



# Position Description

<b>Position Title</b>	<b>House Leader</b>
<b>Organisation</b>	Catholic Education Sandhurst Limited (CES Ltd)
<b>School</b>	Galen Catholic College
<b>Location</b>	<i>Wangaratta</i>
<b>Enterprise Agreement</b>	Catholic Education Multi-Enterprise Agreement 2022
<b>Position of Leadership</b>	POL 3
<b>Time Release</b>	16 periods per cycle
<b>Status</b>	Fixed Term – 3 years (2025 - 2027)
<b>Reports to</b>	Deputy Principal - Student Development

## Our Organisation

Catholic Education Sandhurst Limited (CES Ltd) is committed to the mission of Catholic Education across the Diocese of Sandhurst. With a rich history dating back to 1853 the Diocese reaches from Central to Northeast Victoria. The organisation supports more than 3000 employees in 52 schools and 3 early childhood facilities. It also provides support to 4 secondary colleges owned and operated by Religious Institutes.

CES Ltd participates and cooperates in the work of the Victorian Catholic Education Authority (VCEA), which has key responsibilities for the allocation and distribution of government funding, facilitating cooperation across the four Victorian Dioceses, and in working and cooperating with government statutory authorities.

The Executive Director of Catholic Education Sandhurst is appointed by the Board of CES Ltd to support the administrative, organisational, and service matters to Catholic schools within the Diocese.

The Executive Director and all delegations via that position operate within the parameters of Canon Law and the Catholic Church structures and processes. CES Ltd is the employing authority for its schools and acknowledges and respects the role of Parish Priests within the Parish communities in which schools are located and supported.

## Our Vision

The vision for CES Ltd is to provide, in partnership with our families and parishes, stimulating, enriching, liberating, sacramental and nurturing learning environments drawn from the Catholic tradition in each of the diocesan school communities.

At the heart of this vision is our commitment to the ongoing duty of care that we have for the safety, wellbeing and inclusion of all children and young people, a pursuit of excellence in all levels of learning and creating communities of welcome, hospitality and inclusion.

We believe:

- that the values of the Gospel are central to who we are, what we do, and how we act
- that we have a vital role in the mission of the Catholic Church to imagine and seek new horizons while respecting our Tradition
- that a strong sense of community is dependent on the quality of our collegial relationships
- that each person's potential is fostered through the dedicated ministry of Catholic Education
- in leadership encompassing vision, innovation, and empowerment.

## Our Values

CES Ltd Values underpin and reflect the behaviours we expect of our staff:

### **Principles of Catholic Social Teaching**

The identity of the Sandhurst Catholic School reflects the principles of Catholic social teaching, grounded in the person of Jesus, and interpreted and enacted for the "common good" in response to the "signs of the times".

These principles require that the dignity and potential of each person be fully respected within a climate that is conducive to peace, security, and development. This must find expression in the relationships, structures, curricula, planning, processes, and care in the everyday life of the school.

### **Respect**

Respect for the dignity and potential of each person within a climate that is conducive to peace, security, and development. This must find expression in the relationships, structures, curricula, planning, processes, and care in the everyday life of the school.

### **Partnerships**

The Sandhurst Catholic Schools do not function in isolation. In attending to the religious dimension of education, the most fundamental partnerships are those with parents/guardians and with local Catholic faith communities. The school is part of the wider Church community.

### **Faith**

The tasks of evangelisation, catechesis and religious education are shared by home, school and parish, with each having its own distinct contribution to make in a sense of genuine partnership.

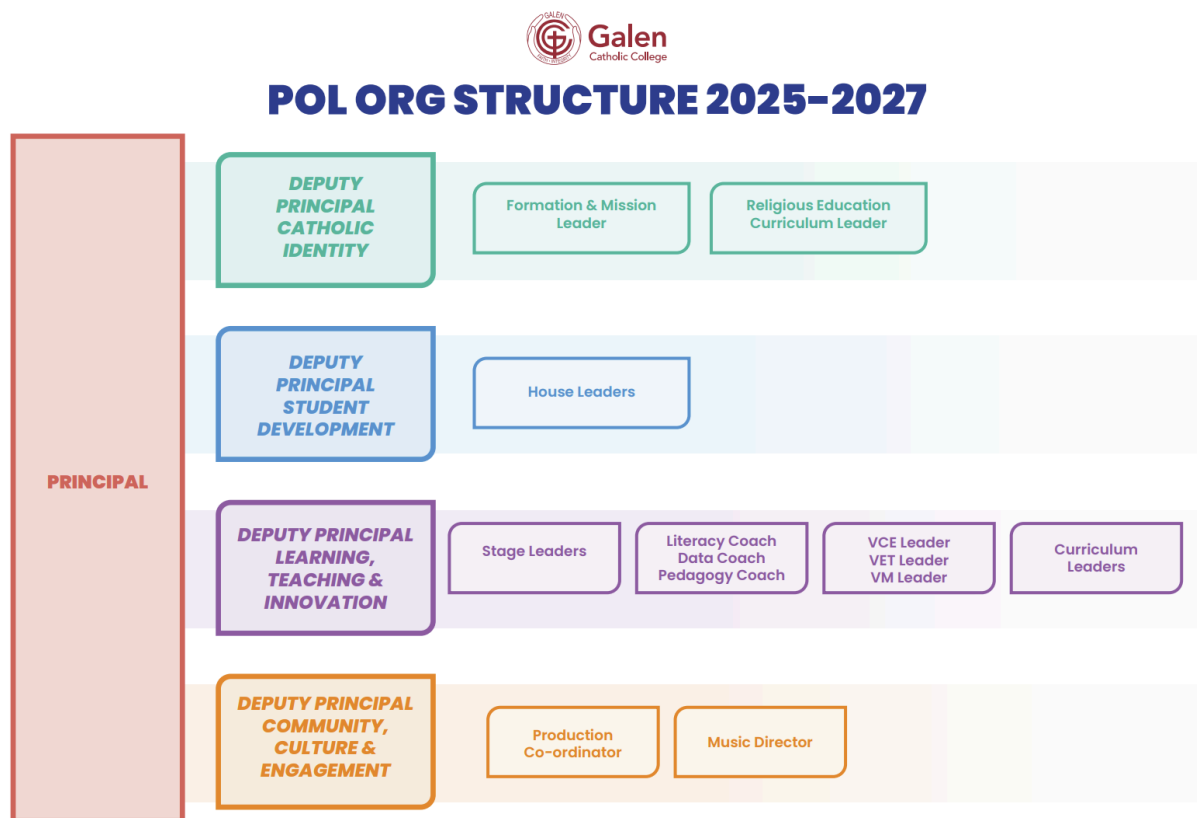
## School Summary

Established in 1974 Galen Catholic College was founded by the Marist Brothers and Brigidine Sisters. Today we continue to build a Catholic community based on the core values “the love of learning”. Our secondary college offers the widest curriculum in Wangaratta with options including VCE, VET, and School Based Apprenticeships.

## Position Summary

The House Leader plays a vital role in ensuring that all students feel valued, cared for, and empowered to succeed both academically and personally. House Leaders build strong relationships with students and families to encourage community spirit and participation in school events. Each House Leader will lead a group of Homeroom mentors who focus on student behaviour data to enhance student engagement. House Leaders work closely with staff to develop a positive school culture and support students to achieve their best possible outcomes.

## Position of Leadership Structure – 2025 - 2027



## Leadership Framework

This role will work within the CES Ltd Leadership Framework. The Framework sets out that Leadership in a Catholic School creates a vision for a community in which all may have life and have it in abundance (John 10:10) and where student flourishing is the core purpose. Leaders in Catholic schools are guided by religious, professional, ethical, and moral principles and pursue this vision in

service of the community. Servant leadership is at the core of all levels of leadership in the Catholic school. The leadership vision is student centred with a growth mindset that is guided by a belief in the dignity and potential of the human person.

Leadership in a Catholic school includes seven professional practices that are valued as critical elements in leading a Catholic school. They are as follows:

- Leading the Catholic School
- Leading a Well Community
- Leading Learning and Teaching
- Developing Self and Others
- Leading Improvement, Innovation and Change
- Leading the Management of the School
- Engaging and working with the Community

## Key Responsibilities

<p><b>Create a House Culture</b></p>	<ul style="list-style-type: none"> <li>● Build a House culture that sees students, staff and parents able to articulate and live out their House Spirit and House Patron’s story and relate it to the Catholic ethos.</li> <li>● Ensure appropriate support of new and exiting students to the House in line with College transition procedures.</li> <li>● Work collaboratively with Deputy Principal - Catholic Identity and Formation and Mission Leader to establish faith filled practices within the House eg. House liturgy, Assembly, Homeroom, College Masses and Prayer.</li> <li>● In conjunction with the Deputy Principal - Student Development, House Leaders engage in decision making processes which ensure consistency across each House.</li> </ul>
<p><b>Lead and support the team of Homeroom Mentors</b></p>	<ul style="list-style-type: none"> <li>● Work collaboratively with Homeroom Mentors to ensure the pastoral wellbeing of all students.</li> <li>● Work collaboratively with Homeroom Mentors to take responsibility for the academic, social, emotional and spiritual development of young people in their House.</li> <li>● Work collaboratively with Homeroom Mentors to lead family engagement in support of student’s academic, pastoral, wellbeing and spiritual needs.</li> </ul>
<p><b>Assist in the planning and management of relevant events and daily operations</b></p>	<ul style="list-style-type: none"> <li>● Work collaboratively with other leaders in the planning and implementation of House, year level, and whole school events.</li> <li>● Work collaboratively with the Deputy Principal - Student Development, and in conjunction with Learning Diversity, to create class groupings at Year 7 , 8 and 9.</li> <li>● Take a leadership role on camps, incursions and excursions as required.</li> <li>● Work collaboratively with camp leaders in regards to social emotional information.</li> </ul>
<p><b>FIRST</b></p>	<ul style="list-style-type: none"> <li>● Utilise the FIRST framework to provide tiered support for student behavioural needs.</li> <li>● Utilise the FIRST framework to provide commendations for students.</li> <li>● Reflect on the FIRST data to provide proactive responses to data trends.</li> <li>● Review relevant data sets such as behavioural data (attendance, disruptions to learning, non-completion of work) and develop strategies and targets for improvement.</li> </ul>

	<ul style="list-style-type: none"> <li>• Undertake FIRST Reflections, as required, with students to reinforce expectations.</li> </ul>
<b>Student Services</b>	<ul style="list-style-type: none"> <li>• Connect families with internal and external wellbeing support services as required.</li> <li>• Support the Deputy Principal - Student Development, Wellbeing Team and Learning Diversity Team to enact the recommendations of the research by LaTrobe University.</li> </ul>

Carry out all other duties that are within the limits of the skill, ability, competence, and training of the employee, and aligned with the requirements of the role as may be directed from time to time.

## Mandatory Responsibilities and Requirements

### **Compliance with CES Ltd Policies and Procedures**

- All CES Ltd policies and procedures are available in either CompliSpace and/or the Staff Portal. It is expected that all employees of CES Ltd must ensure that they comply with policies, procedures and standard ways of work practices when carrying out their work. Any breaches in compliance may result in disciplinary action.

### **Compliance with Occupational Health and Safety**

- All CES Ltd employees have a responsibility to take reasonable care of their own health and safety along with the safety of others. It is expected that all employees comply with policies, safe work procedures, instructions, and rules of CES Ltd’s OH&S Management System.
- All employees must report any hazards or any other health, safety, or wellbeing issues to their team leader/principal. There is also an expectation that employees will actively eliminate hazards, follow instructions, and participate in training and consultation processes.
- All employees who have responsibility to supervise /lead others have additional responsibilities including ensuring that employees have clearly defined safety roles and responsibilities, addressing OH&S issues immediately, be aware of tasks being undertaken by employees and ensure that they have the skills required to perform tasks safely, ensuring training is provided to address any knowledge or skills gaps for performing work safely, ensuring clear policies and procedures are implemented as well as holding regular OH&S meetings with employees and managing non-compliance.
- Depending on the role some employees will be required to provide evidence of successful completion of First Aid Certificate inclusive of Anaphylaxis training prior to commencing employment with CES Ltd.

**Compliance with Child Safety Legislation**

- CES Ltd is committed to creating and maintaining a child safe school environment in which all students feel safe and are safe. They do this by promoting the safety, wellbeing, and inclusion of all children. All CES Ltd employees have a responsibility to comply with current Child Safety legislation. This includes keeping up to date with relevant mandatory reporting requirements and maintaining a valid working with children check or VIT registration. CES Ltd are committed to ensuring the safety of children in our care, as such rigorous reference and background checks are conducted at the pre-employment stage. All staff are also expected to comply with the Child Safety Code of Conduct as amended or varied from time to time.

**Key Selection Criteria**

<b>Essential</b>	<b>Qualifications and Registrations</b>	<ul style="list-style-type: none"> <li>• Current VIT registration</li> </ul>
	<b>Knowledge and Experience</b>	<ul style="list-style-type: none"> <li>• Demonstrated educational leadership experience ideally within a Catholic setting.</li> <li>• Strong understanding of positive behaviour frameworks.</li> </ul>
	<b>Commitment to Catholic Education</b>	<ul style="list-style-type: none"> <li>• A commitment to lead the ethos of a Catholic school and its mission.</li> <li>• A capacity to lead and instill in our community a respect for each other in accordance with the teachings of Jesus Christ.</li> <li>• A capacity to integrate the Church’s teachings into all aspects of curriculum.</li> <li>• CECV Accreditation to Teach in a Catholic School (or working towards).</li> </ul>
	<b>Commitment to Child Safety</b>	<ul style="list-style-type: none"> <li>• A demonstrated understanding of child safety.</li> <li>• A demonstrated understanding of appropriate behaviours when engaging with children.</li> <li>• Provide students with a child-safe environment and proactively monitor and support student wellbeing.</li> <li>• Familiarity with legal obligations relating to child safety (e.g. mandatory reporting) and comply with the College’s child safe policy and code of conduct and any other policy, procedures or legislation related to child safety.</li> </ul>
	<b>Skills and Attributes</b>	<ul style="list-style-type: none"> <li>• Excellent communication and interpersonal skills to engage and inspire stakeholders.</li> <li>• Strong strategic thinking and ability to use agile thinking skills in change management process.</li> </ul>

		<ul style="list-style-type: none"> <li>• Demonstrated ability to work collaboratively and facilitate dynamic teamwork.</li> <li>• Commitment to ongoing personal and professional growth.</li> </ul>
<b>Desirable</b>		<ul style="list-style-type: none"> <li>• Qualifications or experience in student wellbeing/positive behaviour frameworks.</li> <li>• Previous experience in educational leadership.</li> <li>• CECV Accreditation to Lead in a Catholic School (or working towards).</li> </ul>