



# ROLE DESCRIPTION

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## 1.0 HEAD OF HOUSE

## 2.0 OUR VISION AND MISSION

With a focus on 'Setting Our Future', Villanova College's Vision is to strive for excellence in boys' education as an Augustinian community, one in mind and heart on the way towards God. We embrace the living traditions of the Catholic Church, enriching the mission of the Archdiocese of Brisbane with our Augustinian charism and organisational independence. All staff at the College are expected to support the ideals and principles of a Catholic school. Within our College, the wellbeing and safeguarding of our students, staff and wider community is paramount.

Villanova believes that education is the formation of the whole person within a faith community. Our community promotes life-long learning through continually challenging itself in the restless search for Truth.

## 3.0 PURPOSE OF THE POSITION

As part of the Middle Leadership team, the Head of House works strategically and collaboratively with the College Leadership Team to ensure the Vision and Mission of the College are realised. This role plays a crucial part in enabling and driving the College community to achieve key goals and priorities in accordance with the Augustinian Values and College Strategic Plan

Values	Setting our Future – Strategic Goals
Community	Augustinian Identity and Mission
Humility	Transforming Teaching and Learning
Interiority	Student Wellbeing
Search for Truth	Stewardship

## 4.0 STATEMENT OF RESPONSIBILITY

The Head of House collaboratively leads the pastoral care and development of students, ensuring each student is positively encouraged to develop his potential to the full. They are responsible for leading the Pastoral and Wellbeing for each house to ensure that each house functions as a co-operative and cohesive team. The Head of House is to lead the Learning, Leadership and Pastoral Formation of the students in their specific house. The Head of House will work together as a team under the direction of the Heads of School.

The Head of House will be expected to partner closely with key subject matter leaders and specialists such as the Head of Inclusive Education, Head of Careers and Pathways, Psychologists/ Counsellors ultimately providing guidance and support to enable the blending of wellbeing and academics in the classroom. This role represents the College in the broader Catholic school community.



The Head of House is committed to offering a substantial range of extra-curricular activities for all year groups such as camps, excursions, and retreats.

## 5.0 DUTIES

The position will require the role holder to undertake the following activities including but not limited to:

### a) Teaching and Learning

Demonstrate effective practices in learning and teaching, including supporting the development and maintenance of positive relationships with students and colleagues per the Villanova College Teacher Role Description.

### b) Student Wellbeing and Holistic Community Involvement

- Take a proactive role in contributing to the development, implementation, and enablement of the College Strategic Vision by modelling and encouraging blended professional learning and wellbeing.
- Establish positive relationships including engagement in the pastoral care of students by supporting their character, spiritual and moral development
- Monitor and support the overall progress and development of students within the different year levels moving with the students as they progress through to year 12
- Monitor student attendance together with students' progress and performance in relation to targets set for each individual, ensuring that follow-up procedures are adhered to, and that appropriate action is taken where necessary
- It is necessary that the role holder exercise judicious and prudent judgment in interactions with student
- Attend and contribute to co-curricular activities including camps and College/community wide events as required

### c) Pastoral Leadership

- Reporting to the Heads of School and working with the Director of Student Wellbeing and Pastoral Programming 5 to 12 to ensure the appropriate behaviour management structures that lead to Restorative Practices, are communicated, trained, and supported from a whole-school pastoral perspective.
- Lead the holistic development of students in your house through observing their academic, social, spiritual, and physical well-being, and addressing areas of concern through appropriate interventions
- Support the Head of Schools and Director of Student Wellbeing and Pastoral Programming 5 to 12 to establish processes and structures in the appropriate year level to encourage, affirm, challenge and support staff as they interact with each other and the students, within the culture of a Catholic School in the Augustinian charism
- Work with the College Counsellors to provide strong pastoral care for students
- Coordinate the work of staff engaged in the holistic development of the students in the light of the values and ethos of the College
- Encourage all students to participate in the College's Co-Curricular program and monitor involvement.
- With the assistance of staff deal with day-to-day pastoral care and discipline matters in the College
- Assist new students, especially in their orientation to the College
- Be the focal point of contact and management of matters of concern in the pastoral care and/or discipline of students in your house.



- Form and support the leadership of all the student leaders through promotion of the Augustinian 'Gateway' values
- Provide the information parents need to support and encourage the student (e.g. Term Updates, which list the important dates for the term)
- Organise and coordinate pastoral care activities such as camps, excursions, form meetings, assemblies, semi-formals, formals, and staff-senior banquets in collaboration with other Heads of House and School Leaders.
- Organise and lead regular:
  - Form meetings and Personal Development (PD) lessons
  - Meetings with Pastoral and Wellbeing Leaders and Teachers within the house
  - Meetings with Year Level Students as appropriate
  - House Retreats
- Meet regularly with the other Heads of House to maintain a consistent approach concerning pastoral matters
- Weekly review of the Pastoral entries by staff in TASS, ensuring ongoing progress monitoring of and support to students
- Identify trends within the year levels and provide support through collaboration with peers and stakeholders
- Working with the Director of Student Wellbeing and Pastoral Programming Years 5 to 12 to promote and develop opportunities for the pastoral and wellbeing formation of the students and staff
- Engage parents in a meaningful partnership regarding the welfare and education of students
- Lead a positive approach with behaviour management by contributing to the development and formation of College Safeguarding, Anti-Discrimination, Bullying and Harassment policies and procedures
- Ensure the administrative practices and procedures in their year level are consistent and supportive of the ethos and values of the College
- Undertake other appropriate duties as required by the Director of Wellbeing and Pastoral Programming 5 to 12 and Heads of School

**d) Leadership**

- Play a full part in the life of the school community, to support the mission vision, values and ethos by encouraging and ensuring staff and students to follow this example
- Be visible across the whole campus to gain an understanding and perspective of how learning and teaching is lived through enablement and accountability within the wider community
- Contribute to the leadership of the school through active participation in staff and middle leadership meetings, this includes attendance at weekly Pastoral meetings
- Work with the Deputy Principal, Heads of School and Director of Student Wellbeing and Pastoral Programming 5 to 12 to ensure that pastoral/wellbeing-based staff development needs are identified and that appropriate programs are designed to meet such needs
- Meet regularly with Head of House and Wellbeing peers within group and individual settings to enable a goal-based and collaborative culture
- Proactively engage in the College's Staff based Goal Setting and Performance based culture by engaging in and undertaking a Goals based Performance Management Review(s)
- Communicate productivity on reaching goals in line with Strategic Goals to the College Leadership Team
- Partner with the Deputy Principal, Campus Administrator and Director of Human Resources to support the induction and training of new staff
- Support the Director of Student Wellbeing and Program Planning Years 5 to 12, to manage the available classroom and teaching based resources, financial/budgetary resources and equipment efficiently within the limits, guidelines and procedures; including requisitioning, organising and maintaining equipment and stock, and keeping appropriate records
- Ensure that all members of the department are familiar with its aims and objectives
- Ensure effective communication/consultation as appropriate with the parents of students

**e) Whole School Change and Innovation**

- Liaise with partner schools, higher education, industry, examination boards, awarding bodies and other relevant external bodies
- Partner with internal key stakeholders such as other Middle Leaders (both Teaching and non-teaching, Academic and Wellbeing) to ensure positive collaboration and College efficiencies
- Maintain and develop an understanding of evolving trends in safety, wellbeing education and keeping abreast of school leadership and curriculum, as well as emerging wellbeing development issues
- Contribute to College internal and external publications such as Newsletters, Villa Voice etc
- Lead the development of effective subject links with partner schools and the community, promoting subjects effectively at liaison events in school, partner schools and the wider community
- Communicate productivity on reaching goals in line with Strategic Intent to the Head of School
- Deliver professional development and formation opportunities to whole-school relevant to knowledge, experience and specialist curriculum areas
- Collaboratively lead with innovative ideas to improve operations to optimise results and improve quality of delivery, in line with AITSL, ACARA, NCCD, PESA and QCAA standards and requirements
- Provide collaborative leadership (curriculum and academic care initiatives) for the holistic tracking of teacher and student progress to inform the differentiation of pedagogical approaches

**f) Data, Information Management and Reporting**

- Apply contemporary learning and teaching research including collating and trending key curriculum and student data from curriculum areas of responsibility
- Make use of analysis and evaluate performance data provided with reports such as Pastoral Reports from TASS; including NCCD, PESA, QCAA, ATAR, PAT-M, PAT-R etc
- Identify and take appropriate action on issues arising from data, systems and reports; setting deadlines where necessary and reviewing progress on the action taken.
- Produce reports on assessment-based performance, including trending, highlighting areas for improvement with appropriate risk assessments

## 6.0 REQUIREMENTS AND SKILLS

- Possess appropriate tertiary qualifications within education
- Have current Queensland College of Teachers (QCT) registration
- Previous experience in a pastoral-based role or contributing to pastoral projects is highly desired
- Evidence of pastoral and wellbeing needs of boys in Years 5-12
- Demonstrated understanding of and experience in Positive Psychology, Restorative Practices, and PERMA Framework
- Demonstrate currency of Professional Development within the past five years.
- Possess the ability to generate enthusiasm for the work of the department
- Demonstrate high standards in the necessary professional competencies required of teachers:
  - subject knowledge and application;
  - classroom management;
  - assessment, recording and reporting students' progress;
  - teaching effectively throughout age and ability range;
- Have the confidence to contribute their own ideas and initiatives to the philosophy of the College
- Apply a practical understanding of administrative demands



- Be committed to personal and professional development
- Be an individual of integrity with a commitment to ethical behaviour
- *Demonstrated memberships of relevant professional bodies is highly desired, however not essential*

## 7.0 DISCRETIONARY REQUIREMENTS AND SKILLS

Higher expectations outside of the Tier limit to be agreed upon successful appointment.

## 8.0 GOVERNANCE AND COMPLIANCE REQUIREMENTS

At all times, the Middle Leader must act in accord with and here to all College Policies, Procedures and Workplace Health and Safety requirements such as:

- College and Augustinian Values
- Code of Conduct
- Social Media Guidelines for Staff
- Workplace Health and Safety Policy
- Anti-Discrimination, Bullying and Harassment Policy
- Student Protection Policy and Child Safeguarding Guidelines

This role must ensure that health and safety policies and practices, including risk assessments, throughout the faculty/department are in-line with national requirements and are updated where necessary, therefore liaising with the school's Risk and Compliance Officer.

## 9.0 COMMERCIALITY/ AUTHORITY LIMITS

The position carries delegated authority regarding expenditure of funds or supervision of other role holders within the College for the Pastoral Year Level. Expenditure of funds must be in accordance with approved budgets and appropriately authorised by the Head of School.

## 10.0 REPORTING AND OTHER RELATIONSHIPS

The Middle Leader reports in the first instance to the Head of School. Other significant internal College based relationships exist with the College Leadership Team Members, Students, Parents and other teaching staff, services staff and school officers.

## 11.0 REMUNERATION AND ENTERPRISE COLLECTIVE AGREEMENT TERMS

This fixed-term, full-time, higher-duties Position of Leadership appointment cycle is effective from 2024 – 2027. The remuneration allowance or Substantive Salary as a Tier 2C will be paid in accordance with the Single Enterprise Collective Agreement – Religious Institutes Schools Queensland 2019 – 2023. This role has a teaching load of 3 lines. An underlying teaching position will compliment this higher-duties, fixed-term appointment.

It should be noted that a job description is not an exhaustive list of activities, and employees may be asked to carry out other duties commensurate with the grade of the post. The job description may also be amended to take account of changed circumstances, and employees will be consulted if this is necessary.