St Andrew's College

POSITION DESCRIPTION – BOARDING HOUSE MANAGER (MACGIBBON)

POSITION TITLE: Boarding House Manager

REPORTS TO: Director of Boarding

RESPONSIBLE FOR: Management of house staff in the daily oversight in the MacGibbon Boarding House (Boys Junior) to provide an environment for the care and safety in which boarding students can develop academically, personally, socially, physically and morally.

KEY RELATIONSHIPS: Internal:

- Director of Boarding
- Boarding Staff
- Boarding Students

External:

- Families of Boarders

CORE VALUES OF ST ANDREW'S COLLEGE:

St Andrew's College offers pre-school to Year 13 education which is:

- Independent.
- Co-educational.
- Christian in its ethos, derived from its Presbyterian foundation.
- Scottish in traditions.
- Focused on excellence, the love of learning and encouraging each student's highest personal achievement.
- Caring, supportive and stimulating.
- Attentive in its provision of opportunities for the development of the values and skills necessary to make a positive contribution to local and global communities.
- Able to offer boarding accommodation during the school year from Years 9–13.
- Inspirational and encouraging, by providing the appropriate support for each student to achieve their potential.

Values – principles in all we do.

VALUE	
Truth | Pono	We seek knowledge and act with integrity.
Excellence | Kairangi	We strive for our best.
Faith | Wakapono	We step forward in confidence.
Creativity | Auahatanga	We dare to imagine and make a difference.
Inclusivity | Kanorau	We value diversity and embrace difference so we all belong.

DUTIES / KEY RESPONSIBILITIES:

The purpose of the Boarding House Manager role is the responsibility for leading a boarding house that promotes student well-being, belonging, personal growth and achievement. Through strong relationships with students, families and staff, the House Manager creates a safe, supportive and aspirational environment that enables boarders to thrive academically, socially, emotionally and personally while contributing positively to the wider boarding community.

The House Manager provides leadership and oversight across these areas of responsibility and is accountable for ensuring they are effectively managed. Delivery may involve collaboration with, and delegation to, other members of the boarding team, including the Assistant House Manager, College Nurse, and the Heads of Maintenance, Cleaning and IT. The House Manager is supported in this work by the Director of Boarding.

The responsibilities outlined below describe the key accountabilities of the House Manager and the general scope of the position. They are not intended to be an exhaustive list of all duties undertaken in the role.

Responsibility Area One: Student Pastoral Care, Wellbeing and Development	
Key Tasks	Expected Outcomes
1. Duty of Care To ensure a high standard of care for all boarders. To be a regular presence in the house for students and to be involved in their day-to-day life.	• A high standard of duty of care is met for all boarders. • Boarder safety and wellbeing is of utmost importance in line with relevant College and Boarding policy and the Hostel Licencing Regulations. • Compassionate support, advice and guidance to boarders in need is provided. • Concerns are well communicated. • Guidance team support is engaged as and when required. • Records of pastoral notes for each student are maintained and accessible or communicated to relevant staff.
2. Daily contact A visible involvement with boarding students taking an active interest and involvement in their boarding and school experience.	• The House Manager will have an obvious and visible leadership presence across the boarding house and wider boarding community. • Positive relationships with boarders are maintained • All students are known individually and talked to on a regular basis. Their issues are known, and support and advice offered.
3. Well-being Promote and monitor student well-being through proactive pastoral care, early intervention, student voice and the implementation of the College's PERMA-V framework.	• Student wellbeing is monitored and managed with a proactive approach. • Activities in boarding provide variety and balance to students to support personal growth and development. • Students develop the skills, habits and support networks required to flourish within the boarding environment.

4. Environment A welcoming, caring and family friendly environment for students is maintained.	• All students and their families are well supported and made to feel welcome and have a sense of belonging within the boarding and StAC community. • The physical environment shows warmth, care and has a homely, caring feel.
5. Holistic Development Programmes within the house aim to provide students with the opportunity for growth in all areas of life including; leadership, socialisation, self-discipline, organisation and other life skills.	• Focus groups within the house provide a platform for holistic student development. • A range of relevant leadership opportunities are made available in line with the whole of boarding leadership programme. • In house activities are run to create a fun, inclusive environment for all students to shine and grow. • Attendance at Boarders' Chapel helps to foster a Christian ethos amongst the students. • Student leaders are known, supported and developed. • Students are provided meaningful opportunities to contribute to house culture and decision-making. • Student voice helps inform house practices and initiatives.
6. School Performance Monitoring student engagement, participation and progress across academic, co-curricular and boarding life.	• Students are encouraged and supported to participate fully in College life. • Academic progress, attendance and engagement are monitored and responded to appropriately. • Students are supported to pursue excellence in ways that are meaningful to them.

Responsibility Area Two: House Operations	
Key Tasks	Expected Outcomes
1. Daily routines To be responsible for the smooth operation of the day to day operations in the house.	• Students understand what is expected of them on at any given point in time. • Student duty rosters are appropriate and well managed. • Staff understand and execute their roles and responsibilities. • Room inspections and uniform checks are completed daily. • After-prep and house specific activities are in place and supervised. • Any other administrative tasks relating to students in house are completed. E.g. roll checks, bed plans, meal analysis, recording of critical incidents, updating boarder information etc.

2. Behaviour management To ensure clear behavioural expectations and standards within the boarding house.	• Provide support for the House Assistant and Tutors by maintaining an authority role in the house. • Student behaviour is in line with boarding expectations and policy. • Sensible discipline and interventions are applied when student behaviour is below that which is expected. • Information is reported using appropriate channels and Director of Boarding is informed of any behavioural concerns.
3. Leave Management Tracking of boarders and approval of leave	• The online leave system operatives effectively in line with all boarding houses, so that all boarding students are always accounted for. • Liaise with parents, guardians and other hosts to organise appropriate leave arrangements for boarders in line with the Boarding Leave Procedures document. • Duty staff follow levels of leave authorisation. • While in the position of weekend 'Duty House Manager', deal with any ad hoc leave requests for boarders in all houses.
4. Prep Prep routines allow academic focus and build positive learning habits	• A well supervised routine of prep and revision activities occurs (over 1.5 hours) from Monday to Thursday and during the examination periods. • Boarders are completing homework, internal assessments and required revision for classes. • House staff take an active role in monitoring and assisting students. • Students with learning needs are known and provided additional support as and when required. • Prep is monitored and performance reported to parents. • Fortnightly notes and academic performance reflect good prep habits.
5. Emergency Procedures Effective use of emergency procedures	• All students and staff are aware of and compliant in, the emergency and security procedures including evacuation and lockdown.
6. Health and Safety Effective management of risk within the boarding environment for students and staff.	• Facilities and equipment comply with safety standards. Equipment is safe and fit for purpose. • Concerns are reported through the appropriate channels • Recreational equipment is well maintained • Accident / Incidents are completed and further identified risks are negated to avoid future issues. • Boarder and staff physical and mental health is monitored and managed appropriately in support of Assistant Manager and Nurse.

7. Communications Clear and open communication with staff, students, parents / guardians and the wider community.	• Parents experience ease of access to house Managers and Assistants as well as timeliness of information. • Parents are clear on start of term arrangements and comply with procedures, routines and other expectations. • Parents are included in the occurrence and resolution of issues that may arise and in the ongoing development of their child. • Boarders are informed of house operations and expectations. • Boarding reports and parent teacher interviews are conducted as per the schedule. Manager is also available at the commencement of weekend leave, beginning and end of term to meet parents. • The boarding house is well represented in College publications including Facebook pages.

Responsibility Area Three: Personnel Management	
Key Tasks	Expected Outcomes
1. Staff Management Manage house staff and provide guidance regarding their role in the house.	• Regular meetings with the House Assistant and House Tutors take place to discuss house operations and students. • Staff are regularly upskilled and provided guidance to develop them in residential care and working with teenagers. • All staff are knowledgeable and compliant with house rules, requirements while on duty and boarding policy. • Ensure detailed duty reports are completed, allowing for effective record keeping and management of students during duty changeover. • Staff complete pastoral incident reports when the situation arises.
2. Appointments Responsible for the recruitment of House Assistant and House Tutors.	• Liaise with the Director of Boarding over the employment of house staff. • The house is fully staffed so rosters can be maintained.
3. Appraisal Responsible for completing staff appraisal in line with College policy.	• Staff appraisals of House Assistants (with the Director of Boarding) and House Tutors are completed by the end of Term 4. • Concerns relating to staff are reported to the Director of Boarding.

Responsibility Area Four: Resource Management	
Key Tasks	Expected Outcomes
1. Facilities Liaising with the Director of Boarding to present maintenance and future development of the boarding facilities.	• All boarding houses are presented to a high standard are free of hazards • Any repairs are completed in a timely manner. • Regular maintenance and cleanliness checks are completed. • Ensure the regular cleaning of all boarding houses is up to a high standard. • Ensure Wi-Fi is operating effectively and used safely.
2. Budgets To oversee spending of discretionary house allowance and student disbursements	• In consultation with the administration, priorities for the appropriate spending of budgets is established. • Student disbursements are completed in a timely manner with accuracy
Responsibility Area Five: Wider Boarding Contribution	
Key Tasks	Expected Outcomes
1. Rostered duties across all houses Carry out duties as overall Manager on Duty for all houses. Responsibility for general conduct across all houses.	• Weekday duties are carried out seven days in every twenty and one weekend in every four on a rostered basis along with the House tutors. This allows non-duty staff to have the opportunity to have non-contact time as required. • When rostered on duty, as Manager on call, you provide support for House Tutors in all houses and are available for all staff and boarders who require assistance at this level. • Oversee weekend activities for boarders are in place and well supervised.
2. Strategic Planning	• House practices align with the Boarding Strategic Plan. • Student and parent feedback informs ongoing improvement. • House Managers contribute actively to innovation and continuous improvement across boarding.
3. Annual reports are completed	• House managers assist the Director of Boarding in the completion of annual reports.
4. Meetings	• Attend Manager's meetings to discuss students and other common issues relating to the boarding houses. • Attend and contribute to other whole boarding meetings as convened by the Director of boarding.
5. House Advocacy To be an advocate for the house at all times.	• Support the House in sporting and cultural activities where possible. • Attend social functions as requested. • Foster a spirit of house, boarding and school pride • Be involved in Boarding Sports House activities

OTHER REQUIREMENTS AND CONDITIONS OF APPOINTMENT:

- Professional Development needs will be considered at appraisal meetings.
- Any other duties and responsibilities as may be directed by the Director of Boarding, will be undertaken.
- Annual performance reviews will be undertaken in conjunction with the Director of Boarding.
- The College reserves the right to request changes of duties or expectations, in consultation with all parties concerned (Rector, Head of Values and Culture, Director of Boarding and staff concerned).
- This is a residential position and House Managers must “live in”. They can remain in residence over the holiday periods.
- Electricity, telephone, internet and meals (during term time) are included.
- In the case of the House Manager being a teacher on staff, there will be a reduction to the teaching load (equivalent to one class in the Secondary School).

PERSON SPECIFICATION:

Essential Attributes

- Demonstrated ability to build positive relationships with young people.
- Experience working in a boarding environment.
- Commitment to student well-being and development.
- Strong leadership and team management capability.
- Excellent communication and interpersonal skills.
- Strong organisational and administrative skills.
- Ability to remain calm and exercise sound judgement under pressure.
- High levels of integrity, professionalism and discretion.
- Commitment to the values and ethos of St Andrew's College.

DESIRABLE

- Experience leading residential or pastoral teams.
- Understanding of adolescent development and well-being.

Confidence using technology and student management systems.

EDUCATION, EXPERIENCE, SKILLS, QUALIFICATIONS:

1. Excellent communication skills – ability to communicate well verbally and in writing, and able to effectively use technology;
2. IT and database skills.
3. Must be a qualified Teacher, with current New Zealand teaching registration.

PERSON SPECIFICATION:

1. Personal qualities of honesty, integrity, enthusiasm and approachability;
2. Leadership along with an ability to work as a member of a team;
3. Ability to work calmly and positively in all situations;
4. Loyalty and commitment to students and their parents and staff;
5. Be supportive of the strengths of the school, and exercise discretion and confidentiality;
6. Always interested in the wellbeing of students;
7. Excellent people skills;
8. Ability to work independently;
9. Attention to detail.