

POSITION DESCRIPTION: Head of House (Secondary)

Title	Head of House (Secondary)
Reporting to	<ul style="list-style-type: none"> Principal Assistant Principal, Head of Secondary Assistant Principal, Curriculum Deputy Head of Secondary
Primary Objective	<p>The primary responsibility of the Head of House (Secondary) is to affirm the uniqueness and dignity of each individual. The Head of House (Secondary) will exercise effective leadership in implementing student wellbeing policies and practices that support the individual and the community.</p> <p>The Head of House (Secondary) is responsible for the management and care of students and the House Mentors in the area of student wellbeing. The Head of House (Secondary) ensures that each student has the opportunity to build social and emotional competencies able to achieve personal excellence in academic progress as well as building and maintaining effective communication with families.</p> <p>The Head of House (Secondary) will work with the Deputy Head of Secondary, Assistant Principals, other Heads of House, House Mentors, Year Level Coordinators, and, Teachers to uphold clear and consistent expectations both of student academic progress, conduct, appearance, attendance and of staff performance in the management of students.</p>
Key Internal Relationships	<ul style="list-style-type: none"> Principal Assistant Principal, Head of Secondary Assistant Principal, Curriculum Heads of House Heads of Faculty House Mentors Transition Coordinator Teaching staff School Psychologist Parents Students
Key External Relationships	<ul style="list-style-type: none"> Allied Health Care Professionals Professional Associations
Primary Responsibilities	<p><u>Student Wellbeing</u></p> <ul style="list-style-type: none"> To support and promote personal excellence. This includes monitoring student attendance, appearance, conduct, progress/performance, and also developing and implementing appropriate interventions.

	<ul style="list-style-type: none"> • To make decisions that promotes coherence across the school and promotes positive interpersonal relationships among students. • To oversee House Mentors in the upholding of school rules and policies and provide back up where required, ie; <ul style="list-style-type: none"> ○ Correct and proper behaviour ○ Academic progress ○ Late arrival and absenteeism ○ Correct wearing of uniform and grooming styles ○ Rewards and recognising achievement ○ Communication with Parents / parent Liaisons • To assist with the implementation of the Behaviour for Learning Policy including detentions and suspensions. • To facilitate student entry and exit arrangements as appropriate, in consultation with the Head of Secondary. • To assist in enrolment interviews • To conduct interviews with parents to discuss student issues and maintain appropriate records on the School and Student Management System. • To facilitate the provision of leadership development and community building opportunities for students. • To contribute to Open Days, Orientation Days, Parent Information Evenings, Cultural events, Valedictory Dinner, Speech Night, Assemblies, Awards and follow up on parent enquiries as required. • To liaise with the Coordinator of Outdoor Education activities regarding the planning and administration of the year level camp/excursion and conduct worthwhile activities that are in line with the School's vision and year level curriculum. <p><u>Student and Curriculum Management</u></p> <ul style="list-style-type: none"> • To assist with the development and implementation of policies and programs that support and foster successful participation and high achievement of students. • To monitor and enhance the welfare and academic progress of students by developing a thorough understanding of students in the relevant year level. • To refer students to, and seek advice from, specialist services within the school when necessary. • To monitor student absences and organise work for those students on extended absence. • To assist in the development of class lists for the following year, taking into consideration knowledge of the students. • To chair individual progress meetings and develop action plans to support student development.
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	<ul style="list-style-type: none"> • To encourage all students to relate respectfully to others. • To look for positive recognition for students each semester. <p><u>Management</u></p> <ul style="list-style-type: none"> • To build House Spirit through events, assemblies, House Night. • To maintain House areas and Homerooms • To display exemplary practices to provide role modelling to other staff. • To encourage involvement and actively participate in daily organisation at a whole school level. • To support and implement School initiatives and directives. • To attend relevant meetings and functions. • To develop and implement the Student Wellbeing initiatives. • To assist in the review and performance of the House Mentors. • To ensure staff keep accurate and timely records of actions on the school's Student Management System. • To lead regular pastoral meetings which ensure that student's interests/needs are met and, individualised future plans are actioned and monitored. • To facilitate communication between the Head of House team, the rest of the school and between House Mentors and Students. <p><u>Communication with families</u></p> <ul style="list-style-type: none"> • Timely and regular communication to families, and ensure mentors are doing likewise • To contribute to the school's newsletters and other publications based on House Activities. • To ensure communications that acknowledge individual student efforts and/or achievements and student welfare matters. <p><u>Professional Learning and Development</u></p> <ul style="list-style-type: none"> • To participate in professional learning in the area of leadership and management. • To keep up-to-date with the requirements of external bodies as required. <p><u>Resource management</u></p> <ul style="list-style-type: none"> • To review existing resources and ensure that necessary resources are available for use by House staff. • To coordinate the choice, purchase and maintenance of Head of House resources. • To assist in the preparation of the annual pastoral budget and submitting within the given time frame. • To liaise with the Business Manager as required. <p><u>Teaching Commitment</u></p> <ul style="list-style-type: none"> • To maintain a teaching load
Personal skills and experience	<ul style="list-style-type: none"> • To possess a broad and contemporary knowledge of wellbeing issues affecting students and young people. A minimum of three years teaching experience is preferred. Postgraduate qualifications in Student Wellbeing are desirable. • To possess the ability to lead the identification of student

	<p>learning needs.</p> <ul style="list-style-type: none"> • To possess experience in pastoral care within a school. • To demonstrate a successful record of initiating and implementing effective programmes in the management of student welfare and discipline. • To be process oriented, with a solutions focus. • To possess excellent interpersonal and communication skills and confidence in working with students, staff, parents and external groups and agencies. • To possess the ability to manage change. • To possess the knowledge, experience and passion for learning necessary to inspire and drive strategy. • To possess leadership qualities and a proven record in school leadership. • To possess exemplary teaching skills and capabilities. • To be willing to partake in personal professional development. • To have strong organisational skills with the ability to manage multiple projects concurrently, within budget and set deadlines. • Is appreciative of the ethos of the School. • To possess the ability to promote the School within the community and public arena, and capable of devoting and willing to devote time to the ongoing life of the School
Competencies	<p><u>People and Teams</u></p> <ul style="list-style-type: none"> • Manages vision and purpose; communicates a compelling sense of core purpose; shares the vision; can inspire and motivate entire teams. • Builds effective teams, creates strong morale and team spirit. • Motivates and engages others. Creates a climate in which people want to do their best, empowers others, invites input from each person and shares ownership and visibility; makes each individual feel his/her work is important, is someone people like working with and for. • Lives and role models organisational values and ethics. Adheres to an appropriate and effective set of values and beliefs; demonstrates integrity; practices what she/he preaches. <p><u>Technical Experience</u></p> <ul style="list-style-type: none"> • Applies excellence to their daily work. Develops job knowledge and expertise through continual professional development; shares expertise and knowledge with others. <p><u>Understanding of School</u></p> <ul style="list-style-type: none"> • Makes quality decisions based upon a mixture of analysis, wisdom, experience and judgement. Is sought out by others for advice and solutions. <p><u>Management</u></p> <ul style="list-style-type: none"> • Creates clarity around goals and priorities for others. Sets clearly defined objectives; plans activities and projects well in advance and takes account of possible changing circumstances; manages time effectively, identifies and organises resources needed to accomplish tasks, monitors performance against deadlines and milestones.

Tenure	Leadership positions are for a period of 3 years at a time. Further periods of appointment will be considered.
Teaching Allotment	This position carries a teaching load (to be negotiated).

Statement of Commitment to Child Safety

Alphington Grammar School is committed to the safety and wellbeing of all children and young people. This will be the primary focus of our care and decision-making. Alphington Grammar School has zero tolerance for child abuse. We are committed to providing a child safe environment where children and young people feel safe and are safe, and their voices are heard about decisions that affect their lives. Particular focus will be placed on the safety of Aboriginal and Torres Strait Islander children, children from culturally and/or linguistically diverse backgrounds, as well as the safety of children with a disability. Every person involved in Alphington Grammar School has a responsibility to understand the important and specific role they play individually and collectively to ensure that the wellbeing and safety of all children and young people is at the forefront of all they do and every decision they make.

All employees of Alphington Grammar School are responsible for ensuring the Child Safe Policy is enforced and are required to sign the AGS Code of Conduct for Behaviour with Children and undertake training in this area as required.

All applicants should be aware that the school conducts extensive background checks in accordance with our Child Safe Policy including:

- a) Working With Children Check Clearance, VIT registration or similar check as applicable;
- b) Proof of personal identity and any professional or other qualifications;
- c) The person's history of work involving children; and
- d) References that address the person's suitability for the job and working with children.



Staff Acknowledgement

I _____ have read the enclosed Position Description and understand the roles and responsibilities outlined within.

Signature: _____

Date: _____

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