



## POSITION DESCRIPTION & PERSON SPECIFICATION

<b>College Sector:</b>	Boarding
<b>Position Title:</b>	Residential Supervisor (known as House Parent)
<b>Position Code:</b>	PD EDUB02
<b>Position Classification:</b>	Lutheran School Officer - (Level 2 (semi-qualified) – Level 4 (Cert IV Qualification required))
<b>Tenure:</b>	Continuing Full-Time

### 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 Residential Supervisor takes responsibility to assist, and actively participate in creating a safe, caring and nurturing Home like 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 all other Residential Supervisors in the guidance and supervision of students in designated dormitories, in supervision areas within the College precinct, and at external events when on duty.

A primary function of the role is to develop relationships with and amongst the students. The Residential Supervisor is required to communicate effectively with students to support their interests in personal life-skills development, and with other Residential Supervisors to ensure that the House environment is a positive and engaging place where students feel safe and encouraged. These communications will also include the student's family as required.

The Residential Supervisor will be involved in many and varied activities as part of successfully engaging with students and other Residential Supervisor under the direction of the Head of Boarding. 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 Residential Supervisor is the Senior Residential Supervisor, or in their absence, the Head of Boarding. The Residential Supervisor works closely with all staff in the Residential area and may also, from time to time, be required to assist other College staff in successful student engagement within the College.

#### 3. Special Conditions

The Residential Supervisor is expected to sleep on campus during night shifts, and participate in duties connected with after-hours on-call supervision of students.

#### 4. Extent of Authority

The Residential Supervisor has authority over students in a supervisory capacity and as otherwise delegated by the Senior Residential Supervisor. Residential Supervisor is expected to work collaboratively with all staff towards supporting the wellbeing 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 Boarding House Supervisor as follows:

#### **College Community & Future**

#### **Leadership & Administration**

#### **Student Wellbeing**

#### **Life Skills Development**

The responsibilities of the Residential 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 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 other 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 & Administration** (Leadership, Planning, Documentation, Communications, Record-keeping)

- Working collaboratively and cooperatively with other Residential Supervisors and the wider College community.
- Supporting a climate of respect and understanding in a cross-cultural community.
- Communicating effectively with part-time Residential Supervisors.
- Ensuring domestic duties and dormitory routines are followed by the students as required.
- Making decisions, sometimes under pressure, with regard to routines and student management, ensuring that all decisions are fair and consistent (Grade 4).
- Contributing to the development of a calendar of events for students each month during school terms.
- Liaising with Senior Residential Supervisor regarding student management, welfare and wellbeing issues.
- Engaging with families of students as required.
- Assisting in maintaining appropriate student records and reports as required.
- Attending meetings of the Residential Supervisors and whole-staff meetings.
- Ensuring maintenance issues are promptly reported to the Senior Residential Supervisor.
- Participating in the College professional development and planned training program.

## POSITION DESCRIPTION

---

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

---

#### **Student Wellbeing** (Student Relations, Supervision, Care & Safety, Engagement & Behaviour Management)

- Interacting with students from a basis that expresses the Christian values of the College.
- Promoting a positive and settled environment for students.
- Participating in sleepovers and assisting students throughout the night as required.
- Conducting nightly devotions and prayer with students.
- Promoting an environment of mutual respect for each other and staff.
- Providing support and encouragement for students as they learn to live within the disciplines of the College environment.
- Assisting students in preparation for meeting homework obligations and in preparing for school in the morning.
- Supervising students in the Dining Room and elsewhere as directed.
- Supervising students to maximise their engagement and build confidence.
- Assisting in the safe and efficient transport of students off campus to relevant activities, including liaising with Catering staff regarding the provision of early and late meals.
- Building rapport with students to ensure their engagement and participation in activities.
- Providing students with adequate opportunities to interact with and communicate their needs to family (such as pocket money).
- Actively focusing on and developing the wellbeing of students.

#### **Life Skills Development** (Supervision, Collaboration, Delegation)

- Assisting students to develop life skills through activities undertaken out of school hours.
- Assisting students through learning and developing positive behaviours.
- Delegating responsibilities to students wherever appropriate.
- Monitoring students who have been given responsibilities and encouraging them in their learning of accountability and responsibility.
- Ensuring that high standards of cleanliness and order are maintained in dormitories.
- Actively supporting the after-hours sports and life skills program.

---

## PERSON SPECIFICATION

---

### 1. Educational / Vocational Qualifications

---

- It is a requirement of employment in the Boarding Program that all Residential Supervisor have a current Senior First Aid Certificate. Assistance in obtaining a Senior First Aid Certificate will be given by the College. Residential Supervisor have a three (3) month period to achieve this requirement.
- Residential Supervisors are required to obtain a Certificate IV in Residential Care (Boarding), or an equivalent qualification, within a period of twenty-four (24) months of appointment. Residential Supervisor that do not achieve this requirement will revert to Boarding Level 2 third increment (Level 2/3) at the end of the two years or sooner if they withdraw from the course. Assistance in obtaining the Certificate will be given by the College. Residential Supervisor that enrol in the Certificate IV will be appointed to Boarding Level 4 first increment (Level 4/1) on enrolment. On completion of the qualification Residential Supervisor will be appointed to Boarding Level 4 second increment (Level 4/2). A Boarding House Supervisor who holds such a Certificate (or equivalent) on commencement will be appointed to Level 4/2.
- Current Working with Children Clearance (Ochre Card).
- Current Criminal History Check.
- Hold or be willing to gain accreditation as required by Lutheran Education Australia.
- NT Drivers' License (LR or higher) is desirable.

---

### 2. Personal Skills, Abilities & Aptitude

---

#### Skills

- Demonstrated effective skills in:
  - Organising with an attention to detail and good supporting administrative skills.
  - Interpersonal relations, verbal and written communications.
  - Supervising and supporting others in their personal development.
  - Planning, time management, and problem solving.
- Suitable understanding and skill in the use 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, even whilst under pressure.
- Demonstrate a sound understanding of adolescent development and student management strategies.
- Be respectful, firm, fair and consistent in the delivery of discipline when required.
- Work in a team and autonomously (where required), prioritise workloads and meet required deadlines.
- Achieve objectives of meeting specified Key Performance Indicator (KPI) targets.

#### Aptitude

- Be willing to actively support the Christian ethos of the College and work relationally with all staff and students.
- Have a commitment to advancing the wellbeing and interests of Indigenous youth.
- Have a servant-like attitude; be approachable and able to counsel, guide and advise students if necessary.
- Be a lifelong learner, undertake mentoring, follow instructions effectively, and observe punctuality.
- Demonstrate integrity, enthusiasm, patience, maturity and flexibility in work practices.
- Possess a flexible attitude to work hours and a willingness to work shifts.

---

### 3. Experience

---

- Previous experience in Boarding/Residential care.
- Previous experience in working with Indigenous students in an educational environment is preferred.
- First Aid Certificate.
- Drivers licence (LR essential, MR desirable).

---

### 4. Knowledge

---

- Understanding of the needs and challenges of developing adolescents.
- Understanding how to engage, relate and work appropriately and sensitively with Indigenous people.
- Understanding of Aboriginal cultural diversities and their traditional worldview.

## PERSON SPECIFICATION

---

### 5. Classification Level & Evaluation Factors

---

The position of Residential Supervisor carries an entry Classification Level of Lutheran Schools Boarding Level 2. Appointees with relevant Certificate IV qualifications in education support, residential care or similar may be appointed to Lutheran Schools Boarding Level 4. In accordance with the *Lutheran Schools NT Enterprise Agreement 2014*, the Evaluation Factors at these Classification Levels are:

#### Supervision & Direction

##### Grade 2

- Receives direct supervision and is responsible to a higher-grade staff member.
- Receives some direction on what is required and how it is to be done.
- Work is subject to regular checks to ensure satisfactory progress.

##### Grade 4

- Receives little direct supervision and generally is responsible to a higher-grade General Staff member.
- Receives direction covering the broader technical aspects of the work.
- Subject to occasional checks to ensure satisfactory progress.

#### Use of Knowledge

##### Grade 2

- Demonstrates a basic operational knowledge.
- Requires a basic technical knowledge.

##### Grade 4

- Demonstrates a broad knowledge base incorporating a range of theoretical concepts.
- Technically competent and well experienced.
- Undertakes enquiries to clarify technical requirements.
- Contributes to development of Operational policy.

#### Use of Skills & Problem Solving

##### Grade 2

- Applies solutions to a limited range of predictable problems consistent with their training.

##### Grade 4

- Applies solutions to a range of problems.
- Analyses and plans approach to technical problems or management requirements.

#### Control, Authority & Decision-Making

##### Grade 2

- Able to perform a range of tasks within a limited range of options.

**Grade 4**

- Identifies and applies skills and knowledge in some depth to most matters.
- May be required to operate within a budget.

**Judgment**

**Grade 2**

- Able to apply limited judgement from a small and known number of alternatives.

**Grade 4**

- Locates, analyses and evaluates information from a variety of sources.

**Responsibility & Accountability; Responsibility for Others**

**Grade 2**

- Takes limited responsibility for determining methods and procedures required to achieve specified outcomes.
- Able to undertake limited supervision of students.
- May be expected to manage Lutheran School Officer Level 1.

**Grade 4**

- Takes responsibility for own outcomes in relation to specified quality standards.
- May be expected to take significant initiative and responsibility.
- May take responsibility for the quantity and quality of the work of others.
- Able to supervise students including those with formally identified special needs and when undertaking practical activities.
- May be expected to manage Lutheran School Officer Level 1-4.

---

## 6. Performance Standards & Review

---

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.

-----  
(Print Name)

-----  
(Signature)

Date:

**Chris England**  
-----

-----  
(Signature)

Principal (Print Name)

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.

<b>College Community &amp; Future KPIs</b>
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.
The Staff Engagement Charter is clearly outworked in daily College life.
Engages effectively with student families and communities.

<b>Leadership &amp; Administration KPIs</b>
Works collaboratively and cooperatively with other Boarding and College staff.
Domestic duties and dormitory routines are followed by the students as required, ensuring an organised and tidy living environment.
Contributes to the development of a calendar of events for students each month during school terms.
Data is accurately recorded in QUAD, the database is kept up-to-date, and other administrative tasks are managed effectively.

<b>Student Wellbeing KPIs</b>
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 provided with nightly devotions and prayer support.
Students are aware of College expectations and how to behave accordingly.
Students are provided with adequate opportunities to communicate and express their needs to their families.

<b>Life Skills Development KPIs</b>
Students are developing life skills through their involvement in the Boarding program.
Students are being mentored in respecting the College rules and demonstrating positive behaviours.
Responsibilities are delegated to students to help foster personal accountability with follow up providing the necessary support.
The after-hours sports and life skills program is fully supported.