratively and contribute positively to a team based leadership structure.
- Ability to form, lead and sustain effective teams over the term of appointment.

### SUPPORT

- Demonstrated pastoral leadership skills, with the ability to support student wellbeing in a calm, compassionate and consistent manner.
- Sound understanding of contemporary wellbeing practices and procedures within a secondary school context.
- Strong interpersonal skills, with the ability to communicate clearly, respectfully and effectively with students and colleagues.

### GROWTH

- Demonstrated commitment to the ethos and mission of Catholic education, including the promotion of spiritual and personal formation.
- Capacity to support and develop student leadership and encourage growth in others.
- Commitment to reflective practice and professional learning.
- Proven record as an exemplary teacher.

### RESPONSIBILITY

- Demonstrated ability to lead with integrity, accountability and professionalism.
- Strong organisational skills, with the ability to plan, coordinate and oversee events and initiatives effectively.
- Capacity to exercise sound judgement and uphold College and MACS policies, including child safety obligations.
- Victorian Institute of Teaching Registration (current).

## REPORTING RELATIONSHIPS

### REPORTS TO: Deputy Principal – Faith & Mission

ASSOCIATED RELATIONSHIPS: Principal, Deputy Principals, Heads of Learning, Heads of Students, Director of Operations, Director of People & Culture, Business Manager and other positions as appropriate.

## POSITION CLASSIFICATION

- Level of responsibility: POL2
- Time allowance: 0.091 FTE (4 / 44 periods per cycle).
- This position is employed in accordance with the terms and employment conditions as per the Catholic Education Multi-Enterprise Agreement 2022 (CEMEA) as amended.
- Must hold valid *Victorian Institute of Teaching* Registration
- Tenure: The tenure of this position is for a period of three years. This role is subject to ongoing review and may change to suit the requirements of John Paul College.



Melbourne Archdiocese  
Catholic Schools



JOHN PAUL  
COLLEGE  
with Him is the fullness of life

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