



JOB DESCRIPTION

Date	August 2026
Position Title	Head of House (Boarding)
Reports to	Head of Senior School / Boarding

Vision for Pastoral Care

An important foundation of Hale School is our pastoral care program and systems. In the Hale Senior School, our House System provides structures, relationships and a collective identity that facilitates quality pastoral care for boys in Years 8 to 12, whether they attend as day students or live in the boarding community. While all teaching and boarding staff have an important pastoral care role, the Heads of House provide key pastoral care support to boys in their House, both in and beyond the classroom.

Each Head of House focuses on encouraging each boy's academic growth while also fostering their social, emotional, and spiritual development and wellbeing. This is achieved through the promotion of appropriate programs, strategies and frameworks that link directly to our vision for wellbeing and vision for learning, to broaden the experiences of each boy in the House. The Head of House also plays a pivotal role in communicating between parents, boys and staff, with the intention of enabling boys to flourish and, in the boarding context, ensuring the boarding community remains a warm and welcoming environment for students, their families and residential staff.

All Heads of House are members of Hale School's middle management team and therefore play an important leadership role within the School community. Each Head of House has a responsibility to contribute to the ongoing development of the pastoral care systems within the School (or, for boarding, within the boarding house) and the development of a strong working relationship with their Assistant Head of House and, where relevant, the Head of Boarding. They are also responsible for fostering a strong House identity. Effective communication and rational decision making, ongoing collaboration and wise professional judgement are essential to this role.

For Boarding Heads of House, the position demands significant time, resources and energy, above and beyond that devoted to a normal school day. In addition to pastoral responsibility, this includes participation in the rostered supervision of boarders, and a degree of ambient care afforded by a regular presence in the boarding community.

Responsibilities:

General Responsibilities:

Each Head of House has a responsibility to exercise direction within the School by:

1. Building a Community

- Knowing the boys in their House and developing and maintaining meaningful relationships.
- Making strong connections with parents; for Boarding Heads of House this includes being highly accessible to parents (e.g. in the House at the start and end of each term and long weekends).
- Assisting in the development of a sense of purpose, community, shared vision and values.
- Developing a sense of belonging based on respect, connection and commitment within the House structure.
- Supporting and encouraging participation, teamwork, mentoring and positive partnerships.
- Building and maintaining a positive culture within the House and Boarding.

2. Encouraging a Broad Education for Each Student

- Closely monitoring the academic and pastoral pathway and encouraging a personal best mindset in each student, with a particular focus on Year 11 and 12 students in the House.
- Understanding and promoting the scope and sequence of opportunities that exist for each student in these senior years.
- Encouraging and promoting student involvement in a broad range of co-curricular activities, and monitoring engagement in these activities.
- For Boarding Heads of House, having significant involvement in the co-curricular life of both the day and boarding school.

3. Demonstrating Leadership

- Actively strengthening and promoting the goals and values of the School and Boarding.
- Establishing and maintaining effective professional relationships.
- Demonstrating a capacity and willingness to continually develop and improve practice, including through review and professional growth.

4. Demonstrating effective management skills.

- Being actively involved in the life of the School and Boarding.
- Maintaining high standards, high performance and high expectations of themselves and members of the House.
- Mentoring and guiding staff, including delegating authority and responsibility to others while ensuring their full accountability.
- With direction from the Head of Boarding and the Roundhouse Executive, undertaking projects that have the potential to improve the pastoral care provided at Hale School in accordance with the School Leadership and Wellbeing Frameworks.

Specific Responsibilities

1. Induction, Transition and Orientation

This involves the initial parent/student contact and orientation period for boys joining the boarding community, whether at Year 8 entry or any other year level. Given that boarders are living away from home, this process is critical to a smooth and confident start. Initial contact and day-to-day pastoral care in the earlier years is managed by the Assistant Head of House for Year 8 and the Assistant Head of House for Years 9–10. They the Boarding Head of House informed and facilitate a positive rapport as students progress toward direct Head of House oversight in Years 11–12.

The Boarding Head of House should:

- Be aware of each student's academic history, family details, medical needs and emergency contact information, as passed on by the relevant Assistant Head of House.
- Ensure effective facilitation and management of student information between the Assistant Head of House (Year 8), the Assistant Head of House (Years 9–10) and the Head of House, as students progress through the boarding house into Years 11–12.
- Assist with initial subject choices, as required.
- Record the students' sporting and co-curricular interests.
- Stay informed of new boarding students and families via regular updates from the Assistant Heads of House, with particular attention to families living regionally, interstate or overseas.
- Stay informed of, and provide additional pastoral support where needed for, students experiencing homesickness or difficulty adjusting to boarding life, in consultation with the relevant Assistant Head of House.
- Have direct engagement with parents and students as they enter Year 11 and move into the Boarding Head of House's direct care.
- Familiarise new boarders with the boarding house facilities, routines and operation, including meal times, prep, laundry, leave procedures and communication arrangements with home.
- Explain the importance of the House and boarding community identity.
- Allocate and record beds, lockers and storage space.
- Explain the standards and expectations regarding the School uniform and boarding house dress requirements.
- Explain specific House history and symbols.
- Explain House ethos regarding academic, co-curricular and boarding community commitments.
- Explain and supervise the informal House peer-support system by providing each new boarder with a 'buddy' to assist their settling-in period.

2. Academic Supervision

The Boarding Head of House has direct responsibility for the academic supervision of students in Years 11 and 12 and provides advice and support to the Assistant Heads of House for Year 8 and Years 9 – 10 in carrying out the equivalent responsibilities for their year groups.

The Boarding Head of House should:

- Support the development of organisational skills of all students.
- Counsel and guide students regarding homework schedules, study routines and 'prep' supervision.
- Take action and respond to issues related to student attendance.
- Request class work from subject teachers for boarders away for extended periods, collate this material and make it available to the relevant parents.
- Collect information concerning students' academic progress on a regular basis and ensure this is communicated to parents as appropriate.
- Co-ordinate formal and informal meetings/interviews concerning students, parents and/or staff, as required.
- Effectively respond to any 'Academic Notices of Concern' and ensure these are communicated to parents.
- Refer academic issues to the relevant School support personnel, as necessary.
- Liaise with the Director of Curriculum and the Academic Office regarding 'Students of Concern' and develop Student Management Plans as required.
- Contribute to Individual Education Plans (IEPs) and monitor the progress of students receiving academic support.
- Identify, develop and communicate strategies for addressing a student's academic problems to staff, students and parents.

- When appropriate, administer student self-evaluation forms and coach students in goal setting.
- Be aware of the relevant academic policies and procedures and adhere to processes and requirements.
- Administer all forms relating to school-based administration of subject selection for Year 11–12 students.
- Advise students and parents in Years 11–12 on course selection and subject changes.
- Liaise with Heads of Department, the Academic Office and the Careers Office as required.
- Be familiar with courses of study and subjects available at Hale School and the pre-requisites for Years 10, 11 and 12, including SCSA and TAFE guidelines/pathways and student-based work experience programmes.
- Liaise with the School Psychologist or Social Worker on aspects of student subject selection and career information.
- Ensure that any significant academic or pastoral concerns are shared with the Head of Boarding in a timely manner.

3. Pastoral Supervision:

The Boarding Head of House has direct pastoral responsibility for students in Years 11–12 and provides advice and support to the Assistant Heads of House (Year 8; Years 9–10) in carrying out the equivalent responsibilities for their year groups.

The Boarding Head of House should:

- Know each boy in their direct care and develop strong relationships and support the Assistant Heads of House in doing the same within their year groups.
- Develop opportunities for boys to excel and succeed and acknowledge and support student and House achievements.
- Help each boy to cope and then flourish within the boarding community.
- Follow Pastoral Care strategies outlined in School and Boarding Policies and Procedures, including Child Protection and Mandatory Reporting.
- Mentor, coach, support and guide the boys in their House.
- Counsel students on appropriate behaviour and attitude, both within the boarding house and beyond it.
- Engage regularly with parents about matters affecting students, both at home and within the boarding community.
- Maintain a high level of communication with relevant School academic and boarding support staff.
- Manage the 'Pastoral Notice of Concern' process when necessary, and ensure any significant pastoral concerns are escalated to and shared with the Head of Boarding in a timely manner.
- Provide opportunities for student leadership and appropriate involvement in decision making.
- Work with key stakeholders including subject teachers, Heads of Department, parents, School Psychologists, Boarding Support Coordinators and the Head of Boarding to provide high-level support for the academic, social-emotional and physical wellbeing of boys.
- Be an active presence around the Boarding House throughout each term, regularly starting before and staying after normal school hours.
- With help and advice from the Chaplain, be supportive of the spiritual development of students and the Anglican ethos of the School.
- Liaise closely with the Head of Boarding on matters affecting the overall welfare and culture of the boarding community.

4. Boarding Supervision

The Boarding Head of House should:

- Be an active presence around the Boarding House throughout each term.
- Assist in the management of Duty Staff.
- Allocate and supervise rostered student duties.
- Ensure each boarder's presence and welfare are appropriately monitored and supervised.
- Oversee conduct and behaviour of boys around the dining hall at recess and lunchtime.
- Attend Boarders' Chapel services as scheduled.
- Provide incidental supervision when on campus but not formally rostered on duty.

5. Living Room Services (Health Centre)

The Boarding Head of House should:

- Communicate with Health Centre staff, as required.
- Communicate with parents, as required, about the welfare of seriously ill or injured students and provide appropriate support to families as needed.
- Visit sick and injured boarders in the Health Centre.
- Facilitate the services offered by the Living Room.
- Know the medical needs of the boarders in the House.

6. Curricular Organisation

The Boarding Head of House should encourage a broad education of each student through:

House and School Sport

- Co-ordinate and encourage student involvement in House sporting teams.
- Establish suitable standards of behaviour and sportsmanship at House sporting events.
- Maintain high standards regarding House sporting apparel.
- Assist with student selections and encourage involvement in School sporting teams.
- Guide students to lead others within the House.
- Encourage boys to take risks and undertake activities that are new and different.
- Coordinate Roger Gray house games and informal sport competitions.
- Facilitate non-curricular activities such as use of the swimming pool and gymnasium.

Cultural Activities

- Coordinate and encourage student involvement in a broad spectrum of House cultural activities/events.
- Actively support the Performing Arts.

Service Learning

- Promote, organise and help supervise the community service program.
- Liaise with the Service Learning Coordinator to engage with the community service program and develop a strong alignment with a suitable charity.
- Emphasise and model the importance of servant leadership and giving.

Recreation

- Provide all students with relevant information regarding extracurricular programmes and encourage participation.
- Assist in organising and supervising recreation activities.

7. Behaviour Management

The Boarding Head of House should:

- Undertake effective behaviour management strategies as outlined in the School's Policies and Procedures.
- Liaise with the Head of Boarding, the Head of Senior School and/or the Headmaster as required, with respect to significant disciplinary actions, especially when involving boys from more than one House.
- Communicate student disciplinary actions to parents and others, as necessary.
- Maintain appropriate records on OneNote.

8. Assistant Heads of House

The Boarding Head of House should:

- Provide effective leadership, support management and role modelling for the Assistant Heads of House and other boarding staff.
- Develop a successful collaborative partnership and opportunities for professional growth and development.
- Ensure that each Assistant Head of House maintains effective processes and appropriate high standards.
- Undertake performance reviews and assist in the support and development of colleagues, especially the Assistant Heads of House, guided by the Head of Boarding.

9. Student Leadership

The Boarding Head of House should:

- Effectively guide and collaborate with student leaders in accordance with the School's Leadership Framework.
- Select, counsel, develop and support House Prefects.
- Assist with the selection of School Prefects, especially House Captains.
- Mentor the Year 12 students as leaders of their House and empower this group to lead within the boarding community.

10. House Meetings

The Boarding Head of House should:

- Liaise with House Prefects to plan House meetings, House sport and special House events.
- Deal with items of House and School business.
- Work with students to maintain a clean and tidy House area.

11. Boarding Services & Facilities

- Liaise closely with boarding staff concerning facilities, laundry and maintenance.
- Check that House furniture and fittings are in good order.
- Check that the boarding gardens and grounds are in good order.
- Assist with planning improvements to boarding house buildings and facilities.
- Ensure measures are in place to maintain a well-kept physical environment in the boarding house, particularly in the wings, bedrooms and dormitories.
- Liaise regularly with the Boarding Support Coordinators regarding maintenance requests and individual boys' personal issues, including cleanliness/hygiene such as laundry.

12. Administrative Tasks

The Boarding Head of House should:

- Ensure that House Reports for all students in the House, as required by School reporting procedures, inclusive of Assistant Head of House reports, are effectively completed.
- Prepare informal student reports, as necessary.
- Assist students with applications for tertiary scholarships, tertiary courses and passport applications.
- Prepare student references as necessary.
- Prepare an end-of-year House Report for the Cygnet publication.
- Actively participate in Head of House meetings and engage in discussions and new developments.
- Demonstrate excellent record keeping and organisational skills, and effectively utilise administrative systems within the School's IT environment, including OneNote, Synergetic, REACH and email, to monitor student progress and leave arrangements.
- Have a good understanding of all relevant policies, procedures and practices, including those in the Boarding Handbook and relevant medical, duty of care and risk management protocols.
- Manage and process all overnight leave requests (and other day leave requests when required) and, in consultation with the Boarding Support Coordinators, ensure the organisation of associated transport arrangements.
- Assist in the preparation, revision and distribution of boarding documentation, and assist with boarder enrolments and placements as necessary.
- Manage boarding house funds appropriately.
- Represent the School at various community events. Eg Field Days and Expo's.

13. Other

The Boarding Head of House should:

- Maintain a strong commitment to high quality classroom practice as part of the role.
- Engage in professional learning opportunities to assist in this role.
- Undertake after-hours work, on weekends and during school holidays, as a requirement of this role, including rostered overnight supervision and a regular presence in the boarding community.
- Demonstrate an awareness of all emergency management procedures and safe work practices in the respective areas of work.
- Maintain the ethos of Hale School by acting in a manner that supports the School's Values, Statement of Purpose, Ethos and Anglican framework.
- Be aware of and understand the obligations of working in accordance with the School's Emergency and Critical Incident Management Guidelines, Plans, Policies and Procedures.

The Headmaster, at his sole discretion, reserves the right to vary your duties at any time. Such a variation of your duties does not constitute a breach of contract or termination of your employment. As part of the School's routine pre-employment practices, the School will contact your referees and/or previous employers to ask specific mandatory questions relating to Child Safety. We also reserve the right to conduct social media checks, as part of this process.

Child Protection

Hale School takes child protection seriously and is committed to supporting the wellbeing of all children and young people, respecting their dignity, ensuring their safety, and protecting them from abuse and other harm. All candidates for roles at Hale School are subject to rigorous screening procedures and assessment as a condition of employment.

All staff are required to uphold the standards and adhere to the procedures outlined in our Code of Conduct for all Staff, Code of Ethics, Child Safety and Child Protection and Mandatory Reporting Policies.

As part of your duties and responsibility as an employee you will be required to:

- promote the safety and wellbeing of children and young people
- ensure your interactions with children and young people are positive and safe
- provide appropriate support and supervision of children and young people in your care
- act as a positive role model for children and young people
- participate in regular performance management and professional learning linked to our Codes of Ethics and Staff Code of Conduct, Child Safety and Child Protection and Mandatory Reporting Policies
- maintain an up to date and valid Working with Children Check
- if appropriate, meet professional standards for teachers and maintain teacher registration and,
- report to the Headmaster any criminal charges or convictions you receive during your employment that
- may indicate a possible risk to children and young people.

The Hale School community has zero-tolerance for child abuse, and all allegations and safety concerns are treated very seriously and consistently with our robust safeguards and procedures.