

Boys Boarding Houseparent

Commencing 15 July 2019

- CLOSING DATE:** Please submit applications by close of business Monday, 22 April
- TENURE:** Permanent
- HOURS:** Full-Time
- LOCATION:** Stephen Street Campus – Middle and Senior College
- HOW TO APPLY:** Applications should include the following:
- A detailed **Covering Letter** addressing the relevance of your qualifications, skills and experience to the position requirements
 - A current **Resume** including academic and professional qualifications, current position and responsibilities, employment history and the names and contact details of two referees.

Please email applications to employment@concordia.qld.edu.au

It is important that you read the following information before proceeding with your application.

- Our Conditions of Employment
- Our College
- Position Description
- College Philosophy Statement
- Employment Collection Notice

If you have specific questions after reviewing this application package, please contact the Head of College, Mr Adrian Wiles on email: adrian.wiles@concordia.qld.edu.au

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LEARNING

...because learning is at the heart of everything we do.



CONCORDIA
LUTHERAN COLLEGE

OUR CONDITIONS OF EMPLOYMENT

Concordia Lutheran College, as a school of the Lutheran Church of Australia, and terms and conditions of employment will be in accordance with the Queensland Lutheran Schools Single Enterprise Agreement 2016.

A copy of the Agreement can be accessed by the following link:
<http://qldluth.com/qldlssingleea2016/>

OUR COLLEGE

Concordia Lutheran College is Concordia is more than a College, it is a community. Not only does it provide a rich learning environment where students are engaged and challenged, it also provides a safe and caring community where they are nurtured, encouraged and cared for.

We are a school of the Lutheran Church of Australia and have been a rich part of the Toowoomba tapestry since 1946. We have three campuses with Prep to Year 6 available at our Warwick Street and Hume Street Campuses. Years 7 to 12 is offered at the Stephen Street Campus.

There are numerous extra-curricular activities on offer so that students can be exposed to a broad range of experiences.

Boarding has been part of the College since its inception and we enjoy providing a quality education to students who come to us locally and internationally.

Concordia is a Christ-centred school that offers students opportunities to recognise their identity as a child of God, while still acknowledging and welcoming students who come from a variety of cultures and backgrounds.

Our values of compassion and care are instilled in students so that they see themselves as people who can make a positive and rich contribution in the lives of others. Numerous service learning opportunities are conducted throughout each year so that students experience the joy of using their heads, hearts and hands to enrich the lives of groups and individuals in need.

JUNIOR COLLEGE

With two specialised Junior College campuses - Hume Street Campus and Warwick Street Campus - the focus on every child in our care is to ensure a balanced individual who is ready for the next stage in their school career.

At Concordia Lutheran College's Junior College, we strive to provide a happy, healthy and safe place for your child during the important early years. Built on rich academic foundations, our dedicated team of teachers and support staff instill in our students, from Prep to Year 6, the importance of being lifelong learners, as well as proactive members of the community.

While our extensive resources allow for challenging academic programs, we also understand the importance of emotional wellbeing; for this, we provide carefully crafted pastoral care.

MIDDLE COLLEGE

Students join Concordia's Middle College from Year 7 to Year 9. These three years provide a critical link between Junior College to the Senior College.

While much of our approach remains the same – enviable resources, dedicated teaching staff, a commitment to lifelong learning – there are some subtle changes that will help prepare students for future academic challenges. These include working closely with a limited number of teachers, building up a truly supportive relationship, as well as the introduction of electives.

At the end of Year 9, our students are fully prepared for the advanced learning they will undertake at the Senior College and beyond. Concordia prides itself on being able to nurture resilient, independent learners; an invaluable skill for school, university, and life outside formal education.

Our Pastoral Care Program, specifically designed by our Middle College Coordinator, ensures that students continue as rounded, healthy individuals equipped with the social and emotional skills needed to succeed in secondary education.

SENIOR COLLEGE

Our Senior College, comprised of Years 10 to 12, is the final stepping stone of education at Concordia.

Our passionate staff work closely with students with a focus on future goals, notably post-secondary career pathways. This comprehensive preparation manifests itself in mature students who value lifelong learning, and leave with strong leadership skills and the ability to flourish in their next steps.

We seek to nurture an atmosphere of respect between teachers, students and families – we believe this has been an integral component of our success. Our pastoral care program includes work experience and life skill seminars suited to each year level. During their time at the Senior College, students can undertake workplace traineeships and school-based certificates to supplement their learning.

BOARDING

Concordia Lutheran College has an innovative new concept in boarding for Middle and Senior College students in Toowoomba – Learning in Residence. Our goal for the Learning in Residence program is to cultivate a deeply embedded culture of learning and academic growth within our boarding community.

Concordia's boarding students benefit from a dedicated after-hours study program to enhance their studies and boost academic outcomes.

The College library at our Stephen Street Campus is open until 8pm from Monday to Thursday during term time, providing dedicated support from our experienced Teacher-Librarian and a range of talented and professional educators. Pre-service teachers from the University of Southern Queensland work with the students in the Library Resource Centre until 8pm from Monday to Thursday.

Residential Tutors are available both in the formal academic prep sessions and at times outside of formal study periods to assist students in their studies.

Pastoral support is provided through specialist House Parents and a dedicated Housemother who works with students, parents, staff and the wider school community to help students enjoy the residential experience.

Our boarders reside in the one, dedicated boarding precinct. The girls and boys boarding houses are separate with small, single gender common rooms on both levels of the boarding houses.

The two houses are joined centrally by a coeducational common room area where students can relax and enjoy social time together. On weekends there is usually a barbecue breakfast for the boarding community to enjoy in the beautiful outdoor area located between the two boarding houses.

Boarding life in Toowoomba teaches young people the importance of independence, respect and tolerance. We house a melting pot of students from a diverse mix of cultures, but each year see lifelong friendships made within our successful boarding community.

Further information is available from the College's website: www.concordia.qld.edu.au

POSITION DESCRIPTION



Boarding Houseparent

College Team:	Boarding – ‘Learning in Residence’
Position:	Boarding Houseparent – Girls or Boys (the ‘Houseparent’)
Tenure:	Permanent
Hours:	Full-Time Up to 48 hours per week Term Time only

1. Summary of the broad purpose of the position in relation to the College’s strategic plan

The Boarding Houseparent is a member of the Concordia Boarding and Learning in Residence Team with delegated responsibility for the personal growth, spiritual growth, academic attainment, service, physical /mental well-being and overall pastoral care of the boarders in the Boarding Community. It is a position of significant responsibility that reports directly to the Head of College or nominee.

2. Reporting / Working Relationships

The College has two Boarding Houseparents – one for Boys Boarding in Temme House and one for Girls Boarding in Giabal House. The position works closely with the Boarding Housemother and various members of the College’s Student Wellbeing Team.

The Houseparent has Residential Tutors who report directly to them and support the Houseparent in student supervision and activities within the Boarding precinct.

3. Statement of Key Outcomes & Associated Activities

Boarding House Leadership

1. Take an active interest in all students and their academic, sporting, extra-curricular, moral, spiritual, health, physical and mental welfare.
 2. Work with the College, staff and parents by ensuring open lines of communication are available to all parties.
 3. Maintain a visible and active presence in the Boarding House whilst on rostered duty
 4. Communicate and work closely with the Head of College or nominee – bringing to their attention appropriate matters and consulting over issues of importance.
 5. Work closely with the other Houseparent and Housemother to develop a cohesive residential program, for example rostering of staff.
 6. Work closely with the other Houseparent and Housemother to develop and maintain common expectations, rules and guidelines that relate to both Houses.
 7. Be aware of, identify and support students with particular wellbeing needs and requirements. These include students who:
 - a. Have physical or emotional difficulties or impairments;
 - b. Need support in managing current difficulties in relationships with other students or with staff within the boarding houses; or
 - c. Are from other cultures.
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8. Support the Boarding Housemother as required with student health issues within the Boarding Houses.
 9. Liaise with relevant Student Wellbeing staff, including the Student Nurse; Indigenous Student Liaison Officer; International Student Co-ordinator; Middle and Senior College Coordinators; and Director of Stephen Street Campus as required.
 10. Provide the first point of call for parents' communication in the relevant Boarding House, and respond to parents' email, text, phone or REACH messages in a timely fashion. As there are often male and female boarders from the same family, share parental messages and details from any contact with the other Houseparent - as required.
 11. Proactively communicate on a regular basis with parents regarding the progress, health and wellbeing of students. This relates to both positive and negative progress and development.
 12. Enforce and maintain common standards of dress, discipline, and relationships within the House and at all College activities and functions at all times.
 13. Develop and encourage a House identity and develop a sense of belonging and pride in the House by all its members.
 14. In consultation with the other Houseparent and Housemother, develop and implement a broad and varied recreation and activities program, leadership development opportunities, community service and cultural activities and excursions.
 15. Plan, organise and implement House functions as required and develop and publicise an activities calendar a term in advance.
 16. Attend meals as required to actively monitor student food routines, intake and behaviour.
 17. Professionally develop Residential Tutors as they take up responsibilities in the Boarding Houses.

Pastoral Care (Personal Growth)

The Boarding Houseparent has the responsibility of ensuring that the highest possible level of physical and mental well-being and morale is maintained by each student in their House.

1. Ensure that the individual welfare of each boarder is the primary focus of their work.
 2. Ensure an environment where the dignity of the individual is nurtured and protected, in accordance with the College's Respectful Relationships policies and guidelines.
 3. Attend to the necessary management of student related disciplinary matters, which may involve consultation with the Middle College or Senior College Coordinators, Director of Stephen Street Campus or Head of College.
 4. Develop programs for the social education of boarders in the House.
 5. Ensure that leadership development is encouraged via the creation of leadership opportunities within the House
 6. Counsel boarders when required, in conjunction with the Student Wellbeing Team and communicating issues at all times.
 7. On a rotational basis, be an active member and attend Stephen Street Campus Pastoral Care Committee Meetings
 8. Promote an ethos of care concerning the use of property, College resources and the environment.
 9. Provide for the pastoral care of all Boarding staff.
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Pastoral Care (Spiritual Awareness and Service)

The Boarding Houseparent will lead the Boarding House in a way that both fosters and encourages religious inquiry and reflection, and at the same time encourages all boys/girls to be supportive of the service aims of the College. As a Lutheran School, attendance at Chapel each fortnight is compulsory for all boarders and boarding staff on duty.

1. Attend and support at other important services throughout the year, as required by the Head of College and School Pastor.
2. Actively and consistently model the Christian ethos of the College at all times.
3. Ensure appropriate opportunities for the spiritual development of students, including support of students attending Lutheran Youth Fellowship or other local congregations.

Pastoral Care (Academic Attainment)

Boarding Houseparents have the responsibility of ensuring that each boarder is enabled to achieve his/her full potential by maintaining an atmosphere and tone in their Boarding House as to foster productive and effective periods for preparation and study.

The Boarding Houseparent is also ultimately responsible for monitoring the academic work and progress of each boy/girl with the close assistance of the other Boarding and College academic staff. To this end, the Boarding Houseparent will maintain close liaison with Residential Tutors who will also monitor the application and progress of each member of their study group.

1. Develop programs to support Boarders in their academic pursuits.
2. Promote and encourage a positive homework and study environment.
3. Monitor each student's academic progress and liaise with College academic staff to improve learning.
4. Investigate and implement means to assist Boarders to complete assignment tasks in the absence of parental supervision.
5. Monitor academic reports and progress.
6. Attend College events that recognise and celebrate student academic achievements.

Administration and House Management

1. Promptly attend to all administrative routines and paperwork, including use of the Boarding software REACH for leave arrangements, weekend leave, arrival and departure of students at the start and end of each term, and host lists.
 2. Monitor student leave requests within REACH and communicate with staff, students and parents as needed.
 3. Actively monitor student whereabouts and movement, including accurate and timely recording in REACH and marking of rolls at required intervals.
 4. Access and maintain student records in TASS. Houseparents will be expected to undertake training in the use of TASS.
 5. Perform daily checks in the boarding house of student personal presentation, as well as presentation of the boarding house itself and submit maintenance requests as required.
 6. Perform regular checks of fittings, fixtures and furniture in the boarding house and surroundings, submitting requests as required to ensure a professional and safe environment is provided and maintained at all times.
 7. Complete a full House inspection at the beginning and end of each term with the Housemother to ensure all is in order.
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8. Meet regularly with the Indigenous Student Liaison Support Officer and International Student Coordinator to identify and action required support of students.
 9. Maintain close liaison and communication with catering, cleaning, laundry, grounds and office staff in those matters that are relevant to the successful functioning of the Boarding House.
 10. Allocate Boarding students to rooms.
 11. Appoint Boarding Leaders, after consultation with Boarding staff, Head of College and Leadership team members.
 12. Monitor and be responsible for the content and timely completion of all student reports through TASS and prior to the end of every school Term.
 13. In conjunction with the College Registrar and Head of College or nominee, ensure the appropriate orientation and induction of students new to the College, particularly Year 7, International students and other domestic students who enrol part way through the year.
 14. Ensure that all workplace health and safety requirements are implemented, including drills for fire evacuation and lock down are carried out as per the required schedule

Staff Management

1. Maintain good morale and spirit amongst boarding staff, encouraging a cooperative team approach, through sound and regular communication.
2. Lead, supervise, support, develop, and assist the Residential Tutors as required.
3. Provide professional guidance to Residential Tutors to develop and promote best practice.
4. In full consultation with the other Houseparent, manage staff rosters including transport rosters.
5. Report promptly any complaints or untoward occurrences to the Head of College or nominee.
6. Establish a regular fortnightly meeting time with Boarding House Staff, of which all must attend and the minutes forwarded to the Head of College or nominee.
7. Assist the Head of College or nominee in the interview process of prospective Residential Tutors.
8. Conduct induction processes for all new Residential Tutors, ensuring clear expectations are set, explained and actively monitored to fulfil Duty of Care obligations and ensure compliance with College policies and procedures.
9. Attend weekly meetings with the other Houseparent and Housemother to ensure effective communication of the vision for the operation of Concordia Boarding. This meeting will be chaired by the Head of College or nominee.

Other

1. Be the first point of contact for the Boarder Parents' Support Group and attend their teleconference meetings and functions.
 2. Check student diaries on at least a weekly basis, and ensure Residential Tutors and checking diaries daily to support study commitments.
 3. On a rotational basis, contribute an article and other relevant information to the College's weekly parent newsletter 'The Week Ahead'.
 4. Regularly review and update various Boarding publications including:
 - a. The Boarding Handbook for students and parents;
 - b. Boarding Staff Handbook;
 - c. Boarding section of the College website;
 - d. Posts on the College Facebook page;
 - e. Weekend activities schedule.
 5. Present as a positive, confident and well-groomed role model to the students at all times.
 6. Carry out duties having due regard to maintaining the confidential nature of information concerning the work and business of the College.
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7. Maintain existing professional qualifications and attend any courses or conferences as required to improve and enhance skills and knowledge.
 8. Comply with relevant legislation, policies and procedures, applicable to the role.
 9. In addition to, and in conjunction with the above, perform such other duties as may be directed by the Head of College (or nominee) from time to time, having regard to qualifications, training and experience.

4. Other roles to be shared with Houseparents

1. Develop with other Boarding staff a regular student publication for sharing with the wider community.
2. Work with Boarder leaders as they present on a regular basis at assemblies.
3. Actively participate and support boarding marketing and promotion activities, including visits to country centres, rural shows, expositions etc. to promote the College.
4. Actively support general College promotional activities, including Open Days, Orientation Days, Enrolment Interviews, Information Evenings and School Forums.
5. Oversee the Boarder leave procedures and practices, including transport and travel arrangements to ensure the appropriate Duty of Care is provided to Boarders.
6. Work closely with the Business Office and the Indigenous Student Liaison Officer as they play an important organisational role with Abstudy travel.
7. By negotiation, one Houseparent will have oversight of the administration of the REACH boarding software program - including student and staff access, and training for new staff.

5. Experience and Qualifications

Essential

- Appropriate qualifications (e.g. Community Services, Youth Work, Certificate IV in Residential Care, ABSA Duty of Care Certificate) and / or equivalent experience in school based residential care of adolescents.
- Experience in a secondary boarding role will be considered favourably.
- Experience in working with international and indigenous students will be considered favourably.
- Ability to work collaboratively and in harmony with a team.
- Current driver's licence with the ability to upgrade to licensing required to drive a small bus.
- Current First Aid qualifications.
- Current Blue Card (issued by Blue Card Services, Queensland) or eligibility for one.
- Sound judgement with the ability to operate autonomously.

Desirable

- Teaching qualifications, experience, or a willingness to undertake studies in education – noting this position does not have a teaching load or classroom teaching responsibilities.
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6. Personal Attributes

- A strong commitment to the College Vision, Philosophy and Values underpinning the delivery of a Christian based education and service within the College community.
- Written and oral communication skills appropriate for a range of audiences (students, colleagues, parents).
- Time management skills and an ability to uphold deadlines.
- Able to enthuse and inspire boarders and lead a team to create a positive collaborative living and working environment.
- Demonstrated ability to establish and maintain effective, appropriate and productive relationships with adolescents and their parents.
- Possess computer literacy in a range of applications including Microsoft Office Suite.
- Able to empathise with and respond to the complex demands of a co-educational boarding environment.
- Maintain absolute confidentiality on all matters relating to the College's operations and its students and staff.
- Demonstrated ability to respect diversity and appreciation of differences (e.g. learning needs, socio-economic background, culture, and ethnicity) in both students and colleagues.
- Demonstrated ability to make independent and appropriate decisions as they relate to student wellbeing in alignment with principles underpinning College values and strategic objectives.
- Able to work efficiently and flexibly including being available to work extra or varied hours as negotiated when required.

7. Remuneration & Benefits

Concordia Lutheran College is a school of the Lutheran Church of Australia, and terms and conditions of employment will be in accordance with the Queensland Lutheran Schools Single Enterprise Agreement 2016. This position is classified as a Boarding School Supervision Staff and remuneration will be negotiated with the successful applicant.

The position includes the provision of:

- Full board (minimum 2 bedroom, 2 level unit and private courtyard, inclusive of utilities and internet) for Boarding Houseparent and family if applicable.
- A College issued mobile phone and Notebook computer.

8. Performance Standards & Review

A Performance Review is undertaken annually to determine capacity to meet the demands of the role; where additional skills training is required, and the level of job satisfaction.

Our Philosophy

As a coeducational school of the Lutheran Church of Australia, Concordia Lutheran College exists to nurture and empower young people to shape and enrich our world through a life of faith and service. We are a Christian community where God's message of grace is proclaimed, and this guides how we teach, live and work together.

Our Philosophy Statement

At Concordia each individual is valued. Consequently we seek to develop the whole person socially, emotionally, spiritually, physically as well as cognitively, through a broad range of educational opportunities and unique learning environments. Our vision is that students would become life-long learners and proactive citizens of the global community, utilising their God-given gifts and talents for the benefit of others.

Our Purpose

Our purpose is to nurture individuals who are; aware of their humanity, open to the influence of the Holy Spirit, and are growing in and living according to a cohesive world-view.

We encourage students to become:

- Self-directed and insightful
- Discerning and resourceful
- Adept and creative
- Open and responsive
- Principled and resilient
- Confident and caring

We value:

- The centrality of the Gospel
- Faith and Service
- Integrity and courage
- Respect and compassion
- Responsibility and accountability
- Striving for excellence
- Gender Equity
- Cultural diversity
- Stewardship of the earth

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Employment Collection Notice

1. In applying for this position, you will be providing The College with personal information. We can be contacted by post at 154 Stephen St Toowoomba Qld 4350 or by telephoning 07 4688 2700.
2. If you provide us with personal information, for example, your name and address or information contained on your resume, we will collect the information in order to assess your application for employment. We may keep this information on file if your application is unsuccessful in case another position becomes available.
3. The College's Privacy Policy, accessible on the College's website, contains details of how you may complain about a breach of the Australian Privacy Principles and how you may seek access to and correction of your personal information which the College has collected and holds. However, access may be refused in certain circumstances such as where access would have an unreasonable impact on the privacy of others. Any refusal will be notified in writing with reasons if appropriate.
4. We will not disclose this information to a third party without your consent unless otherwise permitted.
5. We may be required to conduct a criminal record check and collect information whether you are or have been the subject of an Apprehended Violence Order and certain criminal offences under Child Protection laws as applicable. We may also collect personal information about you in accordance with these laws.
6. The College may use online or 'cloud' service providers to store personal information and to provide services to the College that involve the use of personal information, such as email services. Some limited personal information may also be provided to these service providers to enable them to authenticate users that access their services. This personal information may reside on a 'cloud', which may mean that it resides on servers which are situated outside Australia.
7. If you provide us with the personal information of others, we encourage you to inform them that you are disclosing that information to the College and why.

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