



Title	House Coordinator
Position of Leadership	3
Time Allowance	14 periods per cycle
Commencement	Term 3, 2025
Length of Tenure	2 Terms

De La Salle College is actively committed to fostering a community of safeguarding that recognises and upholds the dignity and rights of all children.

De La Salle College is an equal opportunity employer.

“The young should be able to see in your wisdom how they should behave.”

St John Baptist de La Salle - (Med 132.1—on the life of Saint Norbert)

The House Coordinator works within the spirit of the Lasallian ethos, as outlined in the De La Salle College Mission, Vision and Values statements.

The House Coordinator at De La Salle College is responsible for ensuring that the Lasallian Charism and Catholic Values are developed and nurtured within the College community. This includes supporting the goals of the College Mission, Vision and Values, through modelling of personal growth and development and a style of leadership which is based on service.

The House Coordinator works closely with the Assistant Principal – Identity and Mission and the Learning Area Team Leader – Religious Education to ensure that the various dimensions of the College’s faith life are accorded their due prominence.

The House Coordinator is a position of leadership within the College. The culture in the House is the primary task of the House Coordinator, in particular the setting and promoting of standards of respect, politeness, gratitude, dedication to study, attendance, punctuality, grooming, dress and cooperation. The House Coordinator must have a sound knowledge of, and commitment to, the values of Catholic Education, child safety and particularly the ethos of De La Salle College as outlined in the College’s Mission Statement, Vision and Values.

The House Coordinator will be required to have broad organisational awareness and a holistic understanding of College operations, especially within Years 10 – 12, to ensure set standards operate across all year levels and with consistency.

The House Coordinator is responsible for the:

- House Mentors;
- Student leaders in their House;
- Students in their House.

The House Coordinator reports to the Director of Students (Senior Years) for the duties outlined below in accordance with College policies and procedures.

STUDENT WELLBEING

The House Coordinator is the leader of the students and staff within their House. The primary task of the House Coordinator is to take responsibility for the development of a House culture that enables all students to:

- Deeply connect “who they are” and “how they can be” in the world of the Catholic faith;
- Reach their potential;
- Build positive and connected relationships;
- Develop skills and attitudes that promote wellbeing and resilience;
- Deepen their appreciation for learning, their perseverance and their stamina;
- Lead optimistic, graced and hope-filled lives of impact.

The role requires the House Coordinator to adopt a proactive, visionary and innovative approach to designing, implementing and monitoring programs, policies and activities to promote and safeguard our students' wellbeing.

The House Coordinator works in close collaboration with, and under the direction of, the Director of Students (Senior Years), in attending to the wellbeing and learning needs of all students in their House.

In collaboration with the House Mentors, the House Coordinator monitors student progression and implement appropriate intervention strategies.

Specifically, the House Coordinator will:

- Guide and support staff and students to create a learning environment and culture that promotes student wellbeing and resilience;
- Set the professional standards for members of their team – supporting the performance and development of House Mentors in coming to understand the intrinsic links between wellbeing and learning;
- Assume responsibility for monitoring the overall wellbeing and needs of students, including personal and social/emotional problems, academic progress and the orientation of new students;
- Effectively manage student wellbeing and learning programs and procedures for all students in their House;
- Embed a child safe culture, ensuring risk is rigorously assessed and relevant policies and procedures are in place to create a culture of 'zero tolerance' of all forms of abuse;
- Be available to discuss matters concerning particular students with parents/guardians/carers and House Mentors;
- Liaise with the House Mentors in their House, Director of Students (Senior Years), Assistant Principal – Students and the School Psychologist to enable effective student engagement and progression;
- Ensure, where appropriate, that subject teachers are informed of any issues affecting individual student engagement and progression;
- Work with House Mentors in developing House activities which foster agency, connectedness and belonging (i.e.: incursions/excursions, retreats and camps);
- To act as convenor for a year level's GROW curriculum and support the allocated teachers in the delivery of the GROW program;
- Provide leadership for staff, promoting their involvement in classroom management/wellbeing issues and challenging and monitoring staff in their professional responsibilities with students;
- Support the transition, subject selection, attendance and promotion policies and procedures of the College;
- Be available to discuss matters concerning particular students with parents/guardians and House Mentors;
- Investigate and respond to issues pertaining to student behaviour in the public domain;
- Attend Program Support Group (PSG) Meetings as required;
- Be responsible for the implementation, communication, monitoring and evaluation of individual case management developed in collaboration with external agencies;
- Enable all students to become confident, active, creative and informed citizens (Melbourne Declaration on Educational Goals for Young Australians, Dec 2008).

COMMUNICATION

The House Coordinator is responsible for communicating matters pertaining to the House.

Specifically, the House Coordinator will:

- Communicate information to staff which is pertinent to the student's social, emotional, physical, spiritual and academic wellbeing;
- Be an active member of the College's Wellbeing Team to develop, champion and evaluate policy supporting restorative practices, student engagement and wellbeing;
- Conduct regular House Assemblies that encourage student engagement and promote student achievement;
- Contact or arrange interviews with parents/guardians/carers and teachers and creating Positive Behaviour Plans/Safety Plans/Return to School Plans where necessary;
- Ensure that parents/guardians/carers are officially notified of activities involving their son's House or specifically at their year level, in consultation with the Assistant Principal – Students and Director of Students (Senior Years).

ADMINISTRATION

The House Coordinator is responsible for the general organisation and administration of the House.

Specifically, the House Coordinator will:

- Prepare Mentor Groups for the following year, under the direction of the Director of Students (Senior Years), consulting with the Education Support Coordinator and the School Psychologist;
- Assist with the subject selection process;
- Assist the Director of Students (Senior Years) in the organisation of parent information/education sessions;

- Assist with the interviewing process of new students to the College;
- Liaise with the Education Support Coordinator in the creation of specific individual learning plans;
- Meet regularly with the student leaders in their House;
- Develop a team approach within the House, evidenced in the running of the Thursday Morning House Briefings;
- Develop engaging and appropriate activities for House members, that caters for all students' needs, including sport, academic, theatrical, musical and artistic pursuits;
- To work collaboratively with students to promote appropriate House charities and Social Justice initiatives;
- To maintain all student files and records, including late and absence data in accordance with College policies;
- To assist with student entry and exit arrangements in cooperation with the Director of Students (Senior Years).

STUDENT MANAGEMENT

Whilst recognising that discipline in class is primarily the responsibility of the Subject Teacher, the House Coordinator assists in the setting and maintaining of the standard of behaviour, dress and appearance of all students.

Specifically, the House Coordinator will:

- Chair Student Support Meetings with the Director of Students (Senior Years), School Psychologist and the Education Support Coordinator, when required, and oversee the follow-up of agreed actions;
- Ensure that all House Mentors are familiar with the attendance, progression, behaviour and uniform policies and procedures, and that these are consistently applied;
- Lead and assist the House Mentors in monitoring student attendance and punctuality;
- Deal with students who seriously and/or continually break the rules and who fail to respond to reasonable methods implemented by the Subject Teacher;
- Be an integral link in the Student Behaviour Policy: Subject Teacher, House Mentor, House Coordinator, Director of Students (Senior Years), Assistant Principal – Students and the Principal;
- Ensure that parents/guardians/carers are properly notified of the issue of a Friday or Saturday detention and follow up absences from detention;
- Supervise Friday and Saturday detentions on a rostered basis.

ADMINISTRATION – JOINT COORDINATION

In conjunction with the other House Coordinators, the House Coordinator will be responsible for:

Year 12:

- Assisting with subject selection for Year 12 students;
- Liaising with the Assistant Principal – Identity and Mission in the organisation of the Year 12 Retreat Program;
- Monitoring and championing student engagement and progression;
- Assisting with the wellbeing elements of the HeadStart Program;
- Assisting with the organisation and supervision of the trial exams;
- Assisting with the organisation of Year 12 activities including the Year 12:
 - Graduation Mass;
 - Valedictory Dinner;
 - Celebration Day;
 - Final Assembly and Awards;
 - Year 12 Formal.

Year 11:

- Assisting with subject selection for Year 11 students;
- Assisting the Assistant Principal – Learning and Teaching with subject selection of students entering Year 12, and students wishing to alter their program;
- Assisting with the Year 11 Social;
- Monitoring and championing student engagement and progression;

Year 10:

- Assisting with subject selection for Year 10 students;
- Assisting the Assistant Principal – Learning and Teaching in approving students selecting VCE Units 3/4;
- Liaising with the Assistant Principal – Learning and Teaching regarding course selection for students progressing to Year 11;
- Assisting Assistant Principal – Learning and Teaching in approving students who apply for accelerated studies;
- Monitoring and championing student engagement and progression;

- Liaise with the Assistant Principal – Identity and Mission in the organisation of the Year 10 Reflection Days;
- Being present for the supervision of the Year 10 Dance Program on a rostered basis.

STUDENT LEADERSHIP, PARTICIPATION AND VOICE

Student voice is firmly based within values that reflect our Catholic tradition – where students are empowered to seek truth, and to question, critique and act on the prevailing cultural, political and philosophical ideas within their world. The House Coordinator is responsible for the active participation and voice of students within their House.

This responsibility extends to:

- Acknowledging and celebrating the achievements of students;
- Overseeing the election of the Year 10 and 11 student leaders, in collaboration with the Director of Students (Senior Years);
- Supporting, encouraging and work with the student leaders to develop a strong sense of active leadership and service;
- Devising and leading initiatives to advocate (and fundraise) for the designated House Charity;
- Providing opportunities for student voice in decision making.

ANNUAL REPORT

The House Coordinator is to present an annual report to the Assistant Principal – Students.

CHILD SAFETY

The College has a zero tolerance of all forms of child abuse and actively works to listen to and empower students. The College has policies and processes in place to protect students from abuse and takes all allegations and concerns seriously, and responds in line with the organisation's policies and procedures.

Staff must adhere to the following:

- A thorough understanding of the College's Child Safety and Wellbeing Policies and the Child Safety Code of Conduct, and any other policies or procedures relating to child safety and wellbeing;
- Assist in the provision of a child-safe environment for students;
- Demonstrate duty of care to students in relation to their physical and mental wellbeing.

Breaches will be managed as per the CEMEA 2022 Clause 13 – Managing Employment Concerns.

OCCUPATIONAL HEALTH AND SAFETY

There is responsibility, incumbent on all staff, to ensure that the regulations associated with Occupational Health and Safety are adhered to. As a leader in the College, this position has particular responsibility to ensure the health and safety performance of the team.

This responsibility extends to:

- Maintaining the workplace in a safe condition and reporting any identified hazards;
- Actively promoting and implementing agreed Occupational Health and Safety procedures;
- Identifying Occupational Health and Safety training needs of both individual staff and the department as a whole;
- Ensuring that staff working in the department are aware of their own responsibilities under Occupational Health and Safety requirements.

Staff in the department are to be advised that they are to:

- Take reasonable care of their own safety and health and safety of others affected by their acts or omissions;
- Report hazards, accidents or incidents (near misses) in accordance with agreed College procedures;
- Follow established safe working procedures, instructions and rules;
- Cooperate with the employer with respect to any action taken by the employer to comply with any requirement imposed by or under the Act;
- Not wilfully or recklessly interfere or misuse anything provided in the interests of health and safety or the welfare of others;
- Not wilfully place at risk the health and safety of any other person in the workforce.

The complete Occupational Health and Safety College Policy may be viewed through accessing the College Policies on OLLIE.

THE POSITION

The House Coordinator is a POL 3 position and is allocated 14 periods per cycle to meet the requirements of their role consistent with Consultative Committee recommendations. Some variation in the specified responsibilities may take place from year to year.

The role requires demonstration of:

- High organisational awareness;
- High level leadership of staff and students;
- Highly developed organisational skills;
- A mastery of individual subject teaching;
- A competence in the use of ICT and platforms used by the College;
- Excellent communication, administrative and organisational skills.

OTHER

Perform any other duties as requested by the Principal and/or Assistant Principal – Students.

The position is employed in accordance with the terms and conditions of the Catholic Education Multi Enterprise Agreement 2022.

This Role Description may be subject to change during the term of your appointment as part of a normal process of ongoing evaluation of the College's operations.

The successful applicant would require a commitment to ongoing professional learning and hold relevant qualifications.

All employees at De La Salle College are to follow College policies and procedures.

CRITERIA

The successful applicant will be able to demonstrate:

1. A deep commitment to Catholic and Lasallian ethos and educational values in male educational environment;
2. A commitment to the College's Child Safety and Wellbeing Policy upholding the school's statement of commitment to child safety at all times;
3. Demonstrated competence in the use of ICT in an educational setting;
4. Excellent organisational, communication and collaborative skills;
5. Proven success as a teacher with a commitment to personal professional development
6. Knowledge and understanding of contemporary trends and research into educational outcomes;
7. Knowledge and understanding of student engagement data and impact on student achievement and wellbeing;
8. Familiarity with Catholic Education Melbourne Horizons of Hope educational framework, the Wellbeing Foundation Statement and the eXcel: Wellbeing for Learning in Catholic Schools documentation;
9. Excellent leadership, management and administrative skills to facilitate innovation and sustain continuous improvement;
10. A vision for the role;

EXPERIENCE AND QUALIFICATIONS

It is preferred that the successful applicant will have the following experience and qualifications:

1. Relevant tertiary qualifications in education including a Master's Degree (preferable);
2. Experience in relevant educational leadership.
3. Current VIT Registration.