



TITLE POSITION - House Leader

POL - 3

Time Release - 12 periods per cycle (FTE 0.32)

ROLE DEVELOPED: June 2024

TENURE: 2026-2027 (Fixed)

Role Outline

Catholic College Sale, in the Marist and Sion traditions, fosters a Catholic and Mission focused environment that encourages all learners to strive for excellence and to grow in their potential. In this context teacher leaders strive to provide technical, human, educational, symbolic and cultural leadership, which is student centred and which facilitates the development of each student's potential in an environment of trust, excellence and best practice.

Teacher leaders commit to building a reflective, collaborative and cooperative culture which engages the hearts and minds of every student every day. As a leader within the Catholic College Sale community we believe that effective learning in our Catholic context is built on engagement, growth and excellence, always centred on the whole person.

The House Leader has responsibility for student learning engagement and wellbeing in his/her House of Year 7-12 Students. The House Leader is appointed by the Principal and is responsible to the Principal and Deputy Principals and reports to the Principal via the Deputy Principals.

He/she works collaboratively in a Care Team environment alongside, Director of Engagement 7-10, Learning Adjustment Leaders, Councillors and Pastoral teachers to achieve the best outcome for students that align their personal goals.

Key Accountabilities

1. Key Accountability One – Leader of Catholic Identity and Mission

The House Leader is co-responsible for developing Catholic identity and the educational mission of the College.

- 1.1. Gives personal witness to Catholic values in carrying out day-to-day duties of the role and engaging students, staff and broader community in the mission of Catholic College Sale as a Catholic school.
- 1.2. Actively leads prayer and works to promote the charisms of Saint Marcellin Champagnat and Our Lady of Sion and the mission and life of the Catholic Church by supporting the sacramental and liturgical life of the College and the Vision and Mission Plan.
- 1.3. Support the spiritual and professional development of staff particularly in regard to faith formation, service ministry, social justice and liturgy.
- 1.4. Seeks or maintains Accreditation to Teach Religious Education and Lead in Catholic School consistent with DOSCEL policy and Religious Education Curriculum.
- 1.5. Supports and contributes to the development of the Marist Association of Saint Marcellin Champagnat.

2. Key Accountability Two – Leader of Learning

The House Leader ensures the promotion of the College learning culture in accordance with contemporary learning principles. The role is focused on the development of quality pedagogy and learning gains for all students, informed by contemporary research and supported by professional learning.

- 2.1. Actively promotes the College Vision for Learning as the foundational values and whole school pedagogy.
- 2.2. Creates a performance culture of continual improvement across the College characterised by learning growth for all students.
- 2.3. Promotes and models classroom strategies that maximise student learning incorporating the principles of contemporary learning.
- 2.4. Leads and implements the analysis of systematically gathered data on student performance and outcomes including, but not limited to, academic, attendance, behavioural and wellbeing data.
- 2.5. Participates in the facilitation of staff meetings (ensuring relevant professional learning is accessible).

- 2.6. Review College policy and procedure documents including assessment and behaviour policies to ensure Leaders of Wellbeing and Leaders of Learning are collaborative in their approach and decision making.
- 2.7. Support curriculum design and assessment, including establishing a “common pedagogical language.”
- 2.8. Actively supports the ongoing development of quality contemporary teaching, learning and assessment processes, including the effective use of school data.

3. Key Accountability Three – Building the Capacity of Self and Others

The House Leader assists the professional development of colleagues across a broad spectrum of leadership and other domains so as to build the capacity of the team to lead contemporary learning and teaching in safe and growth-promoting learning environments.

- 3.1. Models, coaches and mentors teachers in their use of a range of strategies, including use of evidence of performance and feedback and goal setting to challenge and support staff in improving their professional practice and wellbeing.
- 3.2. Applies contemporary professional knowledge of performance growth and development to ensure quality teaching and supports all staff in reflecting on performance by referencing evidence and standards.
- 3.3. Initiates strategies for developing a climate for accepting and providing constructive feedback and recognition of achievement, including student voice.
- 3.4. Works with teachers and middle leaders on the use of the Whole School Approach to Positive Behaviour Support framework, including the Universal strategies. These strategies include Effective Communication, Active Supervision, Routines, Building Relationships and Use of Space.
- 3.5. Providing classroom observation and targeted feedback in both formal and informal settings.
- 3.6. Supporting teachers when rolling out common educational principles, in the classroom and through the provision of resources.
- 3.7. Continued mentorship of Permission to Teach and Graduate teachers modelling the learning cycle, providing professional development, and guiding teaching and learning formation
- 3.8. Contribute to educational policy and practice within the College and in wider professional contexts.

4. Key Accountability Four - Leader of Strategic Thinking, Improvement, Innovation and Change

The House Leader is co-responsible for developing a culture and practice of innovation and creativity in learning and teaching across the College, contributing actively to change for the future, working strategically, influencing policy and identifying contemporary approaches to learning and teaching.

4.1. Motivates and works with others to initiate and foster evidence-based reflection and future-focused improvement and innovation to achieve best practices in contemporary teaching and learning.

4.2. Models across all levels of College leadership strategic thinking, innovation and change management and commitment to professional learning.

4.3. Contributes to the development of a positive workplace culture and workplace satisfaction.

4.4. Develops in self and colleagues a shared understanding of innovation and developmental change processes as they apply to learning and teaching.

5. Key Accountability Five – Leading the Management of the College

The House Leader has an astute understanding of change processes and appropriate stewardship of College resources.

5.1. Facilitates processes and provides support as needed to ensure adherence to legislative, mandatory reporting and system level requirements relevant to the role.

5.2. Exercises good stewardship of College resources.

6. Key Accountability Six – Engaging and Working with the Community on Learning and Teaching

The House Leader contributes to the knowledge of parents and the wider community on contemporary issues in learning, teaching and overall development of young people.

6.1 Assist the Deputy Principals in maintaining structures and strategies for effective liaison, consultation, collaboration and partnership with parents with a focus on student achievement and contemporary issues in learning, teaching and wellbeing.

6.2 Understands the broader community within which the College resides and is aware of the cultural, social and political characteristics that inform the needs of students, families and carers and the challenges they face.

6.3 Contributes to the development of a College environment that is welcoming, hospitable, life giving and just.

6.4 Engages with College stakeholder groups in decision-making processes as required.

6.5 Contributes to collaborative processes and decision-making that builds relationships and promotes shared commitment, partnership and a sense of achievement.

Key Responsibilities

The House Leader will provide leadership, communication, liaison and coordination of developmentally appropriate strategies and programs to maximise student learning and wellbeing in their respective House. In this role, the House Leader is expected to collaborate and liaise with the Directors of Engagement and others, as appropriate, to ensure the most effective outcomes for every student.

The House Leader is responsible for:

- Development of student leadership opportunities which enhance House Identity and engage students fully in the life of CCS. Overseeing the setting up of a Student Representative Council within each House and facilitation of the development student leadership skills through the mentoring of elected student representatives
- Monitoring and facilitating the progress of each student. This will require working collaboratively with students and parents/carers.
- Affirming and recognising the gifts, contributions to community life and achievements of House group members.
- The oversight and responsibility of the Student Wellbeing Program and its effective delivery, including consultation with and management of the Pastoral Teachers.
- Lead regular and productive meetings of the Pastoral Group staff.
- Leadership and facilitation of House Liturgies, Rituals and Celebrations to ensure the Catholic Culture and Ethos of CCS is a lived reality for students and staff in each House.
- Presence and availability in Pastoral Group time.
- Build ongoing relationships of understanding and engagement with students, parents/carers and teachers.
- Work collaboratively in a 'Care Team' with the Director of Engagement, Learning Adjustment Leaders and College Counsellors to ensure appropriate support and management of students identified as 'at risk'.
- Timely and effective parent/carer contact and communication.
- Regular communication and meetings with Deputy Principal Learning and Wellbeing.
- Ensuring that students new to Catholic College Sale are welcomed and encouraged to participate actively in College life according to their interests and talents. In collaboration with the Directors of Engagement, implement the induction/transition of new students to CCS.
- Consult with appropriate Learning Leader/s and teachers regarding a student's learning progress.
- Attending selected College activities to build student relationships across Years 7-12. This may vary across the three years to ensure all House Leaders experience significant House events (Year 7 Camp, Year 10 Camp, Year 12 Retreats – two House Leaders per event) This will be done in conjunction with the relevant Deputy Principal.
- In partnership with one other House Leader, oversee one of Year 7, 8 or 9 and the management of significant group issues specific to the year level. This may also include the organisation of Year level assemblies and activities to assist in formation at that Year level.
- Together with other members of the WDT, develop the school's Pastoral Program - currently named the "SEED" program.

Other Duties

- Compliance/Child Safety - Be familiar with and comply with the school's child-safe policy and code of conduct, and any other policies or procedures relating to child safety. Assist in the provision of a child-safe environment for students and demonstrate a duty of care to students in relation to their physical and mental wellbeing.
- Develop and maintain appropriate professional networks and attend professional learning programs relevant to the role.
- Develop, implement and maintain appropriate channels of communication at all levels of the College and local community.
- Actively contribute to the College communication platforms (newsletter, social media and email)
- To communicate and celebrate community programs and initiatives.
- Carry out other duties as directed by the Principal when required.

Team and Committee Membership	Direct Reports
Wellbeing Development Team	Pastoral Teachers

Written	June 2024
To Be Reviewed	2027