POSITION DESCRIPTION & PERSON SPECIFICATION

College Sector: Boarding
Position Title: Head of Female Boarding
Position Code: PD EDUB02
Position Classification: Lutheran School Officer - Boarding (Grade 6)
Tenure: Fixed Term

POSITION DESCRIPTION

1. Summary of the broad purpose of the position in relation to the College’s goals.

(Expected outcome and how it is achieved.)

The Head of Female Boarding is required to communicate effectively with Senior Houseparents and Boarding staff to ensure that the Boarding House environment is a positive and engaging place where students feel safe and encouraged. This includes the development and implementation of procedures to ensure all staff and students have a clear understanding of expectations and guidelines.

The Head of Female Boarding will work with Girls Academy to ensure the weekly female boarding program is developed and implemented to support the social and emotional, health, wellbeing and lifestyle skills of the female students and support and encourage daily devotions in the female boarding area. This includes playing a key role in the development of a safe, caring and nurturing Boarding House environment in which students are affirmed in their Indigenous identity and given ongoing and varied opportunities to learn new life skills. The role includes supporting and assisting both Senior Houseparents and Boarding Staff in the guidance and supervision of students in dormitories, in areas within the College precinct and at external events.

It is a requirement that the Head of Female Boarding work with and support Senior Boarding House Supervisors to operate in the full expectations of their role, enabling students to gain the maximum benefit of the Boarding environment and for there to be the required levels of support provided to other Boarding staff so that they can operate effectively and efficiently in their roles. The Head of Female Boarding is responsible for the rosters for female boarding staff and is responsible for the performance reviews of staff.

The Head of Female Boarding will be involved in many and varied activities as part of successfully engaging with students and other Boarding staff. All tasks associated with this role have anticipated outcomes and a number of these are measured through Key Performance Indicators in a Performance Review process.

2. Reporting / Working Relationships

(To whom the person reports, staff for whom the person is responsible and other significant connections and working relationships within the College.)

The immediate report for the Head of Female boarding is the Principal. The Head of Female boarding works closely with the Director of Human Resources for all staffing issues, works collaboratively with other staff in the Boarding area and liaises other College staff in successful student engagement within the College as required. Regular update meetings and associated reporting are required as requested.

The Head of Female Boarding will be invited and expected to attend and report at Executive meetings each fortnight.

3. Special Conditions

The Head of Female boarding is expected to be available by phone after hours to support the senior female boarding houseparents and maybe expected to attend the College after hours.
The Head of Female Boarding is expected to participate in duties connected with after-hours on-call supervision of the College along with other Executive staff.

4. Extent of Authority

The Head of Female boarding has authority over students and staff within Boarding and is expected to work collaboratively with the Director of Student Welfare (Male boarding) other Senior Male and Female Boarding staff, and all other Boarding staff towards supporting the wellbeing and development of each student in their care.

POSITION DESCRIPTION

5. Statement of Key Outcomes & Associated Activities

(Grouped into the Key Result Areas (KRAs), and as major areas of responsibility and activity.)

Separate KRAs have been identified to encompass the major areas of responsibility and activity for the role of Head of Female boarding as follows:

College Community & Future

Leadership

Staff Support

Student Wellbeing

The responsibilities of the Head of Female boarding in each KRA include:

**College Community & Future** *(Christian Ethos, College Life & Future)*

- Reflecting the Christian ethos of the College in a professional and compassionate capacity.
- Actively participating in the spiritual life of the College including leading worship, praying with students and staff, and setting an example of Christian living.
- Actively engaging with the College Vision and Strategic Plan.
- Undertaking a personal commitment to the Staff Engagement Charter, outworking its elements in a manner of integrity, accountability and responsibility.
- Undertaking to support and promote the College Creed and assist staff and students to do the same.
- Appreciating and respecting the Core Values of the College, practising them in daily College life.
- Actively promoting the College within Indigenous communities and the wider community.
- Actively participating in College events.

**Leadership** *(Planning, Staff Management, Sector Infrastructure & Functionality)*

- Actively participating in the development, implementation and review of a Boarding strategic plan collaboratively with the Director of Male Boarding
- Compile Boarding staff Performance Reviews in conjunction with SHP and Director of HR.
- Providing leadership in the creation and nurturing of an environment of care and guidance to students to facilitate their development in spiritual, social, emotional, physical and educational areas.
- Participating in the effective management of WH&S requirements within the Boarding environment.
- Providing advice and timely reports to the Principal as required.
- Working collaboratively with the Community Liaison Sector in relation to enrolments, applications for leave passes, funerals, cultural events and community visits.
- Ensuring the proper management of relevant aspects of the Boarding budget as instructed by the Director of Business Operations.
- Ensuring that Boarding policies, processes and procedures are understood by staff and students, and consistently implemented and practised in accordance with College requirements.
Head of Female Boarding

- Liaising regularly with Student Support, School Nurse, and other relevant staff to ensure an awareness of student issues and their ongoing wellbeing.
- Supporting a climate of respect and understanding in a cross-cultural community.
- Fostering a culture of collaboration, professionalism, collegiality and open communication among Boarding House staff.
- Implement the relevant induction/orientation/mentoring of staff in the Boarding environment.
- Strongly supporting the College’s commitment to advancing the wellbeing and prospects of Indigenous youth.
- Ensuring appropriate, timely and accurate student records and reports are maintained as required.
- Establishing and maintaining dormitory routines, duty rosters and supervising dining room routines.

Staff Support (Staff Relations, Care & Safety, Engagement & Behaviour Management, Development)

- Assisting Boarding staff to build professional and supportive relationships with each other and the students.
- Setting high expectations for Boarding staff and promoting the work of boarding staff as vocational and requiring exemplary professional conduct and practice.
- Building rapport with Boarding staff and providing the support necessary for staff to function effectively within their roles.
- Ensuring Boarding staff have a comprehensive understanding and working knowledge of the Student Behaviour Management Framework, while ensuring that they understand and operationalise student engagement strategies.
- Training and mentoring staff as required in boarding protocols, processes and best practice support to students behaviour management.
- Assisting in the preparation of weekly activity programs and oversee accountability
- Making every effort to foster a safe and uplifting work environment.
- Ensuring staff and students collectively foster a culture of accountability and responsibility.

Female Student Wellbeing (Student Relations, Care & Safety, Engagement & Behaviour Management, Development)

- Interacting with students in a Christian manner and promoting a positive, affirming and encouraging environment in Boarding.
- Assisting in developing student engagement strategies that help build healthy relationships between students.
- Building rapport with students as part of developing an understanding of their needs and factors contributing to their wellbeing.
- Assisting in and oversee the preparation of accurate and timely daily student movement, crystal reports and the successful daily transition of students between Boarding and Academic environments.
- Supervising the welcome of students, supporting students through the intake processes, and assisting in the planning and implementation of student induction/orientation.
- Assisting in providing each student with appropriate support that enhances their capacity to learn and develop in the College environment.
- Ensuring students engage in regular and creative training in regard to appropriate personal conduct and acceptable behaviours.
- Ensuring the appropriate level and style of supervision and support is provided to students at all times to maximise their engagement and help them build confidence and resilience in themselves and the staff that care for them.
- Ensuring that students are being fully supported by staff in their learning, development of life skills, and in developing positive behaviours.
- Ensuring appropriate and sufficient activity programs are in place and running out of school hours, and that safe and efficient transport is provided for students to and from activities.
- Ensuring that students have adequate opportunities to interact with and communicate their needs to family (such as pocket money).
Head of Female Boarding

- Ensuring that students are provided with the appropriate support in managing their finances.
- Undertaking appropriate communications with third party providers to ensure the timely delivery of services in support of student life skills development.
- Ensuring accurate and appropriate student records are maintained and information made available to relevant staff.
- Coordination of purchase and budgeting of weekly shopping, toiletries, shoes, socks and other essentials for female boarding.
- With the DHR, liaise with catering and cleaning contractors to ensure provision of high quality product assurance.
- Monitor the dietary intake of students.
PERSON SPECIFICATION

1. Educational / Vocational Qualifications

- Qualifications in Residential Care – Certificate in Duty of Care (or equivalent) and Certificate IV in Residential Care (Boarding) or equivalent.
- Current Working with Children Clearance (Ochre Card).
- Current Criminal History Check.
- Hold or be willing to gain accreditation as required by Lutheran Education Australia.

2. Personal Skills, Abilities & Aptitude

Skills

- Demonstrated effective skills in:
  - Organising with an attention to detail, being creative, and strong supporting administrative skills.
  - Interpersonal relations, verbal and written communication, conflict resolution.
  - Leadership, supervising and supporting others in their personal development.
  - Planning, time management, and problem solving.
- Suitable understanding of current MS Office applications (Word, Excel, PowerPoint) to support various aspects of the role.

Abilities

- Direct and coordinate large group activities.
- Practice effective decision-making, especially in pressure situations.
- Be respectful, firm, fair and consistent in managing student behaviour.
- Be approachable, provide counsel and advice to staff and students.
- Have a servant-like attitude and empathy in helping others achieve their goals and work towards significant personal growth.
- Be self-directed, prioritise workloads and meet required deadlines.
- Work collaboratively, foster and promote supportive team work.
- Achieve objectives of meeting specified Key Performance Indicator (KPI) targets.
- Implement strategic initiatives related to boarding.
- Demonstrate empathy and respect for Indigenous people and their culture.

Aptitude

- Actively participate in the spiritual life of the College community, including leading worship and acting consistently with the core values of the College.
- Be committed to advancing the wellbeing and prospects of Indigenous youth.
- Be committed to promoting student learning and working relationally with students and staff.
- Be willing to engage with, listen to and learn from Indigenous students and their families.
- Be a lifelong learner and willingly seek and accept guidance and advice.
- Have a flexible attitude to work hours in response to supporting staff and students.
- Demonstrate integrity, enthusiasm, patience, maturity, a non-judgemental attitude and flexibility in work practices.
PERSON SPECIFICATION

3. Experience

- Extensive experience in Boarding/Residential care in an Indigenous environment.
- Preference is for previous experience in working with Indigenous students in an educational environment.
- Current Senior First Aid Certificate (essential)
- Drivers licence (LR essential, MR desirable).
- Qualifications in Bronze Medallion / Royal Life Saving
- Experience in overseeing, and planning and delivering Life-skills and recreational programs.
- Experience with students in remote communities is desirable
- Experience in staff management

4. Knowledge

- Sound understanding of adolescent development and behaviour management strategies.
- Understanding of Aboriginal cultural diversities.
- Understanding of and/or openness to understanding the differences between traditional Indigenous worldviews and mainstream thinking.
- Knowledge of current national Boarding standards and WH&S requirements.
- Knowledge of best practice in school boarding programs.

5. Evaluation Factors

The position of Head of Female boarding carries a Classification Level of Lutheran Schools Boarding Grade 6. In accordance with the Lutheran Schools NT Enterprise Agreement 2018, the Evaluation Factors at this Classification Level are:

Supervision & Direction
- Usually responsible to a senior manager or executive and receive minimal direction.
- Requires no guidance during the performance of work.

Use of Knowledge
- Apply specialised knowledge with depth in several areas.
- Expected to have a 3-year Diploma, Degree or equivalent competencies.
- Undertake research and investigations which may be extensive.
- Inform the development of significant policies and strategies for the successful operation of the College.

Use of Skills & Problem Solving
- Initiate, analyse, design, plan, execute and evaluate major, broad or highly specialised technical or management functions in varied or specialised contexts.

Control, Authority & Decision-Making
- Exercise substantial autonomy in decision-making for large or complex functions using a wide-range of highly specialised technical, creative or conceptual skills (eg budget preparation).

Judgement
- Generate and evaluate ideas through the analysis of information and concepts at an abstract level.

Responsibility & Accountability; Responsibility for Others
- Accountable for own outcomes within broad parameters.
- Accountability for group outcomes within broad parameters.
- May be expected to manage General Staff Grades 1-6
6. Performance Standards & Review

An annual Performance Review is undertaken with the Director of Human Resources & the Deputy Principal to determine capacity to meet the demands of the role, where additional skill training is required, and what level of satisfaction is being obtained. The basis of the Performance Review is utilising the Key Performance Indicators (KPIs) identified in Appendix A.
COLLEGE DIRECTION & VALUES

Our Vision
As a Lutheran College that reflects the message of Christ with passion and commitment, staff and students journey with each other in authentic learning through inspired delivery; are challenged to discover and develop their gifts and abilities whilst also discovering God’s masterpiece in themselves within a place that is conducive to safe, respectful, encouraging and uplifting living.

Our College Creed
How we live and learn at Yirara as ‘One Family – God’s Family’

We love, respect and serve God, others and ourselves by:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Attribute</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working together</td>
<td>Cooperation</td>
</tr>
<tr>
<td>Looking after each other</td>
<td>Empathy</td>
</tr>
<tr>
<td>Acting safely</td>
<td>Responsibility</td>
</tr>
<tr>
<td>Making it right (when things go wrong)</td>
<td>Restoration</td>
</tr>
</tbody>
</table>

“Do to others as you would have them do to you.”

Our Core Values Statement
At Yirara we:

- live the message of God’s love and salvation;
- accept and affirm each individual as loved of God;
- create a safe, inclusive and meaningful learning environment;
- empower individuals as lifelong learners; and
- value partnership with families.
STAFF ENGAGEMENT CHARTER

At Yirara College all staff are asked to participate in the life of the College in a spirit of unity and commitment to the processes and wider vision of the College. Without this commitment a culture of individualism and division will ultimately arise in which the capacity of the College to operate in a unified manner and provide the desired education for its students is compromised.

To ensure that all staff engage in a manner that is consistent with the values and objectives of Yirara College, all staff are required to agree to and abide by the Staff Engagement Charter.

Staff Engagement Charter

1. I understand the contents of this Charter and the commitment I make by signing it.

2. I agree to
   a) live the message of God’s love and salvation
   b) subscribe to the Vision and Core Values of the College
   c) actively promote the College Creed
   d) work towards successful implementation of the College Strategic Plan
   e) treat others with dignity, and provide encouragement and support for those around me
   f) journey with other staff and students in a spirit of unity
   g) contribute to and engage positively in an environment of authentic learning
   h) be objective and positive in my contribution to change within the College environment
   i) uphold and follow the policies and procedures of the College
   j) respect leadership within the College

Agreement

As an employee of Yirara College, I agree to discharge my responsibilities as outlined in the Position Description and Person Specification, and to abide by the Staff Engagement Charter.

(Print Name)  (Signature)
Date:

--------------------------  --------------------------
Principal (Print Name)  (Signature)
Date:
**PERFORMANCE MANAGEMENT** (Appendix A)

In relation to setting goals and managing performance, Key Performance Indicators (KPIs) are put in place within each Key Result Area (KRA) so that effort can be measured and performance rewarded.

### College Community & Future KPIs
- Actively participates and leads in the spiritual life of the College and sets an example of Christian living.
- Actively engages with the College Vision and Strategic Plan and evidence of implementation.
- Supports and promotes the College Creed and Core Values.
- Engages effectively with student families and communities.

### Leadership KPIs
- The responsible areas of the Female Boarding budget are managed efficiently and responsibly.
- Staff are trained in and successfully apply the relevant elements of the Boarding Policies and procedures and their training reflects in their work performance.
- Duties and responsibilities are carried out in a professional manner.
- WH&S requirements are managed effectively within the Boarding environment and all WH&S issues are reported.
- Life-skills and recreational programs are planned and monitored weekly.

### Staff Support KPIs
- Staff receive ongoing training in all areas of Boarding life (Boarding protocols, processes, interaction with students/families/other staff). P.D.’s are carried out and recorded each term.
- Staff are managed to conduct themselves professionally and support and encourage each other, working together in collegial teams.
- Staff are mentored, challenged and held accountable to meet their K.P.I’s.

### Student Wellbeing KPIs
- Students are engaged in activities to develop healthy relationships with each other.
- Students are provided with living support that minimises their anxiety and encourages them to interact positively with all students and staff.
- Students are developing life skills through their involvement in the Boarding program.
- Students are aware of College expectations and how to behave accordingly and are reminded weekly.
- Students are provided with adequate opportunities to support a healthy communication with families and being able to express their needs.