



The Scots College

Sydney Australia

Role Description – Boarding Housemaster

"In seeking to serve God faithfully, the Scots College exists to inspire boys to learn, lead and serve as they strive for excellence together"

Scots to the Fore: Brave Hearts, Bold Minds – Our Strategic Intent 2015-2025

- 1. Position Title:** Boarding Housemaster
- 2. Role Purpose:** To promote and be responsible for the safety, health and wellbeing, personal and academic development of all boarders in the relevant Boarding House, and the effective operation of this residence.
- 3. Location:** Senior Campus, Bellevue Hill
- 4. Responsible to:** Director of Boarding, ultimately responsible to the Principal
- 5. Principle Relationships:** The Boarding Housemaster will maintain a close working relationship with:
 - The Director of Boarding on all matters relating to boarding pupils, staff and families
 - the House staff team (Assistant Housemaster, tutors, Housekeeper, and so on)
 - the Facilities and Maintenance team, working together to manage and maintain the facilities and surrounds of the house
 - The Student Health and Student Support Services team, liaising closely with the Health Clinic, School Counsellors, Year Coordinators and Vocational Guidance teams
 - the Head of Students, working proactively to deliver and foster pastoral care and pastoral learning for all boarders in the house
 - the Director of Sport, working proactively to ensure all boys in the house

are actively engaged in a wide range of sports

- working with the College Chaplain to promote the spiritual development of both individual boarders and the residential community
- the parents and carers of the boarding students that they are responsible for working together to maintain College/family connectivity
- the Director of Co-Curricular Activities, working proactively to ensure all boys in the house are actively engaged in a range of co-curricular, artistic and cultural pursuits.

6. Key Accountabilities:

- The Boarding Housemaster is responsible for the leadership, pastoral care, spirit, morale, security and supervision of all boarders in his care. They must promote their growth and wellbeing in fulfilment of the College's mission: "in seeking to serve God faithfully, the Scots College exists to inspire boys to learn, lead and serve as they strive for excellence together".
- The key goal is to build and maintain a caring, diverse, welcoming and culturally rich boarding community, where all boys and families are connected and experience a genuine sense of belonging. The fostering of multiple developmental pathways for individual boys that also permits the flowering of personal identity in unique and positive ways is a key outcome.

7. Key Tasks and Expected Outcomes:

Position Responsibilities	Core Activities	Key Performance Indicators
<p>Academic and Pastoral Care</p>	<p>Boarding Housemasters are responsible to the Principal (via the Director of Boarding), for the development of a nurturing and supportive environment that enhances individual and collective wellbeing within the boarding house and broader College community. The Boarding Housemaster will seek to encourage and inspire the members of the house not only to achieve excellence in academic and co-curricular activities, but also to develop their social skills by living harmoniously with others.</p> <p>They will:</p> <ul style="list-style-type: none"> • monitor academic performance and progress of students • provide guidance, support and advice for students • monitor student development • identify and respond to bullying • promote student leadership • assist with orientation of new students and their families • assist in the implementation of the tutorial program • be an effective link between the pupil and their teachers, whilst also liaising closely with the student's tutor • keep individual welfare plans for students with particular pastoral needs or concerns and will make the director of boarding aware of all plans. 	<ul style="list-style-type: none"> • Student, parent and carer feedback • culture surveys • house inspection feedback • student outcomes.

<p>Organisational and Administrative</p>	<p>The Housemaster oversees the effective operation of all house matters.</p> <p>As such, they will:</p> <ul style="list-style-type: none"> • maintain accurate and up-to-date records, including, but not limited to: fire evacuation reports, roll call lists, recording of incidents on <i>Reach</i>, pastoral notes • contribute to the student reporting process • organise the format and agenda for house meetings • attend fortnightly meetings arranged by the Director of Boarding with other boarding housemasters • organise special events e.g. house cocktails at the end of the year • provide College references for Year 12 • oversee the day-to-day operation of the house • have an in-depth knowledge of and implement the recommendations found in the <i>Boarding Staff Handbook</i>. 	<ul style="list-style-type: none"> • Adherence to policy • quality and timeliness of Reports • student, parent and carer feedback • quality of records • house inspection feedback.
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<p>Discipline</p>	<p>Boarding Housemasters are responsible for the smooth running and general discipline of the House and students' compliance with College and boarding rules. Serious breaches of College and boarding rules must be referred to the Director of Boarding and the Head of Senior Years or Senior Master as appropriate.</p> <p>Boarding Housemasters will promote good discipline within their houses by:</p> <ul style="list-style-type: none"> • consistently enforcing all the policies set out in the College Rules and <i>Boarding Staff Handbook</i> • maintaining uniformity between houses in any sanctions which have to be applied • recording all disciplinary events and sanctions on <i>Reach</i> • actively promoting the College's anti-bullying policy (all incidents of bullying, however minor they might seem, should be discussed with the Director of Boarding) • promote examples of positive behaviour and student leadership. 	<ul style="list-style-type: none"> • Student, parent and carer feedback • quality of records • house inspection feedback • consistency of enforcement.
<p>Educational</p>	<ul style="list-style-type: none"> • Implement best-practice pastoral care pedagogy • establish positive and supportive working relationships with tutors. 	<ul style="list-style-type: none"> • Student, parent and carer feedback • programs developed • student outcomes • quality of feedback to students.

<p>Communication</p>	<p>All Boarding Housemaster's need to communicate effectively and regularly within all areas of the College, between parents, pupils and other teachers.</p> <p>Boarding Housemasters should:</p> <ul style="list-style-type: none"> • be in regular contact with, and be the main point of communication between, the parents and the College • ensure that these contacts are as regular as possible so that if a crisis occurs good relationships are already in place • ensure all phone messages left by parents should be responded to within 12 working hours, even if it is just a holding phone call while you investigate a request or situation further. Likewise, all emails should also be replied to within 12 working hours, with a similar holding response sent if necessary • send regular communications about the house (via a newsletter, email, blog, Instagram or similar) to parents to ensure that they are aware of what is happening in the house • produce a house handbook which should be made available to all parents at the beginning of every new academic year. 	<ul style="list-style-type: none"> • Staff, student, parent and carer feedback • house inspection feedback • stakeholder feedback
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<p>Related Duties</p>	<ul style="list-style-type: none"> • Participate in College functions including Speech Nights, Parent-teacher evenings, GPS athletics or similar • represent the College in a positive manner to prospective parents and take part in marketing trips as required by the Director of Boarding • carry out student supervisory duties as required e.g. supervision duty, exam supervision, on-call responsibilities and escorts • communicate and work collaboratively with • colleagues, parents and caregivers. 	<ul style="list-style-type: none"> • Participation rates • stakeholder feedback
<p>Professional Development</p>	<ul style="list-style-type: none"> • Set and implement individual work and professional development goals • participate in the regular performance appraisal process of the College • participate in professional development activities • gather evidence and participate in accreditation processes • meet regularly with the Director of Boarding as part of the performance appraisal and professional development practices of the College. 	<ul style="list-style-type: none"> • Individual plans in place • participation rates • moving to higher levels of accreditation or areas of responsibility.
<p>General</p>	<ul style="list-style-type: none"> • The Housemaster should lead by example, demonstrating a commitment to life-long learning and one's own professional development related to academic and pastoral issues and seek to share professional expertise, knowledge, experience and skills with the team of house tutors. 	<ul style="list-style-type: none"> • Performance review and appraisal • house inspection feedback

8. Selection Criteria:

Essential

- Qualification in education and be registered with the NSW Institute of Teachers
- enhanced knowledge of the College's Child Protection Policy, and in particular leadership and implementation regarding Child Protection recommendations found in the *Boarding Staff Handbook*
- ability to infuse the Christian ethos into teaching practice
- propensity to recognise the value and uniqueness of each individual within the College community
- commitment to one's own ongoing learning
- professional and personal integrity
- being flexible and open to change
- being proactive and innovative
- effective interpersonal communication skills
- ability to work in a collaborative environment
- demonstrated ability to build a cohesive team working towards common goals
- a demonstrated understanding of the particular developmental needs of boys and how this impacts on all aspects of Boarding
- excellent communication skills both oral and written including a high level of computing skills
- an empathy for the particular issues encountered by international and isolated students in boarding environments and experience in dealing with such issues
- understanding of WH&S legislation and its application to the residential environment
- the ability to undertake risk assessments on activities pertinent to the boarding environment
- an ability to engage in student advocacy
- a willingness to travel and actively promote the College and its programs
- conflict resolution skills.