



POSITION:	Head of House
AWARD / AGREEMENT:	Girton Grammar School Bendigo Enterprise Agreement 2022 Educational Services (Teachers) Award 2020
REPORTS TO:	Head of Character and Culture
EMPLOYMENT TYPE:	3-year fixed term position of responsibility
SALARY:	Allowance of 6.67% of GGS11 14 periods time release

PURPOSE OF POSITION

The Head of House plays a crucial role in fostering the wellbeing, engagement, and academic success of students within their House. This role involves providing pastoral care, promoting student leadership, ensuring strong academic outcomes, and maintaining effective communication with students, staff, and parents. The Head of House will work collaboratively with House Mentors, Inclusive Education, 65 Wattle and other departments to ensure that students are fully supported both academically and personally. This position also includes teaching allocated classes in their subject area.

In-line with the Student Wellbeing Framework, the Heads of House are the primary case coordinators for student wellbeing and coordinate Level 2 targeted school-based wellbeing support. (pending final approved version of Student Wellbeing Framework). The Head of House responds to concerns that require more coordinated support by recognising patterns of concern, coordinating support planning and making threshold decisions about referral pathways. Heads of House partner with families, House Mentors, 65 Wattle and external providers to ensure wellbeing support is coordinated across the framework and adjusted as student's needs change.

ABOUT GIRTON GRAMMAR SCHOOL

Girton Grammar School in Bendigo is a leading independent school catering for around 1,200 students from Preparatory to Year 12 in an enriching and supportive environment.

With a Junior School campus and separate Senior School campus minutes from the centre of town, this renowned School sits at the heart of the Bendigo community.

The School is proud of its culture of optimism and commitment in both students and staff, translating to personal growth and academic achievement that truly sets the School apart in Regional Victoria.

Our rich history and steadfast values have, over time, built a school culture where we equally value people, character and learning. The behaviour and attitude of our students and staff contributes to a learning environment where every child is known and their individuality is respected.

KEY DUTIES AND RESPONSIBILITIES

The Head of House will be responsible for the oversight of the wellbeing of the students within their House and achieving the following outcomes:

Student Wellbeing and Engagement



- Monitor and support the overall wellbeing of students within the House, ensuring they are actively engaged with their learning and connected to the school community.
- Provide guidance and support to students, addressing personal, academic, and social concerns.
- Ensure that student wellbeing reports are well-written, comprehensive, and submitted in a timely manner.
- Maintain accurate and up-to-date records of student wellbeing, progress, and interventions in accordance with school policies and compliance requirements.
- Coordinate Level 2 targeted school-based support for students requiring increased oversight, structured intervention or threshold decision-making. (pending final approved version of Student Wellbeing Framework)
- Act as the primary case coordinator when wellbeing concerns move beyond routine Level 1 House Mentor support, ensuring oversight of support planning, review points and agreed actions. (pending final approved version of Student Wellbeing Framework)
- Determine the most appropriate referral pathway to Inclusive Education and/or 65 Wattle where a student requires specialist assessment, consultation or targeted therapeutic support.
- Coordinate transition and exit pathways, including when students return to Level 1 monitoring and when support plans are adjusted. (pending final approved version of Student Wellbeing Framework)
- Ensure critical wellbeing needs are escalated immediately to 65 Wattle and are in line with existing critical incident and child safety procedures.

Student Leadership Development

- Implement and manage student leadership programs within the House, fostering leadership skills and providing opportunities for student leaders to contribute meaningfully to the school community.
- Mentor and support House Captains and other student leaders, helping them develop confidence, responsibility, and leadership capabilities.

Academic Support and Collaboration

- Work closely with Heads of Department and the Teaching and Learning Team to enhance learning outcomes for students in the House
- Monitor academic progress of students, identifying those who require additional support and collaborating with year level House Mentors as required
- Provide guidance and encouragement to students, helping them set academic goals and maintain motivation.
- Coordinate academic and wellbeing adjustments in partnership with 65 Wattle, Inclusive Education, Heads of Department and relevant teaching staff where wellbeing concerns affect learning or functioning.
- Ensure relevant staff are informed of agreed support strategies and adjustments, while maintaining appropriate confidentiality and documentation expectations.
- Maintain open and honest communication.
- Develop and nurture a supportive and positive culture within the house

Parent Communication and Liaison

- Liaise with parents and guardians addressing any issues of concern
- Maintain strong communication channels with parents and guardians, responding promptly to inquiries and fostering positive relationships between home and school



- Lead family communication and partnership for Level 2 matters, including regular updates, agreed review points and shared understanding of the support pathway. (pending final approved version of Student Wellbeing Framework)
- Respond to student and parent/guardian requests for wellbeing support by reviewing the level of need and determining whether the matter remains at Level 1, requires Level 2 coordination, or should be referred for specialist consultation. (pending final approved version of Student Wellbeing Framework)

Staff Management and Development

- Lead and manage the team of House Mentors, ensuring that they are well-supported in their pastoral and academic roles, fostering a collaborative and supportive environment.
- Support House Mentors to understand and apply Student Wellbeing Framework Level 1 wellbeing responsibilities consistently, including monitoring, documentation, family communication and escalation thresholds. (pending final approved version of Student Wellbeing Framework)
- Provide guidance to House Mentors when low-level concerns require further monitoring, a defined timeframe, or escalation as part of the Student Wellbeing Framework. (pending final approved version of Student Wellbeing Framework)

Compliance and Reporting

- Ensure compliance with child safety standards and all relevant legislative requirements.
- Report on the wellbeing, engagement, and academic progress of students to the Head of Student Engagement, Head of Senior School, and other senior staff as required.
- Maintain Wellbeing record documentation on ASTRA

General House and School Duties:

- Organise and oversee House activities, events, and competitions, fostering a sense of House spirit and belonging among students.
- Participate in whole-school events such as assemblies, sports days, and other co-curricular activities.
- Supervise and assist with formal events such as (but not exclusive to) the Senior School Formal, The Valedictory Dinner and the Final Day of Year 12 events.
- Teach allocated classes, demonstrating excellence in classroom practice and contributing to the academic success of students.

Administration

- Participate in meetings involving staff.
- Address any occupational health and safety matters and requirements of area and refer to the OHS committee where necessary.
- Ensure compliance with all statutory and legislative requirements.
- Develop and manage the department's budget, ensuring responsible allocation of resources to support the educational needs across various year levels,
- Oversee the management of the departments budget, and regularly reporting on outcomes and expenditure in accordance with the financial policies and obligations of the school.
- Lead Department meetings and represent the department in academic and co-curricular meetings.

Leadership

- Contribute and actively support the establishment of a cohesive and dynamic department,
- Develop and communicate a clear vision and strategy that aligns with the school's educational goals and objectives.



- Encourage the use of educational data to inform continuous improvement strategies.
- Promote the diversity of activities and benefits of the department throughout the school.
- Build and maintain an effective team by setting clear, achievable goals, appropriate delegation of tasks and recognising and working with differences in strengths, attitudes, and convictions.

Professional Development

- Participate in relevant professional development activities, including assisting with the facilitation and coordination of School professional learning initiatives.
- A proactive commitment to personal and professional growth, including, but not limited to, development in leadership and people management.
- Contribute to school-wide initiatives and participate in professional development programs to stay informed about current trends in education and pastoral care.

From time to time, undertake official duties as directed by the Head of Character and Culture, Deputy Principal, or Principal.

In addition, you will be responsible for key outcomes for a Senior School Teacher as outlined below.

Curriculum and lesson planning

- Teach the curriculum and adhere to all Australian Curriculum requirements as appropriate for the subject area(s).
- development and implementation of a sequenced, knowledge rich, low variance, evidence-informed curriculum which fosters students' proficiency in the French language, cultural understanding, and communication skills, enabling them to engage confidently and effectively in Francophone contexts.
- Collaborate with the colleagues to develop and prepare a comprehensive curriculum for the allocated subject(s).
- Develop the scope and sequence and deliver the curriculum as intended, using a technology-rich, integrated approach.
- Develop and deliver lesson plans for the subject area(s) that cater for the needs and individual differences of students.
- Is committed to the pedagogy of Explicit Instruction and the principles of the Science of Learning, and actively engages in ongoing professional learning and growth in these areas,
- Use a variety of relevant and appropriate assessment and evaluation techniques to regularly assess student progress,
- Come prepared to all lessons and ensure lessons plans follow set curriculum.

Classroom environment and student wellbeing

- Create a positive, inclusive, caring and vibrant learning environment that supports student learning and encourages pursuit of their own excellence.
- Promote the cognitive, social, emotional and intellectual wellbeing of all students and ensure the School's behavioural policies are applied fairly at all times.
- Develop a knowledge and understanding of the individual learning needs, skills, development and interests of each student.



- Promote and support the diversity and inclusion of all students and their families.
- Ensure students are aware and understand the behavioural and social expectations within the classroom and school environment.

Student learning and differentiation

- Assess and differentiate learning to cater for individual students and their stages of development, including the identification and provision of additional support.
- Work in collaboration with relevant colleagues (such as Learning Support/Inclusive Education, Heads of House, Head of Department/Faculty and teaching colleagues) to facilitate and implement Individual Learning Plans (ILP's) and associated support programs, where required.
- Assess student progress through a variety of evidence-based methods, including but not limited to tests, projects, observations and quizzes.

Communication and collaboration:

- Develop and maintain respectful and professional working relationships and open and regular communication with parents, colleagues and students regarding student progress and school activities.
- Actively collaborate with the Head of Department and colleagues to develop and share instructional resources and strategies.
- Provide regular, timely and positive feedback to each student on their progress,
- Attend and participate in Parent Teacher Interviews (PTI) and contribute to Parent Support Group (PSG) meetings, when required.

Administration

- Maintain and submit reports and records (including attendance) in accordance with the School's legislative requirements, reporting and data management systems.
- Provide written and verbal reports to parents and students (formal, interim and semester), as defined in the School's reporting policies and guidelines.
- Maintain thorough records for each child, including assessment data and meetings as defined by the Nationally Consistent Collection of Data (NCCD) legislation.

School Community Engagement:

- Contribute to the broader school life beyond the classroom through participation in school events, committees, and activities.
- Serve as a positive role model for students, demonstrating professionalism and ethical behaviour.

Professional development

Actively participate in and contribute to professional development activities and the cyclical Professional Development and Growth appraisal process to ensure teaching expertise is at the leading edge of knowledge and developments in education.

Other duties



In addition to timetabled lessons and activities, teachers are required to undertake and participate in the following

- Actively supervise students in rostered duties (yard duty, assemblies and other activities).
- Participate in staff meetings, departmental meetings and other meetings, as scheduled.
- Undertake “cover” classes for colleagues in accordance with the “extra’s” policy.
- Actively support the philosophy, directions, goals, policies and values of the School.

Duties scheduled outside of timetabled classes

- Attend Parent/Teacher interviews, Speech Night, information nights, open days and other designated significant School activities.
- Participate in the School’s Co-Curriculum program (approximately 2 hours per week for a full-time staff member).
- Attend School Outdoor Education camps or other curriculum camps, if required.

Teachers may be required to undertake other relevant and reasonable duties, as directed by the Head of Character and Culture, Deputy Principal or Principal.

KEY CONTACTS AND RELATIONSHIPS

This role works closely with the Head of House team, House Mentors and the Head of Student Engagement. It also requires strong collaborative relationships with key departments and staff, including Inclusive Education, the Wellbeing team, the Head of Character and Culture, the Head of Junior School and the Student Engagement Coordinator.

KEY RELATIONSHIPS

Students:

- Building trust and rapport with students.

Parents and Guardians:

- Maintaining open lines of communication with parents and guardians.
- Involving them in their child's development and addressing any concerns.

Heads of Department and Heads of House

- Student engagement in subject matter
- Academic concerns

65 Wattle Street:

- In line with the Student Wellbeing Framework, consult with 65 Wattle where specialist therapeutic support, clinical consultation or referral pathway advice may be required.
- Coordinating with school counsellors, psychologists, and social workers around adjustments of student expectations, i.e., phones, uniform and jewellery exemptions.
- Ensuring students receive comprehensive support services.

KEY SELECTION CRITERIA / ESSENTIAL QUALIFICATIONS/SKILLS

Education and teaching:



- A bachelor's degree in education and current registration with the Victorian Institute of Teaching (VIT).
- Significant experience in a role focused on student engagement, pastoral care, or student services within an educational setting.
- Strong skills in the use of information and communication technologies (ICT), especially as they relate to teaching and learning.
- Proficiency in documenting wellbeing records on ASTRA in line with the Student Wellbeing Framework.
- Experience in using data to inform decision-making, track student progress, and report outcomes.
- Proficiency in digital tools and systems relevant to student management and communication.
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- Commitment to co-curricular activities.

Leadership Skills:

- Demonstrated ability to lead a team of educational professionals, and to provide feedback on performance expectations and outcomes and the identification and provision of professional development opportunities.
- Proven experience in developing and implementing strategic initiatives that foster student engagement, wellbeing, and academic success.
- Capacity to model and promote the school's values, including equity, respect, and inclusion.

Student Wellbeing and Pastoral Care:

- Strong understanding of adolescent development and the ability to support students' emotional, social, and academic needs.
- Experience in managing student behaviour and wellbeing programs, including restorative practices and proactive interventions.
- Ability to build trusting relationships with students, families, and staff to support individual and collective wellbeing.
- Demonstrated capacity to coordinate targeted school-based wellbeing support in line with the Student Wellbeing Framework, including threshold decisions, case coordination, review points and referral pathways.

Analytical Skills:

- The ability to use and understand educational data and outcomes to enhance educational programmes and teaching practices.

Communication Skills:

- Excellent written and verbal communication skills to liaise with various stakeholders, including teachers, instructors, administrators, and parents.
- The ability to convey information and concepts to other staff in a clear and understandable manner.

Commitment to Equity and Inclusion:

- Demonstrated understanding of and commitment to gender equality, diversity, and inclusive education practices.
- Ability to identify and address barriers to participation and success for all students, including those from underrepresented groups.
- Familiarity with the school's gender equality policies and capacity to contribute to ongoing improvement in equity outcomes.



Organisational Skills:

- Well-developed organisational skills to manage multiple people, tasks and programmes concurrently.
- Experience in organising and leading House events, assemblies, and community-building activities.
- Ability to represent the House and school professionally in internal and external forums.

Adaptability:

- Flexibility to adapt to changing priorities, unexpected challenges, and last-minute adjustments in the scheduling of programmes and activities.

Time Management:

- Efficient time management skills including the ability to manage complex processes within specified deadlines.
- Ability to prioritise competing demands while maintaining a high standard of work.

Collaboration:

- Team-oriented mindset with the ability to collaborate effectively with academic and administrative staff.
- Proven ability to work collaboratively with teaching and support staff to enhance House culture and student outcomes.
- Experience in mentoring and supporting staff, including early career teachers, within a pastoral or leadership context.
- Commitment to professional learning and fostering a culture of continuous improvement.

Continuous Improvement:

- Commitment to staying informed about relevant educational best practices and a willingness to implement improvements for ongoing process enhancement.

Child Safety:

- A commitment to student wellbeing and child safety, demonstrating an understanding of appropriate behaviours

Key Attributes

- Passionate about student engagement and well-being.
- Creative and innovative in developing programs and initiatives.
- Collaborative and able to build strong relationships with all stakeholders.
- Resilient and able to manage challenging situations effectively.

Capabilities

- Influences, empowers, motivates and inspires others to achieve or exceed performance expectations.
- Envisions, evaluates and implements new possibilities.
- Actively employs contemporary Information and Communications Technologies that enhance learning.

Personal Characteristics

- Commitment to ongoing professional development.
- Open-minded and collaborative.
- Optimistic and enthusiastic.



- Personal integrity, honesty and fairness.
- Builds relationships and develops trust with students, staff and families.
- Remains calm, focused and maintains perspective when dealing with difficult situations.

Mandatory

1. Previous experience and/or the capability to teach the subject area to students within Year 7 to Year 12 (VCE).
2. Relevant teaching qualification within the subject area (insert) and Current Victorian Institute of Teaching (VIT) registration or ability to obtain VIT.
3. Knowledge of the Disability Act, 2006 (Vic) and its implications for schools, students and the role of a Teacher.

Desirable

1. Post graduate qualifications within education, ideally within the subject area(s) (such as a Masters or PhD) are highly regarded.

TEACHING AT GIRTON GRAMMAR SCHOOL

Girton Grammar School values the development of the skills which underpin intellectual growth in each student. Girton Grammar School's Supporting Student Wellbeing document outlines the role teachers are expected to play in the care and nurturing of each student. Inherent is a deep respect for the various academic disciplines, providing the analytical tools through which to describe, interrogate, understand and expand a student's view of the world. Creativity, curiosity, collaboration and communication are key elements that contribute to intellectual and emotional growth and future achievement.

Discernment and critical awareness are vital in a world where information is prolific but needs to be tested. Within this context, students will acquire the habits of mind necessary to support their academic growth and success. Teachers at Girton Grammar School nurture/ are the catalyst for student development, which is reflected in their teaching and in their relationships with students, parents and other staff members.

All teachers are required to undertake an annual review process to maintain their standards at the Proficient Teacher Level as defined in the Australian Professional Standards for Teachers (AITSL) and registration with the Victorian Institute for Teaching (VIT). Teachers are expected to employ a variety of teaching strategies to effectively implement the curriculum and actively engage students in the learning process.

PERSONAL COMPETENCIES AND ATTRIBUTES

Teachers at Girton Grammar School empower, motivate and inspire students and colleagues to achieve or exceed performance expectations. They play a critical and influential role in shaping the development of all students within their care and must be willing to investigate new ideas and adopt innovation and improvements in evidence-based teaching and educational practices within their subject area(s)/Year Level. Teachers rely upon their analytical and problem-solving skills to evaluate challenges and identify opportunities for student and personal growth. Working collaboratively, building relationships and developing trust is at the centre of our educational philosophy and approach. We value teachers who are open-minded, display personal integrity and fairness and embrace diversity.



PROFESSIONAL DEVELOPMENT AND KNOWLEDGE EXPECTATIONS

All Teachers at Girton Grammar School are required to maintain a range of qualifications and contemporary knowledge. Girton Grammar School provides regular and scheduled training and information for all relevant staff in the following.

- First aid qualifications including Anaphylaxis Management and Emergency Asthma Management.
- A sound understanding of and commitment to the Child Safe Policy and Standards, and other mandatory reporting requirements as they apply to Victorian Schools.
- A sound knowledge of current OH&S legislation and guidelines as they apply to education, and a commitment to ensuring a safe working environment.
- All employees of Girton Grammar School are required to review, acknowledge and adhere to the Employee Code of Conduct.

MISSION AND VALUES

All staff must have an understanding of and commitment to working within the School's stated values in striving towards achievement of our mission. Further information regarding expectations of staff can be found in the Mission and Values document on Girton Grammar School's website.

TEACHING AND LEARNING

Girton Grammar [School's Statement of Effective Student Learning](#) and the [Teaching and Learning Framework](#) articulates the role teachers are expected to play in the education of its students. All teachers are required to undertake an annual review process to maintain their standards at the Proficient Teacher Level as determined by VIT and are expected to employ a variety of teaching strategies to effectively implement the curriculum and actively engage students in the learning process.

STUDENT WELLBEING

Girton Grammar School's [Supporting Student Wellbeing](#) document outlines the role teachers are expected to play in the care and nurturing of each student.

CHILD SAFETY

Girton Grammar School is committed to promoting child safety, children's wellbeing and protecting children from abuse. Ministerial Order 1359 requires the School to implement child safety standards and to accommodate and take the needs of all children into account when creating a child safe environment. All staff must comply with the School's child safety policies and related policies and procedures, uphold the overarching principles and values set out, and take all reasonable steps to promote the safety of children. All employees at Girton Grammar School are required to:

- Have a current Working with Children's Check or VIT registration.
- Complete all mandatory reporting training and education about Child safety.
- Adhere to the Schools Child Protection Policies and Procedures.
- Report suspected cases of child abuse in accordance with school policies.

OCCUPATIONAL HEALTH AND SAFETY (OHS)

Workplace health and safety is the responsibility of all staff. All staff are responsible and accountable for:



- Demonstrating a full awareness of work health and safety issues and School OHS instructions, policies and procedures including, but not limited to, any first aid or emergency procedures and ensuring compliance with these.
- Assuming allocated roles in the School's emergency response or occupational health and safety structures
- Taking reasonable care of their own health and safety and the health and safety of others who may be affected by their acts or omissions.
- Promoting a safe work environment by raising OHS issues in a timely, constructive and solution orientated manner with a Manager or the OHS Committee.
- Immediately reporting any Notifiable Incident or any identified health and safety matter via the appropriate channels.

STAFF WELLBEING

Employee wellbeing is central to the values, practices and life of Girton Grammar School. We care about our people and school community and understand wellbeing is essential to the educational outcomes of our students and culture of our School. We recognise and are fully committed to providing a safe and compassionate workplace and appropriate wellbeing support services and resources for all employees. All employees have access to an independent and confidential free Employee Assistance Programme and we provide a range of resources, policies, consultation and a staff representative committee that focus upon initiatives and practices that actively support employee wellbeing.

ADDITIONAL INFORMATION.

Appointment of successful applicants will be made subject to a satisfactory pre-employment check. A six-month probation employment period applies to all new employees at Girton Grammar School. Employment conditions are in accordance with the Girton Grammar School Bendigo Enterprise Agreement, 2022 (or its' successor). The School is committed to the principles of Equal Opportunity Employment, merit based selection, equity, diversity and procedural fairness in our recruitment.

Girton Grammar School reserves the right to modify position descriptions, as required. Relevant staff will be consulted, where this is required.

STAFF BENEFITS

Girton Grammar provides additional employment and professional benefits such as,

- Staff discount on school fees for ongoing permanent staff
- 39 weeks of term time for a school year (2026)
- Access to Professional Learning and Leadership Mentoring programs
- Discretionary personal leave for emergent issues
- Opportunity to take on additional responsibilities for experience
- Active Staff Association
- Free and voluntary vaccinations
- Access to EAP counselling services.

REFERENCE DOCUMENTS

[Statement of Effective Student Learning](#)



[Supporting Student Wellbeing](#)
[Strategic Plan 2023 - 2028](#)
[Mission and Values document](#)
[Child Safety and Wellbeing Policy](#)
[Child Safety Code of Conduct](#)
[Child Safety Responding and Reporting Obligations Policy](#)
[Professional Boundaries Policy](#)
[Teaching and Learning Framework](#)

Developed	September 2023	Reviewed	June 26
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SIGNATURE PANEL

Time Release / Allowance:

Period of Position of Responsibility:

By signing below, I acknowledge that I have read and understood the responsibilities, duties, and expectations outlined in this position description. I agree to fulfill the requirements of this role to the best of my abilities and adhere to the school's policies and procedures.

Name

Signature

Date

Principal Dr. Emma O'Rielly

Signature

Date

This position description may be subject to review and adjustment in response to the evolving needs of the school and as part of the performance appraisal process.