Position Information Document

Position Title	**House Leader**
Team	Middle & Senior Years House Leader Team
Responsible to	Directors of Students, and ultimately to the Principal
Classification	Teaching / Position of Responsibility (POR) 2
Fractional Time	1.0 FTE (0.8 FTE teaching, 0.2 FTE POR release)
Tenure	3 Years

Cardijn Context

Cardijn College is a leading R-12 co-educational Catholic school established in 1984, deeply connected to the Marist tradition and inspired by the dual charisms of our patrons, Cardinal Joseph Cardijn and St. Marcellin Champagnat.

Located in the Southern Vales region of Adelaide, Cardijn has grown to three campuses, each offering a unique educational environment to over 2,100 students, supported by more than 300 dedicated staff members.

Cardijn College Marian in Noarlunga Downs enrols students from Years 7 to 12, offering an extensive curriculum alongside a vibrant extra-curricular program to support a range of learning pathways and cater to the varied interests of our students.

Cardijn College Marcellin in Christie Downs has a focus on vocational education and training for students in Years 10 to 12 and beyond, with relationships that extend well into their careers. Marcellin facilitates seamless transitions into professional life through strong industry partnerships, equipping students with the skills and experiences necessary for career success.

Cardijn College Galilee in Aldinga enrols students from Reception to Year 9, providing a nurturing environment with an emphasis on ecological awareness and a personalised sense of belonging.

Position Summary

The House Leader holds a significant leadership position at the College and is required to exercise innovative, creative, and purposeful leadership towards the academic and pastoral development of all students within their House. The House Leader (Middle Years) is responsible for the Pastoral Care development, wellbeing, and academic progress of students in Year 7-Year 10, supporting them to achieve their full potential. The House Leader's primary responsibility is individual case management of every student within their House to ensure their academic, pastoral, physical, and spiritual development is supported. The House Leader is required to develop and foster relationships with families through proactive and regular communication. In this position, the House Leader works closely with the Directors of Students (Middle Years), Deputy Head of Campus, Campus Leadership, Homeroom Teachers, and other colleagues.

Key Working Relationships

- Executive Leadership Team
- Campus Leadership Team
- House Leader Team
- Counselling Team
- Staff
- Students
- Parents/Caregivers

KEY AREAS OF WORK

Student Development

The House Leader will:

- Engage, proactively in the development and management of all students in their House
- Document, record and file information in relation to student behaviour and wellbeing issues and respond accordingly to these issues; monitor and case manage the learning and development of all students within the House
- With Homeroom Teachers:
  - monitor and check daily attendance and punctuality and follow up with students, and their families, who are frequently late or absent
  - ensure students set long and short-term goals with regard to their studies, with the aim of continual growth and improvement
  - monitor issues in relation to homework, assignments, study and learning, and follow up appropriately with staff, students and families
  - induct students who arrive during the year and establish support mechanisms for the new student. Ensure that these students are familiar with the College's facilities, practices and procedures
  - monitor College guidelines and expectations, particularly in relation to uniform and behaviour
  - oversee the cleanliness of classrooms, common areas and the school yard
  - hold regular House Assemblies and work with the APRIM to organise the House Mass
- Develop, encourage and, where possible, ensure appropriate and positive student behaviour
- Establish and maintain contact with families and students on matters relating to the

pastoral and/or academic development of students

- Be present in the house and with homeroom classes, particularly during Morning Homeroom and Friday Homeroom lessons
- Liaise with the Director of Students, Deputy Head of Campus, and College Counsellors in relation to matters of discipline and wellbeing, briefing the Head of Campus if applicable
- Develop and implement a rigorous program for Friday Homeroom which supports the holistic development of all students in the House
- Follow up concerns from families with regard to student progress, with relevant staff
- Work in partnership with the Director of Students, House Leaders, Homeroom Teachers and Year 7 Teachers to support the effective transition of students joining the Cardijn Community
- Lead an effective student leadership program within the House which focuses on student action and leadership development
- Oversee and coordinate the Student Leadership election process within the House
- Attend, manage and/or support year level events such as; camps, retreats, formals, transition events, graduation procedures, Athon Day, etc and manage student behaviour/logistics throughout College events such as these
- Co-ordinate House activities with staff and students and have a leading involvement in supporting Inter-House events
- Foster a deep appreciation of the House patron by actively celebrating their legacy and articulating their historical and spiritual significance
- Provide a visible and active presence within the College and amongst Homerooms on a daily basis, particularly during morning homeroom time and pastoral care lessons
- Maintain constant, effective communication with staff, students and families

Case Management

The House Leader will:

- Counsel and advise students and parents/caregivers about academic progress, course requirements, and college expectations through a case management approach and meeting regularly with the families of students identified as "at risk"
- Liaise with the Student Development Officer/s for case management support for the learning, academic progress, and wellbeing of Young People in Care and CESA Scholarship supported students
- Provide additional support for those students who are not meeting the expectations of the College, as evidenced by the Student Personal Responsibility Policy, through case management approach

Leading & Managing Staff

The House Leader will:

- Build in processes of reflection and review, leading to quality improvement, for the House Team of staff and students. This will include a focus on reviews of reports, and an emphasis on progression and pathways
- Facilitate the resolution of grievances between students and/or staff, utilising, in general, restorative practices
- Mentor and support graduate and early career teachers with the management of pastoral development and student wellbeing
- Support Homeroom teachers in the House, ensuring accountability to College

expectations

Policy & Procedure

The House Leader will:

- Engage with the Cardijn College "Levels of Support" and ensure the effective management and communication regarding student behaviour
- Contribute to the development, refinement and implementation of pastoral care processes across the campus
- Support the management and response to critical incidents where required, including informing Executive Leadership as necessary and ensuring appropriate documentation and reports are kept

Other Duties

The House Leader will:

- Work in partnership with the Senior Years House Leader to develop House identity and culture amongst the students, staff and families of the House, including an understanding and celebration of the House Patron and College ethos
- Build strong connections with families and look for new ways to engage families with the College, the House, and Homerooms
- Support the Senior Years House Leader by backfilling when necessary and vice versa
- Support administrative matters such as house calendar, locker allocation, and student entry and exit procedures
- Attend College Parent Information and Education Evenings as required
- Attend House Leader Team meetings and other designated Planning, Policy and/or Review meetings as scheduled
- Organise and conduct House meetings with House staff
- Participate in enrolment interviews with prospective families
- Ensure that confidential information is handled appropriately
- Inform the Director of Students and Registrar if students in their House are believed to be contemplating leaving the school
- Perform other duties as required by the Principal (or delegate)

TEACHER DUTY STATEMENT

Professional Responsibilities

- Operate in accordance with the Charter for Teachers in SA Catholic Schools.
- Have a commitment to uphold and contribute to the ethos of Catholic schools.
- Have a commitment to uphold and contribute to the ethos of Cardijn College.
- Understand the employer's requirements and act in accordance with South Australian Commission for Catholic Schools (SACCS) and the College's policies, guidelines, and procedures.
- Fulfill all requirements of the Australian Professional Standards for Teachers.
- Ensure that confidential information is handled appropriately.
- Complete administrative tasks accurately and on time including record keeping.
- Participate in professional development activities which lead to improved student outcomes and strengthen the professionalism of the teacher.
- Appropriately assist students who are hurt, sick or in distress.
- Meet and teach students at designated locations and times.
- Develop and maintain effective professional partnerships with other staff.
- Undertake supervision duties including yard duty diligently.
- Undertake supervision of all Teachers, Education Support Officers, and students in the designated area(s) of responsibility.
- Attend staff meetings, parent teacher interviews and other co-curricular activities.
- Accept delegated responsibilities.
- Perform any other duties as required from time to time by the Principal and/or College Leaders.

Content of Teaching and Learning

- Understand and implement the requirements for curriculum development and create curricula in accordance with the Australian Curriculum and school's directives.
- Design, develop and implement teaching programs and lesson plans.
- Address students' varying intellectual, emotional, and physical abilities in teaching practice.
- Identify individual learning needs and styles and plan authentic learning experiences that enable all students to achieve success.
- Know and understand a range of learning methodologies and technologies and their application to the classroom.
- Research and utilise teaching resources to build upon concepts and apply them in classroom environments.
- Observe students to determine how well they are performing and assist individual students who may not be performing well.
- Evaluate each student according to assessment standards, keeping in mind individual limitations.
- Develop curriculum and assessment procedures in designated curriculum areas/year levels according to college policies.
- Demonstrate best practice in teaching and learning.
- Apply prior learning to changes that happen from time to time in teaching and learning practice.

- Provide students with information and support in improving performance.

Classroom Management and Behaviour Education

- Supervise students during classroom and extra-curricular activities that ensures their physical and emotional wellbeing.
- Manage behavioural problems in accordance with the Cardijn Behaviour Management Procedure to ensure that each student understands the need for following acceptable behaviour standards.
- Establish positive and effective relationships with students.
- Establish and maintain a task-oriented learning environment.
- Set and adhere to timelines for completion of work.
- Negotiate and implement consequences if expectations are not adhered to.
- Arrange student furniture to suit the learning activity.
- Work with students to create an attractive welcoming classroom environment.
- Maintain standards of tidiness and orderliness.
- Ensure necessary equipment and facilities are accessible, available and in readiness for planned activities.
- Make all reasonable efforts to manage the behaviour of students effectively within the directions of the relevant SACCS and School Policies and Procedures.
- Consistently maintain behavioural expectations and respond appropriately to student behaviour by applying behaviour management skills as per school policy.
- Identify factors contributing to prolonged, repeated or severely irresponsible behaviour and seek resolutions.
- Consistently maintain behavioural expectations.
- Apply effective consequences and strategies to assist students who interfere with teaching and learning.

Assessment and Reporting of Student Learning

- Maintain accurate and comprehensive records of student progress and achievement.
- Use a variety of assessment and reporting methods to regularly monitor student learning and achievement.
- Use assessment tasks that are purposeful and relevant to the teaching and learning program and the learning needs of students.
- Provide students with positive feedback on performance that reinforces student achievement and focuses on improvement.
- Provide parents and students with detailed, accurate and informative written and oral reports at appropriate times, as required by the College.

Professional Learning

- Willingly update learning and teaching pedagogy to implement appropriate strategies that support student learning including the use of ICT.
- Maintain up to date knowledge and understanding of the SACE and the Australian Curriculum.
- Make a commitment to professional learning associated with all school matters including Work, Health & Safety, wellbeing, school organisation and other professional themes.
- Be a reflective practitioner that engages in ongoing planning, evaluation and implementing improved strategies for the learning program.
- Reflect upon NAPLAN and other data as applicable to develop improved learning

strategies that lead to enhanced student learning outcomes.

- Share outcomes of professional learning with colleagues.

Policy & Administration

- Adhere to the Code of Conduct for staff employed in CESA schools.
- Support and adhere to the CESA Teacher Accreditation Policy.
- Support and implement College policies and the contents of the Staff Handbook.
- Keep up to date with the College Calendar.
- Fulfil professional obligations in terms of supervision of students in class and on yard duty.
- Attend meetings and briefings to ensure effective communication is achieved.
- Support special College events such as Feast Days, Awards Assembly and other evening events as required.
- Act as an ambassador for the College.

Interaction with the College and broader community

- Demonstrate effective leadership skills in designated areas of responsibility.
- Demonstrate effective communication skills with students, colleagues, parents or guardians and others.
- Work effectively as a member of a college team in a range of college activities.
- Participate in partnerships with colleagues to reflect upon and improve teaching and learning practice.

PERSON SPECIFICATIONS

- Current Teacher Registration in South Australia and relevant demonstrated knowledge and experience.
- Teacher Accreditation in Catholic Education SA.
- Active support for the Catholic ethos and the College Mission and Values.
- Significant and relevant experience of and commitment to development and formation of staff.
- Significant experience in the strategic staff development and frameworks to achieve high quality teaching that supports learning environments and learning outcomes.
- Exceptional teaching and learning practices relevant to secondary schooling in a co-educational setting.
- Proven ability to build relationships between students, parents/caregivers and staff.
- Ability to translate vision into action and inspire, engage and lead others in an innovative manner.
- High-level organisational skills with demonstrated ability to plan strategically, problem solve, prioritise, work to deadlines to achieve quality outcomes, give attention to detail and relate tasks/actions to a wider strategic improvement context.
- High-level written and oral communication, interpersonal and negotiating skills with demonstrated capacity to cooperate and communicate effectively with people at all levels.

SPECIFIC REQUIREMENTS

Acquire and maintain:

- Working With Children Check and Catholic Police Clearance to work in Catholic Education SA.
- Current valid Responding to Risks of Harm, Abuse and Neglect – Education and Care certificate.
- Approved Mandatory Notification training.
- Applicable First Aid Certificate relevant to the role requirements.
- CESA Staff do not need to be vaccinated against COVID-19 as a condition of employment, with the exception of CESA Staff working in High-Risk Settings. CESA Staff are however strongly encouraged to have and maintain an Up-To-Date Vaccination Status in accordance with the ATAGI statement. The vaccination requirement for CESA Staff working in High-Risk Settings is a condition of employment or engagement unless an exemption is approved in accordance with the CESA COVID-19 Vaccination Policy.

WORK HEALTH AND SAFETY

This role is deemed to be a Worker under the South Australian Work Health and Safety (WHS) Act 2012.

As a Worker while at work you must:

- Take reasonable care for your own health and safety.
- Take reasonable care that your actions or omissions do not adversely affect the health and safety of other persons.
- Comply, in so far as you are reasonably able to, with any reasonable instruction given by the employer.
- Cooperate with any reasonable policy or procedure of the employer that is related to health and safety at the workplace that has been notified to workers.

(Reference: Division 4, Section 28 – SA WHS Act 2012)

PERFORMANCE REVIEW

- All employees are required to proactively participate in the College's Performance Appraisal and Development Program including periodic review.
- On the first anniversary of appointment and biennially thereafter, or at another mutually agreed time, consultation will occur between the employer and the employee to ensure that the duty statement is accurate.

This position information document indicates the general nature and level of work performed by the incumbent and is not a comprehensive listing of all responsibilities, tasks and outcomes.