



Saint Ignatius College Geelong

Position of Leadership

Director of Senior School	
Tenure:	3 year term
Reports to:	Deputy Principal (Students)
Classification:	POL 4
Reduction in scheduled class time (up to a max. number of periods of):	12 periods per week
Direct Reports:	Heads of House (4) Senior Certificate Coordinator

Context

At Saint Ignatius College Geelong, we believe that the Servant leadership model of leadership is fundamental to an Ignatian school. Middle Leaders support the College Executive by ensuring the College community experiences coherent, coordinated, collegial and competent leadership.

Middle Leaders are integral to ensuring that the culture and climate of the College maximise the learning, wellbeing, faith formation and progress of every student, every year.

A Middle Leader needs to be a learner who is adaptable, resilient, supportive of colleagues and has the skills necessary to translate the College's strategic plans into achievable processes, manage the day-to-day functioning of their area and provide leadership and management support for staff in their area. Their effectiveness comes from middle leaders placing learning at the heart of what they do. In this sense, we can think of the middle leadership role as 'the engine room of sustainable improvement' of our College.

Middle leadership must be built on knowing the area you are responsible for in-depth, where it aims to be in the future, and the path you and the wider team will have to navigate to ensure progress.

All leaders at our College must build their leadership capacity by developing and demonstrating the four key pillars that make effective performance and underpin the key team and individual behaviours that drive wellbeing and learning:

- **Empathy** – by building trust, respect, and understanding
- **Clarity** – by building dialogue, discussion, focus and accountability
- **Engagement** – by building teamwork, empowerment, and shared ownership
- **Learning** – by building in feedback, professional development and challenges

Our leadership motto is "St Ignatius. Inspiring me to be a leader."

All staff members at Saint Ignatius College Geelong provide the best possible child safe learning environment and pastoral care for each student according to the College Mission Statement and the Characteristics of Jesuit Education.



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At Saint Ignatius College, staff will possess an understanding of their students as a learner within the Student Effective Learning Formation framework (SELF). SELF frames our aspirations for the formation of the whole person. It will guide us as educators in planning, implementing and evaluating an authentic and contemporary Ignatian education.

The Director of Senior School is a member of the Student Wellbeing Team. They work with the Deputy Principal (Students), to ensure an unrelenting focus on learning, faith development and wellbeing across the College and to support staff in the provision of contemporary and effective learning and faith formation opportunities supporting the School Improvement Plan. They work with other key stakeholders to ensure the development of the whole person, encapsulating the Jesuit Latin term 'Cura Personalis'; having concern and care for the entire individual.

The Director of Senior School works with the Deputy Principal (Students) and staff to ensure the pastoral and wellbeing needs of all students at the College are considered and prioritised. A key aspect of the role is to support the Heads of House in managing students in Years 10, 11 and 12 and to provide leadership to the Heads of House in student wellbeing. The Director of Senior School will also chair and lead the Senior Pastoral Care Team, which consists of the four Heads of House.

The Director of Senior School commits to the vision and values of the College as articulated in the College Mission and Vision Statement and School Improvement Plan. The Director of Senior School works with and supports others in creating a culture of learning, faith and wellbeing for all in the Ignatian tradition.

1. College Leadership

- 1.1.** Work with the Principal and Deputy Principals to actively and publicly promote the Catholic and Ignatian ethos of the College
- 1.2.** Provide leadership by actively and publicly supporting the College's Mission and Vision Statement and in implementing the School Improvement and Annual Action Plans
- 1.3.** Embed high expectations of staff and students in the pursuit of striving for the Magis
- 1.4.** Support teams and individuals to deal constructively with change and monitor and evaluate the effectiveness of change
- 1.5.** Develop authentic and respectful relationships with students, staff and parents/carers, promoting collegiality and open conversations
- 1.6.** Be a positive role model for colleagues and students and demonstrate a commitment to life-long learning
- 1.7.** Uphold the professional standards of this role





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- 1.8. Be readily available and accessible during school, attend College events and meetings as required
- 1.9. Undertake any duties as delegated by the Principal.

2. Educational Leadership

- 2.1. In collaboration with the Deputy Principal (Students), support and work with Heads of House, SELF Coordinator, Senior Certificate Coordinator, Pastoral Mentor teachers and staff to engage in professional dialogue and collaboration about learning and wellbeing to enhance students' learning outcomes
- 2.2. Keep abreast of new developments and contemporary research in learning and wellbeing and lead discussion with Heads of House, SELF Coordinator, Senior Certificate Coordinator, Pastoral Mentor teachers and staff to assist with the delivery of high quality pastoral care.
- 2.3. In collaboration with the Deputy Principal (Students), lead the implementation of the Senior Vertical House System
- 2.4. Work with the Deputy Principal (Students), SELF Coordinator and Heads of House to implement new learning and wellbeing initiatives through the Mentor Program
- 2.5. In collaboration with the Deputy Principals, support the SELF Coordinator, Heads of House, Pastoral Mentor teachers and staff to embed the SELF Framework to build a culture of learning and wellbeing in the Ignatian context
- 2.6. In collaboration with the Deputy Principal (Students), Heads of House, Pastoral Mentor teachers and teachers lead consistent and best practice in the area of student care, welfare and student behaviour in accordance with the College's Student Behaviour Policies
- 2.7. Contribute to the development, implementation and review of College policies specifically relating to student management, wellbeing and learning
- 2.8. Engage in ongoing personal professional learning to support College priorities, the implementation of the College's School Improvement Plan, and to enhance leadership skills
- 2.9. Work with the Deputy Principals to develop strong and effective professional learning teams.

3. Leadership of Staff

- 3.1. Demonstrate excellent interpersonal skills and the capacity for effective communication
- 3.2. Provide leadership for the Senior Pastoral Care Team
- 3.3. In collaboration with the Director of Teacher Development, lead and support the ARM process as a Companion Leader
- 3.4. Support the Deputy Principal (Students), by leading and working with the Student Wellbeing Officers to analyse learning and wellbeing data to ensure best support for students
- 3.5. Lead and work with Heads of House and Pastoral Mentor teachers to identify, develop, implement and embed the use of a broad range of evidence based wellbeing strategies in their everyday practice to ensure a safe learning centred environment
- 3.6. Support the use of digital technologies in a safe and appropriate learning environment
- 3.7. Lead the implementation of a Senior School Canvas tile
- 3.8. Coordinate the four House budgets to oversee the specific spending that occurs throughout the year



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- 3.9. Support the SELF Coordinator in the implementation of the Mentor Time Canvas tile
- 3.10. Show tact, respect and discretion in dealing with individuals and groups and ensure the confidentiality of information as appropriate
- 3.11. Be an exemplary classroom teacher.

4. Specific Responsibilities

- 4.1. Demonstrate high level organisational and administrative skills
- 4.2. Support the Head of Houses in their absence
- 4.3. Plan, conduct and minute Senior Pastoral Care Team meetings
- 4.4. Take responsibility for the development of a consistent and regular communication within the Senior Pastoral Care Team
- 4.5. In collaboration with Deputy Principal (Learning and Teaching), Senior Certificate Coordinator, work with Heads of House to facilitate Year 10, 11 & 12 examinations
- 4.6. Share the responsibility for the planning and organisation of key College events
- 4.7. Coordinate, attend and minute all Student Wellbeing Action Group (SWAG) meetings for each House to discuss matters relevant to student pastoral, social and emotional concerns.
- 4.8. Regularly communicate with stakeholders (students, parents/carers, school personnel) to affirm student growth and to collaborate in addressing issues of concern
- 4.9. Coordinate the transition of new students who enter the College in Years 10, 11 and 12, including reviewing applications, interviews and recommendations to the Deputy Principal (Students)
- 4.10. Under the guidance of the Deputy Principal (Learning and Teaching) track the academic progress of Years 10, 11 and 12 students and in consultation with Learning Area Leaders and Heads of House, coordinate appropriate intervention strategies to enhance learning
- 4.11. Organise year level assemblies / House meetings as scheduled and/or required
- 4.12. Organise information evenings for parents in Years 10, 11 and 12 as required
- 4.13. Assist the Heads of House with issues of student behaviour, attitude and/or application to study which present as a whole class or year level issue
- 4.14. In conjunction with the Heads of House, coordinate particular year level events including but not limited to: Year 12 Winter Formal, Year 12 Graduation/Valedictory, Year 12 Retreat, Year 10 Work Experience
- 4.15. Collaboratively work with Deputy Principals, Heads of House, Student Wellbeing Officers, Learning Diversity Coordinator and external services in leading the case management of students experiencing significant social, emotional, physical and learning issues
- 4.16. Support Heads of House in ensuring that the Mentor Program is planned and delivered in a consistent and timely manner
- 4.17. Establish, maintain and circulate resources and relevant material from professional associations, conferences, regional networks, and other sources
- 4.18. Provide articles for newsletter, Magis and Annual Report
- 4.19. Other duties as directed by an Executive member.



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5. General Accountabilities of all Staff

- 5.1. Attend all relevant staff meetings, assemblies, College masses, community days and staff professional learning days
- 5.2. Demonstrate professional and collegial relationships with colleagues
- 5.3. Commit to and actively support the College's agenda for continuous improvement through participation in school improvement planning
- 5.4. Adhere to the College's professional dress code for staff
- 5.5. Demonstrate alignment and support for the Catholic and Ignatian ethos of the College
- 5.6. Support the Mission, vision and values of the College as articulated in the School Improvement Plan
- 5.7. Be familiar with and comply with College policies and procedures.
- 5.8. There is a responsibility, incumbent on all staff, to ensure that the regulations associated with Occupational Health and Safety are adhered to.

6. Commitment to Child Safety

- 6.1. Demonstrate Duty of Care to students in relation to their physical and mental wellbeing
- 6.2. Provide students with a child-safe environment
- 6.3. Be familiar with and comply with the College's ChildSafe Policy, Code of Conduct, and any other policies for procedures relating to child safety
- 6.4. A demonstrated understanding of appropriate behaviour and legal obligations relating to child safety.

A performance review will be conducted midway through the period of tenure.