



**ST EDMUND'S COLLEGE**  
CANBERRA · EST 1954



**EDMUND RICE EDUCATION**  
**AUSTRALIA**

St Edmund's College Canberra is a Catholic school in the Edmund Rice tradition, educating boys from Years 4 – 12. It is an inclusive educational community, with a broad offering across academic and co-curricular areas.

Applications are sought from suitably qualified and experienced candidates for the position of:

## **Head of House (Temporary) 23 January 2023 – 28 June 2024** **(This position will be underpinned with a permanent teaching position)**

Ongoing, commencing 23 January 2023. Please see the Role Statement below for information regarding this role.

To be appointed to this position to teach in the ACT, the applicant will need ACT TQI Registration and a current Working with Vulnerable People (WwVP) card.

All staff at St Edmund's College Canberra support and work to advance the Values, Vision and Mission of the College as a Catholic school in the Edmund Rice tradition.

Visit the College website at [Employment Requirements](#) to obtain all of the Application Information. Contact Mr Ian Garrity via [employment@stedmunds.act.edu.au](mailto:employment@stedmunds.act.edu.au) if you have further questions.

Applications close: Monday 29 August 2022 at 5pm, addressed to:

The Principal  
St Edmund's College Canberra  
110 Canberra Avenue GRIFFITH ACT 2603  
Or email to [employment@stedmunds.act.edu.au](mailto:employment@stedmunds.act.edu.au)



## ROLE DESCRIPTION: HEAD OF HOUSE

|                                    |  |
|------------------------------------|--|
| <b>Policy Number</b>               | Section 11 - ANNEX F1  |
| <b>Relevant to</b>                 | All teaching staff   |
| <b>Responsibility</b>              | Assistant Principal Student Wellbeing                                |
| <b>Authority</b>                   | Principal  |
| <b>History of policy/procedure</b> | Created 2007 updated 2008, reviewed 2010, updated 2016, updated 2019 |

### Head of House - Preamble

The Head of House is appointed by the College Principal. The Assistant Principal - Student Wellbeing is responsible for the day-to-day management of the Heads of House.

The Heads of House are subject to regular professional reflection which will inform their professional growth. They are required during their term to undergo nominated training at the direction of the College Leadership Team and to have a Performance Review in the final year of their term.

The House is the basic pastoral and administrative unit of the College. It is also the context from which each student goes about his academic studies. In addition to classroom teaching duties, the Head of House has four main areas of responsibility:

1. The wellbeing and pastoral care monitoring of the students and tutors;
2. Facilitation of the normal administration of the College;
3. Supervision and monitoring of the academic progress of the students in the House
4. Oversight and delivery of Wellbeing and Formation Programs at the College.

There is obvious overlap and complementarity among these areas of responsibility. The responsibilities are met by attending the following duties:

#### 1. PASTORAL

- 1.1 To take an active interest in the personal, spiritual, academic and social development of each student.
- 1.2 To look for ways to get to know each student, and to establish a relationship with them which will be conducive to their growth.
- 1.3 To monitor the work of tutors in their tutor groups and affirm and support tutors in their roles, e.g. through support of their dealings with students, through visits to tutor rooms, through interview and informal meetings.
- 1.4 To provide opportunities for House Tutors to meet on a professional and social basis.
- 1.5 To develop opportunities for non-teaching staff at the College to be involved in the House System.
- 1.6 To ensure that College expectations of students are adhered to by the students in the House.

- 1.7 To be the normal first reference person for any student who is not meeting the College expectations.
- 1.8 To supervise Head of House's detention on a roster basis and other appropriate House-based sanctions.
- 1.9 To place students on behaviour management plans as necessary.
- 1.10 To promote each student's involvement in College and House activities outside the classroom.
- 1.11 To use every opportunity to get to know each student's parents/carers.
- 1.12 To have contact with parents, as necessary, about their child's progress.
- 1.13 To establish and develop a House based parent involvement network and to work with House Parents associated with the House as required.
- 1.14 To support and where possible, be present at camps, retreats and other activities organised on a House basis.
- 1.15 To allocate staff and senior students for Camps and Retreats. This will also involve taking responsibility for the organisation and planning of these activities.
- 1.16 To look for ways to gather the House or groups within the House to celebrate events and people, to recognise people, to promote House spirit, eg Founder's Day, House Days.
- 1.17 To develop formal and informal leadership roles for senior students within the House and to support students in these roles.
- 1.18 To counsel students informally and formally, within their level of competence, and / or to refer students to the College Counsellor or external provider.
- 1.19 To support Year 7 students in their transition to High School.
- 1.20 To plan and promote the Year 12 Rites of Passage and Graduation in cooperation with the Assistant Principal – Mission and Identity and the Assistant Principal – Student Wellbeing.
- 1.21 To promote the College and its wellbeing and pastoral care system through active participation in College activities eg. Information Nights, Oral Reporting, Graduations, Presentation Nights, Open Days, Parent Tutor Meetings.
- 1.22 To support one another in the role of Head of House.
- 1.23 To be responsible for the nomination of House Leaders.
- 1.24 To lead the House in prayer before any meeting and to be holistically involved in the leading of House based liturgies.
- 1.25 To take responsibility for the care and direction of a Year group as directed.
- 1.26 To facilitate the development and review of student wellbeing and pastoral programs that respond to needs as they arise.

## **2. ADMINISTRATIVE**

- 2.1. To be a channel of communication to students and tutors concerning daily happenings, College policy, Administration decisions etc.

- 2.2. To take responsibility for care, maintenance and improvement of House areas: corridors, classrooms, fittings, lockers, noticeboards, classroom furniture. This is inclusive of general tidiness, removal of litter and reporting of damage.
- 2.3. To recommend tutors for Year groups and work with Assistant Heads of House in the daily running, admin and organisational aspects of the House
- 2.4. To hold regular minuted meetings with House tutors at least once per term and provide a copy of minutes to the Assistant Principal – Student Wellbeing.
- 2.5. To hold weekly meetings of the whole House.
- 2.6. To maintain a file on each student which will contain: correspondence with parents; records of misbehaviour and meritorious conduct; oral report forms, log telephone calls, written records of interviews and any other notes on students thought pertinent by the Head of House.
- 2.7. To organise the House to compete in inter-House sports carnivals including Swimming, Athletics and Cross Country.
- 2.8. To be responsible for an annual House budget.
- 2.9. To attend weekly meetings of Head of House.
- 2.10. To be responsible for writing a House article for the College Magazine and for the College newsletter as required.
- 2.11. To cover for tutors when necessary.
- 2.12. To be responsible for the supervision of the House area before school, at Recess and Lunchtime after school and especially in wet weather.
- 2.13. To develop and update the College website/ Canvas page as relevant to each House.
- 2.14. To have a daily presence around the campus which includes but is not limited to: before and after school when students are on site; outside of individual teaching and supervision periods and with an expectation that you are available to attend College events which are often after College normal hours.

### **3. ACADEMIC**

- 3.1. To keep in touch, through Tutors, with the academic progress of each student.
- 3.2. To take responsibility for advising students on course selections, particularly at the end of Year 8, 9 and 10. To be current with Board of Studies / UAI / Voc. ED / AST information – to advise Year 11 and Year 12 students and parents accordingly.
- 3.3. To communicate relevant information to teachers about a student's academic needs, and to liaise with teachers about a student's progress.
- 3.4. To establish and develop communication with teachers regarding the overall progress of a boy where necessary.
- 3.5. To oversee the distribution of pastoral reports and proof read tutor comments
- 3.6. To organise, with Tutors if necessary, for any follow-up that needs to occur after reports are issued.

- 3.7. To be involved in the facilitation of Parent Tutor evenings and Oral Reporting events and to receive outcome reports from Tutors.
- 3.8. To be involved in the academic tracking process.
- 3.9. To support the development of individual learning plans for each student in the House (ILP) in cooperation with the Head of Diverse Learning.
- 3.10. To work with tutors and Assistant Principal- Student Wellbeing where necessary to follow up on school and class absences.
- 3.11. To be involved in the Year 11 enrolment process inclusive of interviews.

#### **4. Other Duties**

Other duties assigned to Head of House include:

- 4.1. Other reasonable duties as required by the Assistant Principal - Student Wellbeing, their nominee, or the Principal.
- 4.2. To deputise for the Assistant Principal - Student Wellbeing at their direction or at that of the Principal.

#### **Selection Criteria**

1. A commitment to the Charter and Touchstones for Catholic Schools in the Edmund Rice Tradition.
2. A deep understanding of and commitment to the wellbeing of boys and their educational success.
3. Ability to develop and maintain positive relationships with students, parents and colleagues
4. Ability to develop an innovative and creative Vision for the House and the necessary personal attributes to enable the achievement of the Vision.
5. Strong verbal and written communication skills and highly-effective skills in conflict resolution.



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## ROLE DESCRIPTION: CLASSROOM TEACHER

|                                      |  |
|--------------------------------------|--|
| <b>Policy Number</b>                 | Section 11-53 Annex G2                                 |
| <b>Relevant to</b>                   | All teaching staff                                     |
| <b>Responsibility</b>                | Assistant Principal Teaching and Learning              |
| <b>Authority</b>                     | Leadership Team  |
| <b>History of policy/procedure</b>   | Redrafted May 2010, amended 2012                       |
| <b>Related policies</b>              | Code of Professional Behaviour, ACT Education Act 2004 |
| <b>Publication location tracking</b> | P Drive Handbook                                       |

*Achieving today. Leading tomorrow.*

### **Legal Requirements:**

To teach in the ACT it is a condition of employment that all teachers retain current ACT Teacher Registration (TQI), a prerequisite of which is a current Working with Vulnerable People (WWVP) registration.

### **Achieving:**

our personal best in all we do  
education that is inclusive, creative and challenging  
personal growth

### **Leading:**

vibrant communities that seek equity and justice  
by example through service to others  
with humility, respect and honour

All staff must demonstrate commitment to the aims of Catholic Education in the Edmund Rice Tradition.

Each teacher is a member of a faculty or school (Middle School) team, which is inspired at all times by the highest ideals of compassion and justice.

## **LEARNING ENVIRONMENT**

St Edmund's Teacher:

- is conversant with the relevant teaching discipline and syllabus;
- creates a learning environment that stimulates learning and promotes each student's personal best, where students are both challenged and supported;
- uses a variety of teaching strategies;
- recognizes that students of mixed ability and diverse backgrounds need to be catered for;
- enables students to make good use of all resources;

- embraces ICT and its applications for teaching and learning;
- maintains effective communication with Teaching and Learning Support Unit;
- supports and espouses the values of the Catholic Church in the teaching and learning environment;
- maintains a clean, tidy and healthy classroom;
- is aware of emergency procedures for students' safety and specific safety procedures relating to the subject or activities taught;
- shares with students a code of conduct which enables students to work productively in a fair environment;
- ensures good class room management skills are maintained;
- ensures class rolls and attendance are strictly monitored.

## **CURRICULUM**

St Edmund's teacher:

- develops courses in harmony with the values and the educational purpose of the school, their faculty, the Department and the BSSS;
- is prepared to work in a collaborative environment, sharing and developing teaching resources with faculty or school team;
- participates in regular review of courses;
- in consultation with the Head of Faculty, plans a consistent, coherent and relevant learning program which meets the needs of the students;
- keeps adequate records of course and programs;
- actively engages students in the planning and learning process, illustrating that learning is an active and collaborative venture;
- considers the students' own experience to be fundamental and valuable resource;
- where possible and appropriate, negotiates with students, giving them the opportunity to make choices and decisions, to take risks and to set their own goals.

## **ASSESSMENT AND EVALUATION**

St Edmund's teacher:

- develops appropriate assessment procedures and modes of reporting assessment in consultation with Director of Teaching and Learning and colleagues;
- as a member of a professional academic team, ensures that reports are neat, accurate and meet deadlines;
- uses a range of assessment and evaluating techniques;
- assesses and returns work promptly to students;
- encourages students to reflect on their work and the process they have gone through to achieve it;

- where appropriate encourage students to set their own goals and evaluate their own outcomes;
- explains criteria of assessment to students in advance, so they can understand the relevance of the grade and comments and use the information constructively in future work;
- pinpoints students need, conferring with Teaching and Learning Support team and liaising with parents/guardians;
- keeps records of students progress.
- proactively communicates with parents through the students diary, in written reports and in parent teacher interviews;
- reflects student learning in reports, recognizing strengths and weaknesses and suggesting courses of action.

### **PASTORAL CARE**

*Pastoral care of each individual is of paramount importance in the school and to this end, all new staff are assigned to a House. As a Tutor, a member works in partnership with the Housemaster in all matters relating to the overall care of the student.*

St Edmund's teacher:

- communicates with students, fellow staff and parents in a respectful, clear, caring and professional way;
- participates with others to create and run appropriate pastoral programs for students;
- establishes rapport with students and encourages them;
- provides Christian example and model by word and action for all students;
- maintains professional confidentiality on information about students;
- seeks advice from, works co-operatively with and/or refers students to, specialists staff where appropriate;
- is proactive in communicating with parents and responds promptly to parental calls or enquiries.
- supports fellow staff professionally in all areas of school life;
- keeps appropriate records;
- works with their House Team to provide a safe environment physically, academically and emotionally.

### **PROFESSIONAL LEARNING**

St Edmund's teacher:

- participates generously in all segments of Edmund Rice formation provided by the College for staff in various stages of their service;
- keeps abreast of current development in educational thinking, curricula and teaching practice;
- attends relevant in service opportunities and reports to his/her Head of Faculty on the outcomes;



- contributes to the professional learning of other staff members within the school by sharing knowledge, ideas and resources, and working as a member of a team.

## **RELATED DUTIES**

St Edmund's teacher:

- can be relied on to carry out supervisory duties as required, including active grounds duty and exam supervision;
- takes an active involvement in the life of the college and supports it formally and informally within and beyond the College;
- attends and participates wherever possible in all departmental and general staff meetings;
- attends all lessons unless prior arrangements have been made and is punctual;
- carries out the administrative requirements associated with class room teaching;
- dresses appropriately for a professional educator;
- in dealing with students demonstrates at all times a support of College rules;
- adheres to the specific requirements of the appropriate section of the College or department within it;
- attends parent/teacher interviews;
- attends speech days and church services of the College;
- attends and participates in Assemblies;
- is prepared to attend and participate in College camps.

## **CO-CURRICULAR**

There is a contractual expectation that all teachers at St Edmund's College will involve themselves in the Co-curricular activities offered to students at the College.

St Edmund's teacher:

- gives time to the College after school and/or on the weekends to fulfil their Co-curricular obligations;
- in consultation with the Co-curricular Coordinator plans a consistent, coherent and relevant program in their area of co-curricular activity;
- provides the appropriate duty of care and supervision to the students in their charge.