

SUCCESS PROFILE – Deputy Head of Campus | Boarding (Timbertop)

Setting your career for success at Geelong Grammar School

ROLE TITLE:		Deputy Head of Campus Boarding (Timbertop)
DIVISION:		Residential Education, Care & Community
CAMPUS:		Timbertop
REPORTS TO:		Head of Campus Timbertop
DIRECT REPORTS:		Co-heads of Boarding and Wellbeing Heads of Unit report into this role on a Dotted Line basis
EMPLOYMENT STATUS:		Full Time Maximum Term 5 years
CLASSIFICATION:	Tenure	1.0 FTE Teacher with 23 Periods per cycle Time Release 30% Position of Responsibility (POR) Allowance *Allowance based on Senior Teaching Level of GGS Enterprise Agreement
	Hours	Teachers Averaged over 52 weeks
	Working Weeks	Teaching Salary Scales GGS Enterprise Agreement

THE ROLE
General Description and Role Purpose The Deputy Head of Campus Boarding is a senior leadership position that reports to the Head of Campus, Timbertop and works closely with the Deputy Head of Campus Program. The role provides strategic and operational leadership across the boarding environment, supporting the effective day-to-day management of campus operations while fostering a safe, inclusive, and supportive community for students. Key responsibilities include overseeing student wellbeing and pastoral care, building strong partnerships with families, leading and supporting staff, and contributing to the ongoing development of campus facilities, resources, and services to enhance the overall residential experience.
Key Responsibilities/Accountabilities Student Wellbeing & Pastoral Care Lead the pastoral and wellbeing experience of students at our Timbertop Campus, enabling students to feel safe, supported, connected and known.

2 SUCCESS PROFILE – Deputy Head of Campus | Boarding (Timbertop)

Setting your career for success at Geelong Grammar School

- Provide visible and accessible pastoral leadership across the campus, particularly within the unique 24/7 boarding environment.
- Oversee the identification, assessment, and management of student wellbeing concerns, ensuring appropriate intervention, referral, and follow-up.
- Coordinate support for complex student matters in collaboration with boarding, teaching, health, counselling, families, and external providers as required.
- Lead responses to significant student wellbeing, behavioural, and safeguarding concerns, ensuring appropriate management, documentation, and escalation.
- Monitor student behaviour, engagement, attendance, belonging and wellbeing trends and identify emerging issues or cohorts requiring intervention.
- Maintain effective case management systems, records, and reporting relating to significant student wellbeing and pastoral matters.
- Contribute to critical incident preparedness and response, recognising the challenges and opportunities of providing student care within a residential campus setting.

Student Culture, Engagement & Development

- Foster a positive and inclusive campus culture that promotes respectful relationships, personal responsibility, resilience, and a strong sense of belonging.
- Lead student voice, leadership, and engagement initiatives, ensuring students have meaningful opportunities to contribute to and shape their campus experience.
- Coordinate wellbeing education and preventative initiatives relevant to the needs of the Timbertop community.
- Support successful student transitions into, within, and beyond the campus environment, including transition between campuses where applicable.

Family Engagement & Community Partnerships

- Develop strong relationships with students and families, particularly where students are experiencing difficulties or require additional support.
- Lead timely, sensitive and effective communication with parents regarding significant student concerns, incidents and support strategies.
- Manage escalated parent concerns and ensure issues are addressed professionally, appropriately documented, and effectively resolved.

2 SUCCESS PROFILE – Deputy Head of Campus | Boarding (Timbertop)

Setting your career for success at Geelong Grammar School

Staff Leadership & Capability Development

- Lead, mentor, and support boarding and pastoral staff to deliver a consistent, high-quality residential and student wellbeing experience.
- Establish clear expectations, priorities, and accountabilities for direct reports, monitoring performance and outcomes.
- Build staff capability through coaching, supervision, feedback, professional learning, and development in adolescent wellbeing, behaviour management, safeguarding, and pastoral care.
- Provide expert advice and support to staff in managing complex wellbeing, behavioural, and safeguarding matters.
- Contribute to recruitment, onboarding, and induction processes for boarding staff.
- Foster a collaborative, student-centred team culture focused on continuous improvement and excellence in student care.
- Ensure consistency and quality in day-to-day pastoral practice, including appropriate handovers and escalation across day, evening and residential settings.

Boarding Operations, Compliance & Risk Management

- Ensure consistency, quality, and effective communication across all aspects of pastoral practice and residential operations.
- Oversee compliance with relevant boarding standards, policies, procedures, and safeguarding requirements.
- Contribute to campus safety, security, and risk management processes, including oversight of CCTV systems and associated protocols.
- Ensure appropriate reporting, documentation, and compliance practices are maintained across residential operations.
- Use data, feedback, and incident trends to inform decision-making and continuously improve the boarding and wellbeing experience.

Campus Leadership & Strategic Contribution

- Serve as a key member of the Campus Leadership Team, contributing to strategic planning, decision-making, and continuous improvement initiatives.
- Deputise for the Head of Campus as required, ensuring continuity of leadership and operations.
- Work collaboratively with the Deputy Head of Campus | Program to deliver an integrated and high-quality student experience.

SUCCESS PROFILE – Deputy Head of Campus | **Boarding (Timbertop)**

Setting your career for success at Geelong Grammar School

- Keep the Head of Campus informed of significant developments and escalate matters as appropriate.
- Contribute to the ongoing development of campus systems, resources, facilities, and services that enhance student wellbeing and residential life.
- Undertake other duties commensurate with the position and level of responsibility.
- Committed to the rigors of the School's [Light Blueprint](#)

Out of hours contact/ other role requirements

- The incumbent will likely to be required to work public holidays which fall during Term time, where the School is operational.
- Attendance at School events, such as family day, is encouraged.

Physical, Environmental and Psychosocial requirements

PHYSICAL	Expectation	Rarely	Occasional	Frequent	Not Applicable
Mobility	Ability to move around the workplace, including stairs and uneven ground	☐	☐	☒	☐
Mobility Endurance	Hiking across rugged, uneven, steep or slippery terrain, often while carrying a pack	☐	☐	☒	☐
Sitting /Standing	Capacity to sit or stand for extended periods	☐	☐	☒	☐
Manual Handling	Ability to lift/carry items up to ____ kg (role-specific) Loading trailers, including lifting above shoulder height. Pushing/pulling heavy items such as bike trailers, boats, stretchers Setting up and packing down large equipment	☐	☐	☒	☐
Operate Vehicles	Operate vehicles or heavy machinery Drive long distances on both sealed and unsealed roads, often with limited breaks Towing and reversing trailers of various sizes	☐	☐	☒	☐
Work at Heights	Using ladders, scaffolding or other objects	☒	☐	☐	☐
Fine Motor Skills	Use of keyboard, writing instruments, equipment	☐	☐	☒	☐
Visual Capacity	Reading screens, documents, and observing surroundings	☐	☐	☒	☐
Auditory Capacity	Communicating in person/phone, responding to alarms	☐	☐	☒	☐
Water-based Activities	Paddling canoes, kayaks, or rafts Carrying boats and gear around water access points Working in wet environments (eg Rivers or rainy weather)	☐	☐	☒	☐
Fatigue Capacity	Working non-business hours shifts Overnight supervision of students	☐	☐	☒	☐

SUCCESS PROFILE – Deputy Head of Campus | **Boarding (Timbertop)**

Setting your career for success at Geelong Grammar School

	Being on-call Possible sleep disruption				
Travel	Off-site travel	☐	☒	☐	☐
ENVIRONMENTAL	Expectation	Rarely	Occasional	Frequent	Not Applicable
Noise Exposure	Working in moderate noisy environments	☐	☒	☐	☐
Workspace Layout	Open-plan or shared workspace	☐	☐	☒	☐
Screen-Based Work	Prolonged computer use	☐	☐	☒	☐
Biological/Chemical Exposure	Exposure to cleaning agents, laboratory materials (if applicable)	☐	☒	☐	☐
Shift or Extended Hours	Work outside standard hours (if applicable)	☐	☐	☒	☐
Outdoor work	Work in hot, cold, wet conditions	☐	☐	☒	☐
Working alone	Work alone or in isolation	☐	☐	☒	☐
Confined Spaces	Work in confined spaces where only one egress (escape route) exists	☐	☐	☐	☒
PSYCHOSOCIAL	Expectation	Rarely	Occasional	Frequent	Not Applicable
Interpersonal Engagement	Regular interaction with staff, clients, students or stakeholders	☐	☐	☒	☐
Emotional Regulation	Managing conflict, sensitive matters, or distressed individuals	☐	☐	☒	☐
Workload Management	Managing competing priorities and deadlines	☐	☐	☒	☐
Change Adaptability	Responding to operational change	☐	☒	☐	☐
Decision-Making	Exercising judgment within delegated authority	☐	☐	☒	☐
Confidentiality	Handling sensitive or personal information	☐	☐	☒	☐
Autonomy	Working independently with accountability	☐	☐	☒	☐
Resilience	Managing pressure, ambiguity and intensity	☐	☐	☒	☐

THE PERSON – Key Selection Criteria

Knowledge/Skills/Qualifications | *What you need to KNOW*

Mandatory

- Registration as a Teacher with the Victorian Institute of Teaching, which includes a National Police Check undertaken by VIT
- Applicants must provide evidence that they fulfil the Proficient Level in all of the AITSL Australian Professional Standards for Teachers.
- 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

SUCCESS PROFILE – Deputy Head of Campus | Boarding (Timbertop)

Setting your career for success at Geelong Grammar School

Management Policy (2015). Information regarding First Aid and Anaphylaxis Management Accreditation requirements, training courses and compulsory briefings scheduled by the School are provided by the Head of Campus

Desirable

- Qualification/s in the student wellbeing space.
- Current driver's licence (bus licence would be desirable).
- Experience in driving a four-wheel drive vehicle in remote off road conditions and/or attended a four wheel driving course.

Experience | *What you HAVE DONE*

- Experience in similar roles focusing on student wellbeing.
- Experience working in a Boarding setting would be highly regarded.
- Experience in and/or capacity to work in a remote and isolated community and educational setting.
- Highly developed interpersonal skills and a proven capacity to work with teaching, support staff and adolescents in an educational setting.
- Well-developed report writing, data analytical and oral communication skills
- Excellent organisational and coordination skills.
- Excellent people management and people development skills and experience in coordinating teams and groups of people within academic settings.
- Proficient user of IT, including software such as Microsoft Office and related Word, Excel and PowerPoint programs.
- Capacity and drive to progress the Timbertop curriculum and Creative Education portfolio
- As a member of the Campus Leadership Team, requiring constant leadership of staff and students the candidate must be available and accessible to deal with the myriad of issues that can and do arise in their portfolio and across the broader Leadership Team on a daily basis.

Personal Attributes/Attitude | *Who you ARE*

- Courageous
- Curious
- Compassionate
- Civil
- Connected

Competencies | *How you behave and what you CAN DO*

- Demonstrates exemplary ethical standards
- Acts with integrity
- Builds positive and professional relationships with staff, students, and parents
- Open to new ideas and approaches
- Collaborates effectively with individuals and teams
- Commits to the development of self and others
- Aligns personal and organisational purpose
- Committed to evidence-based practice (substantiation)

2 SUCCESS PROFILE – Deputy Head of Campus | Boarding (Timbertop)

Setting your career for success at Geelong Grammar School

WORKING AT GGS

- The Success Profile (SP) should be read in conjunction with the School's Light Blueprint, individual performance and development plan, employment contract or relevant agreement etc.
- The SP outlines key responsibilities only. Other duties consistent with the position purpose may be expected.
- Geelong Grammar School is committed to the safety of all students and has a zero tolerance of student abuse.
- Geelong Grammar School is committed to providing a safe and healthy environment. All Employees, contractors, students, volunteers, and visitors share a mutual responsibility to adhere to safety guidelines and contribute to this safe environment, in accordance with the *Occupational Health and Safety Act 2004 (Vic)*.
- Employment is conditional upon obtaining a Victorian Working with Children Check (Employment) and a National Police Check, or current VIT registration.
- Where applicable, employment as a Teacher is conditional upon maintaining a current VIT registration (inc. Police Check), proficiency in all of the AITSL Standards, First Aid qualifications and have current Anaphylaxis Management Accreditation in accordance with Ministerial Order 706 and the School's Anaphylaxis Management Policy. Teachers are expected to participate fully in the School's academic, pastoral and co-curricular programmes.
- Geelong Grammar School is committed to experiential learning with and through nature and Creative and Positive Education. Employees are required to attend a Discovering Positive Education training course.

Reviewed by:	Head of Campus Timbertop
Approved by:	Employee Engagement
Effective Date:	9 September 2026