



## POSITION DESCRIPTION & PERSON SPECIFICATION

<b>College Sector:</b>	Boarding
<b>Position Title:</b>	Senior Boarding House Supervisor (Known as Senior Boarding House Supervisor)
<b>Position Code:</b>	PD EDUB01
<b>Position Classification:</b>	Lutheran School Officer - Boarding (Grade 6)
<b>Tenure:</b>	Acting or Fixed Term position

### POSITION DESCRIPTION

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

(Expected outcome and how it is achieved.)

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The Senior Boarding House Supervisor is responsible to assist the Head of Boarding in providing instructional leadership and management in the student residential program of the College.

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 other Boarding staff in the guidance and supervision of students in dormitories, in areas within the College precinct, and at external events.

The Senior Boarding House Supervisor is required to communicate effectively with boarding staff to ensure that the Boarding House environment is a positive and engaging place where students feel safe and encouraged. This includes building rapport with students and communicating with their families as required. It is a requirement that the Senior Boarding House Supervisor operate in the full expectations of the 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 Senior Boarding House Supervisor 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.

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#### 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.)

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The immediate report for the Senior Boarding House Supervisor is the Head of Boarding, or in their absence, the Deputy Principal. The Senior Boarding House Supervisor works closely with other staff in the Boarding area and assists other College staff in successful student engagement within the College as required.

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#### 3. Special Conditions

The Senior Boarding House Supervisor is expected to live on campus and participate in duties connected with after-hours on-call supervision of the College along with other Boarding staff.

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#### 4. Extent of Authority

The Senior Boarding House Supervisor has authority over students and staff within Boarding and is expected to work collaboratively with the Head of Boarding, other Senior Boarding staff, and all other Boarding staff towards supporting the wellbeing and development of each student in their care.

POSITION DESCRIPTION

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## 5. Statement of Key Outcomes & Associated Activities

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

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Separate KRAs have been identified to encompass the major areas of responsibility and activity for the role of Senior Boarding House Supervisor as follows:

### College Community & Future

#### Leadership

#### Staff Support

#### Student Wellbeing

The responsibilities of the Senior Boarding House Supervisor 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.
- Providing support to the Head of Boarding as required in relation to Boarding staff Performance Reviews.
- 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 Head of Boarding 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 Head of Boarding.
- Ensuring that Boarding policies, processes and procedures are understood by staff and students, and implemented and practised in accordance with College requirements.
- Liaising regularly with the 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.
- Undertaking the relevant induction/orientation 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.

## POSITION DESCRIPTION

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### 5. Statement of Key Outcomes & Associated Activities (Cont'd)

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#### **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 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 weekend activity programs, including driving vehicles to assist in student transportation as required.
- Making every effort to foster a safe and uplifting work environment.
- Ensuring staff and students collectively foster a culture of accountability and responsibility.

#### **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 the preparation of accurate and timely daily student movement sheets 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 outworking 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 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 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).
- 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.

## PERSON SPECIFICATION

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### 1. Educational / Vocational Qualifications

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- 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

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#### 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 teamwork.
- 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

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### 3. Experience

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- Extensive experience in Boarding/Residential care.
- 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).
- Experience in overseeing and planning and delivering Life-skills and recreational programs.

### 4. Knowledge

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- 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

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The position of Senior Boarding House Supervisor 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 1-5.

### 6. Performance Standards & Review

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An annual Performance Review is undertaken with the Head of Boarding 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:

<b>Working together</b>	(Cooperation)
<b>Looking after each other</b>	(Empathy)
<b>Acting safely</b>	(Responsibility)
<b>Making it right (when things go wrong)</b>	(Restoration)

*"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.

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(Print Name)

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(Signature)

Date:

**Chris England**  
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Principal (Print Name)

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(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.

Supports and promotes the College Creed and Core Values.

Engages effectively with student families and communities.

**Leadership** KPIs

Actively participates in the development of an effective 'Boarding' Strategic Plan and the implementation of strategic initiatives.

The responsible areas of the Boarding budget are managed efficiently and responsibly.

Staff are trained in and successfully outwork the relevant elements of the Student Management Framework.

Boarding staff are provided with clear, decisive and instructional leadership that empowers them to meet their objectives of their role.

Duties and responsibilities are carried out in a professional, yet servant-like manner.

WH&S requirements are managed effectively within the Boarding environment.

Life-skills and recreational programs are planned and monitored in Boarding.

**Staff Support** KPIs

Boarding staff have a strong rapport with and respect for the Senior Boarding House Supervisor.

Staff receive ongoing training in all areas of Boarding life (Boarding protocols, processes, interaction with students/families/other staff).

An interactive and inclusive 'out of school hours' program is in place and supported by all students and staff.

Staff conduct themselves professionally and support and encourage each other, working together in collegial teams.

**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.

Students are provided with adequate opportunities to support a healthy communication with families and being able to express their needs.