



## **PASTORAL CARE DIRECTOR (POL 6)**

### **POSITION DESCRIPTION**

---

**Our Vision:** Catherine McAuley College (CMC) lives out the Mercy charism, striving to make Jesus Christ known and loved by all. Our learning community identifies, values and develops the gifts of each young person and provides them with educational opportunities to experience personal success.

**Our Touchstone Statement:** *Inspiring members of our community to be learners impelled to thrive and serve.*

We are dedicated to developing students who are critical and creative thinkers, with the skills to be self-motivated in the pursuit of knowledge. Our students are empowered to see themselves as positive agents of change, who are called to participate actively and ethically in society as young people of Mercy.

The College is a reGEN school committed to promoting and adopting an integrated curriculum approach to sustainable living including respecting, conserving, and renewing our global environment.

### **POSITION SUMMARY**

The Pastoral Care Director will report directly to the Executive Members and Assistant Principals – Campus Leaders. The position will lead the Year Level Learning Leaders, and their relevant Teacher Advocate teams to ensure that all students pastoral progress relevant to the role is regularly monitored, assessed, and supported across the College within the related student policy, programs and the code of conduct.

The Pastoral Care Director is responsible for the application of the CMCB Intervention Policy and MEL Student Code of Conduct ensuring that it will be maintained and monitored across all aspects of student participation and all elements reported appropriately and efficiently either directly or at the associated meetings. A weekly report will be provided to Campus AP's and the Executive DP.

The Pastoral Care Director will provide direction to Leadership on matters pertaining to the provision of positive and affirming pastoral care practices, programs and procedures that will ensure all students at CMCB will have the opportunity to learn, thrive and serve. This position will constantly evaluate individual and cohort trends and recommend individual and whole of school professional learning support.

The Pastoral Care Director will lead and collaborate with stakeholders across the College community to ensure that whole school policies, procedures and programs are maintained and formed such as Restorative Practice, Berry Street model and School-Wide Positive Behaviour Support (SWPBS).

The Pastoral Care Director will be responsible for Advocate time. The Social Emotional Learning Leader will be directed by the Pastoral Care Director and support the development of the Student Advocate program.

### **ESSENTIAL DUTIES & RESPONSIBILITIES**

---

<b>Leadership of Pastoral Care</b>	<ul style="list-style-type: none"> <li>• Lead the Intervention Policy and Professional Learning</li> <li>• Lead the induction of new staff</li> <li>• Lead in the associated direction of suspensions, detentions and student management matters.</li> <li>• Lead the SIMON Behaviour component and generate reports and review trends</li> <li>• Lead incident documentation/reports and processing until resolved and recorded.</li> <li>• Lead SWPBS/Restorative Practice and Berry Street program.</li> <li>• Lead year level teams to identify, initiate and build on opportunities that engage students, parents and carers in both the progress of their children's learning and the education priorities of the College.</li> <li>• Support all interventions and student support.</li> <li>• Actively research and monitor the cohort and various social and emotional learning and learning and teaching needs.</li> <li>• With Assistant Principal – Campus Leaders, work closely with Year Level Teams and Wellbeing to build their capacity to review, modify and expand their repertoire of behaviour management strategies, based on College policy and programs, and to empower the staff members in their respective levels.</li> <li>• Conduct annual action plans and bi-annual reviews with the POL's under this role's line management and support YLLL's to form and support relevant Student Advocates through a process of self-reflection and goal setting.</li> <li>• Liaise closely with the College Leadership members to ensure College policies, practices and procedures are implemented, reviewed and updated as required.</li> <li>• Lead and maintain compliance and effective Risk Management processes and procedures and support staff to utilise these policies and procedures as a child safe setting.</li> <li>• Provide weekly data to the Leadership team at the commencement of each week.</li> <li>• Report to the Executive and Leadership members formally and informally.</li> <li>• Attend Leadership meetings on request.</li> </ul>
<b>Resource and Plan for Engaging Learning</b>	<ul style="list-style-type: none"> <li>• Evaluate and improve pastoral programs – conduct regular reviews of teaching and learning programs using multiple sources of evidence including: student data, related curriculum, classroom and year practices and feedback from parents/carers, students and colleagues.</li> <li>• Collaborate with Year Level Leaders to develop, promote and share best pedagogical practices across the College.</li> </ul>
<b>Leading teaching and learning</b>	<ul style="list-style-type: none"> <li>• Ensure the program responsibilities related to the role are integrated across the College and measured in collaboration with key Learning and Teaching leaders.</li> <li>• Recommend programs and opportunities to the CMCB PL committee.</li> </ul>
<b>Develop self and others</b>	<ul style="list-style-type: none"> <li>• Promote the benefits of professional learning to all staff and ensure that their willingness and efforts to learn and improve are recognised. Work with staff to identify and prioritise their professional learning needs based on any gaps between the requirements of their roles and their current knowledge, understanding and skills. Model personal and professional learning that is clearly linked to school goals and seek support from others as appropriate.</li> <li>• Seek leadership potential in others and provide opportunities for their development. Identify and implement professional learning opportunities with staff that are aligned with staff learning plans and school priorities. Provide staff with regular and effective feedback on their performance, determining together how they can improve and remove any obstacles to learning.</li> <li>• Build capacity by creating a culture of empowerment, responsibility and self-directed research that leads to the development of a professional learning community.</li> </ul>

	<ul style="list-style-type: none"> <li>Evaluate whether professional learning undertaken by self and staff has had the desired impact on students and has been shared with others.</li> </ul>
<b>Leading improvement, innovation and change</b>	<ul style="list-style-type: none"> <li>Promote the benefits of professional learning to all staff and ensure that their willingness and efforts to learn and improve are recognised. Work with staff to identify and prioritise their professional learning needs based on any gaps between the requirements of their roles and their current knowledge, understanding and skills. Model personal and professional learning that is clearly linked to school goals and seek support from others as appropriate.</li> <li>Seek leadership potential in others and provide opportunities for their development. Identify and implement professional learning opportunities with staff that are aligned with staff learning plans and school priorities. Provide staff with regular and effective feedback on their performance, determining together how they can improve and remove any obstacles to learning.</li> <li>Build capacity by creating a culture of empowerment, responsibility and self-directed research that leads to the development of a professional learning community</li> <li>Evaluate whether professional learning undertaken by self and staff has had the desired impact on students and has been shared with others.</li> </ul>
<b>Leading the management of the school</b>	<p>Specific to the role</p> <ul style="list-style-type: none"> <li>Align management procedures and processes to the educational goals and the vision and values of the school. Clarify for staff the relationship between the school's vision and values and the operational tasks that support them.</li> <li>Model exemplary professional behaviour and promote ethical standards throughout the school community.</li> <li>Use a consultative approach with students, staff and the wider school community to develop formal strategic plans.</li> <li>Identify trends and influences that will have an impact upon the school and plan for them.</li> <li>Review the effectiveness of processes and use of data to improve school performance.</li> <li>Embed a culture of review, responsibility and shared accountability to achieve high standards for all.</li> </ul>
<b>Engaging and working within the community</b>	<ul style="list-style-type: none"> <li>Promote parental and carer engagement as a key aspect of raising the achievement of all students.</li> <li>Lead an inclusive curriculum and school culture that promotes understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages and other culturally and linguistically diverse communities.</li> <li>Build partnerships with the local community and external stakeholders so they are aware of the vision and values of the school and can contribute to its success.</li> <li>Lead the school as an inclusive outward facing organisation. Draw on evidenced based best practice nationally and internationally to embed a culture of inclusion and high expectations for all and take steps to tackle the effects of disadvantage on learning.</li> <li>Comply with legislative, administrative and organisational requirements. Initiate, develop and implement relevant policies and processes to support colleagues' compliance with and understanding of existing and new legislative, administrative, organisational and professional responsibilities.</li> </ul>
<b>Teaching Duties</b>	Uphold the professional standards expected of a teacher, as outlined in the Australian Professional Standards for Teachers - Lead Teacher.

## KEY SELECTION CRITERIA

<b>Qualifications and Experience</b>	<p><b>Essential:</b></p> <ul style="list-style-type: none"> <li>• Teaching qualifications</li> <li>• Current Victorian Institute of Teaching (VIT) registration</li> <li>• Accreditation to teach in a Catholic school (or be working towards such accreditation)</li> </ul>
	<p><b>Desirable Other:</b></p> <ul style="list-style-type: none"> <li>• Accreditation to Teach Religious Education</li> <li>• Demonstrated understanding and experience of the learning and teaching pedagogy associated with the Victorian Curriculum.</li> <li>• Commitment to the AITSL standards and willingness to work within the standards framework.</li> <li>• Preference for experience in inquiry-based learning and use of student data to maximise learning outcomes.</li> <li>• Relevant postgraduate studies (or working towards such qualifications)</li> <li>• Demonstrated understanding and experience of the learning and teaching pedagogy associated with the Victorian Curriculum</li> <li>• Demonstrated experience in using ICT to teach subject area including but not limited to Google Applications, SIMON, Microsoft suite.</li> </ul>
<b>Skills and Attributes</b>	<ul style="list-style-type: none"> <li>• Demonstrate professional and collegiate relationships with colleagues.</li> <li>• Personal sense of initiative, innovation, and enthusiasm.</li> <li>• Outstanding communication and interpersonal skills to build relationships with key stakeholders such as children, parents and the school community.</li> <li>• Experience and proven record in effective learning and teaching skills, including management of composite classes/mixed ability classes.</li> <li>• Ability to demonstrate an understanding of appropriate behaviours when engaging with children.</li> <li>• Demonstrated capacity to participate in a range of school activities, e.g. school sports, sacramental programs, liturgies, school camps/excursions.</li> <li>• Ability to work as part of a team.</li> <li>• Ability and willingness to follow College policies and policy directives, including the Mercy Code of Conduct.</li> <li>• Demonstrated ability to liaise effectively and regularly with the Directors regarding issues relating to leadership of the College;</li> <li>• Understanding, apply and share contemporary education research theory, practice in pedagogy, assessment and reporting, including relevant State and National policies and compliance requirements;</li> <li>• Demonstrate and share the importance of emotional intelligence and empathy in building trust and a positive learning community across the College.</li> <li>• Demonstrated understanding and knowledge of current and educational trends, issues, policies and directions;</li> <li>• Develop strategies to ensure education opportunities for all students to reach their full potential;</li> <li>• Provide effective communication and feedback opportunities to parents, students and other members of the school community;</li> <li>• Receive and administer parent and student enquiries regarding learning and teaching, particularly those related to Applied Learning.</li> <li>• Ensure the College promotes outstanding achievement and recognition of students.</li> <li>• Personal sense of initiative, enthusiasm and high energy;</li> <li>• Outstanding communication and interpersonal skills to build relationships with key stakeholders;</li> <li>• Excellent organisational skills, planning, analytical and data mining capabilities;</li> <li>• Ability to balance the demands of competing projects;</li> <li>• Commitment to professional learning and continuous improvement;</li> <li>• A resourceful team member who is able to operate in a mentoring, collaborative and inclusive manner;</li> </ul>

	<ul style="list-style-type: none"> <li>• The highest level of loyalty and discretion, and the capacity to maintain the strictest levels of confidentiality;</li> <li>• Demonstrated interest in ongoing personal professional development.</li> </ul>
<b>Commitment to Catholic Education</b>	<ul style="list-style-type: none"> <li>• A demonstrated understanding of and commitment to lead the ethos of a Catholic school and its mission.</li> <li>• A demonstrated understanding of and commitment to lead the Church's teachings and the Catholic teacher's role in the mission of the Church.</li> <li>• A demonstrated capacity to lead and instil in students and staff a respect for each other in accordance with the teachings of Jesus Christ.</li> <li>• A capacity to integrate the Church's teachings into all aspects of curriculum.</li> </ul>
<b>Commitment to Child Safety</b>	<ul style="list-style-type: none"> <li>• A demonstrated understanding of child safety.</li> <li>• A demonstrated understanding of appropriate behaviours when engaging with children.</li> <li>• Provide students with a child-safe environment and proactively monitor and support student wellbeing.</li> <li>• Familiarity with legal obligations relating to child safety (e.g. mandatory reporting) and comply with the College's child safe policy and code of conduct and any other policy, procedures or legislation related to child safety.</li> <li>• Be a suitable person to engage in child-connected work.</li> </ul>

## EMPLOYMENT CONDITIONS

<b>Appointment</b>	This position is appointed by Catherine McAuley College Bendigo and the incumbent is an employee of Mercy Education Limited. The role is subject to the College's Policies and Procedures as provided as part of the Induction Program and ongoing Training Program.
<b>Reports to</b>	Principal, Executive Deputy Principal – Staff and Administration, Assistant Principal – Campus Leaders.
<b>Conditions</b>	<p>Conditions are in accordance with the Catholic Education Multi Enterprise Agreement (CEMEA) 2022.</p> <p>This is a full-time, leadership position. The current College Leadership tenure cycle is for three years, 28 January 2022 – 28 January 2025.</p>
<b>Review and Appraisal</b>	<p>As an employee of Mercy Education Limited this appointment will comply with the contract of employment.</p> <p>The incumbent is subject to the College's Annual Review Policy.</p>
<b>Professional Development</b>	Undertake professional development in line with the College Professional Learning policy.

No position description can be entirely comprehensive. The incumbent will be expected to carry out such other duties as may be required from time to time and are broadly consistent with the position description and the status of the post within the College. The position encompasses participation in decision-making processes and other activities relevant to the role which may require occasional involvement outside the currently designated school hours.