



ST PATRICK'S COLLEGE
TOWNSVILLE

POSITION DESCRIPTION ASSISTANT DIRECTOR OF BOARDING – ACADEMIC

THE COLLEGE

St Patrick's College Townsville is a Catholic and Independent Secondary Girls' College with a proud tradition of excellence in the education of young women. Responsibility for the governance of the College rests with a Governance Board of Directors and with Mercy Partners, a canonical body which governs Mercy ministries. Located on The Strand in Townsville, we endeavour to nurture our students, who are both boarding and day students, in becoming women of independent spirit and compassion, within an environment that promotes excellence, creativity and leadership.

St Patrick's College Townsville considers the special circumstances of students who live away from home to undertake their education and respects the individual differences and potential of each student. The boarding community, as an integral part of the College, and in the spirit of the Sisters of Mercy, strives to build a true community of students, parents/guardians and staff, reflecting the gospel spirit of mutual respect, inclusion, optimism and resurrection in interactions between members of the community.

OUR VISION

St Patrick's College Townsville ignites a passion for knowledge, wonder and curiosity, empowering all to be courageous and compassionate.

THE PERSON

- Lives the values of the Mercy charism and capable of fostering the spiritual and religious development of boarding students.
- Is a relational and organisational leader and manager with strong emotional intelligence, integrity, administration skills, appreciation of stakeholder needs and a high level of professionalism.
- Has a strong understanding of the Australian Boarding Standards, NSSAB boarding regulations and a demonstrated capacity of leading a culture which promotes physical, cultural and psycho-social safety, high professionalism and compliance awareness.
- Is a highly experienced educator, with a background in improving literacy and/or numeracy outcomes for students.
- Has a track record of building an academic culture which is improvement seeking, outcomes aware and data informed.
- Is a highly capable communicator, in both one-to-one and intermediate group settings.
- Holds current First Aid qualifications including CPR.
- Holds current and valid open driver's licence.
- Has experience working with First Nations stakeholders, understands the importance of cultural competency, and a commitment to implementation of the College's Reconciliation Action Plan.
- Has, or can obtain accreditation to teach in Queensland.

The ROLE

The Assistant Director of Boarding - Academic is expected to work as part of a team to lead the development of academic culture, academic improvement programs and academic outcomes tracking in the boarding house. The role holder also shares responsibility for modelling and upholding cultural safety, effective operational management and leadership of the boarding community. Providing the highest standards of care and ensuring strong communication between the boarding house, boarding families and staff, the Assistant Director of Boarding - Academic, is required to deputise for the Director of Boarding in their absence. It is an expectation of this role to work shifts that involve afternoons, weeknights, and some weekends. The Assistant Director of Boarding - Academic is accountable under their employment contract to the Principal through the Director of Boarding.



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RESPONSIBILITIES

Compliance

- Lead a culture which is compliance conscious, implementing internal and external processes and protocols to ensure compliance with ABSA and NSSAB Boarding Standards and Regulations including, but not limited to, routine audits to ensure compliance with all child safety and protection regulations, student protection reporting, risk management regulations and workplace health and safety regulations.
- Ensure risk management and duty of care procedures in relation to child safety and work health and safety underpin all aspects of operational planning and procedures.
- Maintain currency in relation to ABSA, NSSAB and child protection standards and College policies across educational, corporate and residential contexts.
- Co-lead a professional development program of boarding staff in areas including child safety and protection regulations and in-school protocols, duty of care regulations and in-school protocols, risk management regulations and in-school protocols, workplace health and safety regulations and in-school protocols, cultural safety protocols, ensuring twice yearly formal training for all boarding staff.
- Proactively respond to all compliance breaches, including enacting performance management processes as required, in collaboration with the Director of Boarding.

Students Management and Leadership

- Model high standards of care, respect and interpersonal skills in all interactions with students, nurturing strong relationships whilst also maintaining behavioural standards and professional boundaries.
- Build and lead a culture within the boarding house that values learning, is academically aspirational, outcomes aware and improvement seeking.
- Build academic formation programs for boarding students, assisting students to develop 'how to learn' dispositions and strategies that are impactful over time.
- Build literacy/support intervention and numeracy intervention/support programs to improve literacy and numeracy outcomes for boarding students across Years 7, 8 and 9.
- Oversee the academic/tutoring support program for boarding students across Years 7 -12, ensuring appropriate focus during study and tutoring sessions after school.
- Work with members of Inclusive Education Faculty to develop Individual Education Plans for boarding students, which uphold cultural safety whilst identifying key targets for growth.
- Establish culturally responsive and safe individual and small group mentoring programs for boarding students, informed by consultation with First Nations families, data/targets and monitoring of improvement plans, communicating as needed, with students, teachers and parents/guardians.
- Compile and present data reports to members of the College Leadership Team in relation to the academic outcomes of boarding students.
- When required, deputise for the Director of Boarding, managing all student behavioural matters, including those which may require immediate remedy, to ensure the protection of boarding students and staff.
- Adopt a Positive Behaviour Support approach and pro-social methods, to behaviour management, escalating high level behavioural matters to the Director of Boarding or Directors of Students, as needed.
- Liaise with the Academic Team and Heads of House/Heads of Year to support boarding students where there has been extended approved absence, to ensure appropriate adjustments are in place.
- Regularly share mealtimes with the boarding students to maintain a strong presence in the community, including



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special occasions such as birthday dinners.

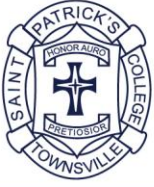
- Be an 'on call presence' in Staff Accommodation on site, when required, to cover emergencies.
- Ensure clarity and transparency for students in relation to expectations high impact learning dispositions and habits.

Staff and Community Management and Leadership

- As needed, deputise for the Director of Boarding, managing all staff matters, including those which may require immediate remedy, to ensure the protection of boarding students and staff.
- Work proactively with the Indigenous Community Engagement Officer, TSS staff and QCEC First Nations staff, to ensure strong connections with First Nations students and families and manage in a way which celebrates cultural diversity and inclusion.
- Establish and maintain a good working relationship with, and knowledge of, our boarding families, attending and supporting formation events.
- Make community visits to incoming and returning boarding students.
- Utilise digital communication platforms in accordance with College policies to celebrate learning growth and outcomes.
- Maintain a presence within the day school by attending assemblies, sporting matches, cultural activities, special events and others as appropriate.

Operational Leadership

- Ensure cultural responsiveness and safety in all interactions, including respect for cultural protocols, leave requirements and engagement with First Nations families.
- Ensure strong communication with staff in the boarding community so that there is clear priming with boarding students in relation to: assessment, exams, JET planning, SET planning, and other non-routine learning events.
- Undertake JET planning and SET planning for boarding students, liaising with families.
- Support the QTAC preferencing process for boarding students.
- Risk manage the academic outcomes of senior boarding students, making appropriate interventions to support QCE attainment and communicating risk to stakeholders.
- Provide logistical support and supervision for boarding students as appropriate, to ensure completion of missed academic work.
- With support from the Administration Assistant for Boarding, organise academic celebrations for members of the boarding community, liaising with families to build community.
- Assist the Director of Boarding with the recruitment, induction and on the job training of boarding staff.
- Assist the Director of Boarding with annual reviews of procedures and protocols, to ensure cultural safety and responsiveness alongside a culture of continuous improvement, particularly in relation to:
 - Critical Incident Planning and Management
 - Risk Mitigation and Management strategies for activities
 - Professional development in key areas: code of conduct, supervision protocols and duty of care, child protection, workplace health and safety, bullying and harassment, grievances and complaints, cultural inclusion, disability inclusion
- Manage expenditure required for urgent or non-routine matters, according to established protocols, as need arises.



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QUALIFICATIONS, KNOWLEDGE AND SKILLS

- Current qualification as a teacher, ideally of English or Mathematics.
- Current and valid Paid Blue Card (Working with Children) or relevant exemption.
- Current and valid open driver's license.
- Current Senior First Aid/CPR Certificate.
- The ability to work collaboratively, and to communicate clearly and enthusiastically with students and work colleagues.
- An ability to support and enact a restorative practices approach to conflict resolution is required.

GENERAL EXPECTATIONS OF STAFF

- To support and contribute to the Strategic Plan and Mission of the College: to provide an inclusive, joy-filled education that promotes fullness of life and nurtures excellence in learning.
- To dress, act and communicate in a professional manner that upholds the reputation of St Patrick's College Townsville
- To adhere to the Workplace Health & Safety and Risk Management practices of the College
- To seek opportunities for professional development within identified areas of strategic focus within the College, including the on-going development of ICT skills
- To maintain Continuing Professional Development (CPD) and if applicable, accreditation with the Queensland College of Teachers
- To demonstrate respect for trauma informed care and relational practice, cultural protocols and participate in Reconciliation Action Plan initiatives.
- To attend staff meetings, parent/guardian evenings, and College engagement functions as arranged by the College Leadership Team.
- To maintain confidentiality and not denigrate the College in any way.
- To willingly and voluntarily contribute to the College extracurricular program.

EMPLOYMENT CONDITIONS

All staff at St Patrick's College Townsville are employed under Catholic Employing Authorities, Single Enterprise Collective Agreement – Religious Institute Schools of Queensland 2023 - 2026, which provides information in relation to levels of remuneration, leave, expected duties and work practices

ST PATRICK'S COLLEGE TOWNSVILLE – COMMITMENT TO CHILD SAFETY

St Patrick's College Townsville is committed to child safety. As educators, we strive to provide a safe, happy, and empowering environment that builds confidence, resilience, and self-esteem. We foster respectful and caring relationships between staff and students, ensuring positive interactions that contribute to the overall wellbeing of every child.

We support and respect every child, as well as our staff and volunteers, and we are committed to their safety, participation, and empowerment. The College has a zero-tolerance approach to child abuse. All allegations and safety concerns are treated with the utmost seriousness and addressed in line with our regularly reviewed policies and procedures, which are available on our website. We recognise our legal and moral obligations to notify the appropriate authorities when concerns for a child's safety arise, and we provide clear processes for students, families, and staff to raise concerns or offer feedback.



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St Patrick's College Townsville is dedicated to preventing child abuse and identifying risks early in order to remove or reduce them. We work proactively with student and parent stakeholders, delivering educational programs which ensure risk and rights consciousness. We maintain robust human resources and recruitment practices for all staff and volunteers, and we are committed to providing regular training and education to our community on child safety and abuse prevention.

We are committed to ensuring that Aboriginal and Torres Strait Islander students in our care are supported to maintain their cultural identity and connections with family and community. We also uphold the cultural safety of children from culturally and linguistically diverse backgrounds, and we are dedicated to providing an inclusive and safe environment for children with disability.

Through strong policies, procedures, and training, our leadership team, staff, and volunteers are equipped to uphold these commitments and ensure the safety and wellbeing of all children in our care.

Position Description approved by:

KATH LITTLE
College Principal