



POSITION DESCRIPTION

PART OF **AngliSchools**

Position Title	Head of House Teacher [2027]
Tenure	Permanent Head of House 0.30FTE 0.70FTE Teaching load
Department	Secondary School
Reports To	Head of Secondary School Assistant Head of Secondary School
EBA	The Anglican Schools Commission Incorporated Western Australia Agreement 2019
Classification	WA Teacher Step 1 to Step 10 plus Promotional Allowance
Date Last Reviewed	August 2026

POSITION PURPOSE

The Head of House provides pastoral leadership and oversight for students within their House, fostering a strong sense of belonging, connection and community while supporting student wellbeing, engagement and personal development. The position promotes high expectations for behaviour, attendance and participation, leads and supports House Group Teachers, and develops a positive and inclusive House culture that encourages student leadership, service, teamwork and active involvement in School life.

Working collaboratively with students, families, staff and School leaders, the Head of House identifies and responds to student wellbeing and pastoral needs and promotes restorative and relational practices. As a practising teacher and pastoral leader, the Head of House models high-quality professional practice, positive relationships and sound professional judgement, while contributing to the values, child-safe culture and Anglican ethos of Georgiana Molloy Anglican School.

KEY ACCOUNTABILITIES

Student Pastoral Care and Wellbeing

- Provide strong pastoral oversight of students within the House, developing an understanding of each student and supporting their physical, emotional, social, academic, cultural and spiritual wellbeing.
- Monitor student wellbeing, health, safety, attendance and engagement, ensuring appropriate follow-up and support where concerns arise.
- Set, communicate and uphold high expectations for behaviour, uniform, punctuality, attendance and the general tone of the House.
- Implement and evaluate engaging, inclusive and contemporary pastoral care programs that respond to the needs and issues faced by students.
- Lead and model GMAS restorative practices utilising the Positive Behaviour Guidelines, conflict resolution and relationship repair.

- Work in consultation with the Head of Secondary School and Assistant Head of Secondary School to support students and families with engagement, wellbeing and behavioural concerns.

Leadership of Staff

- Lead, support and develop House Group Teachers by establishing clear expectations, providing guidance and mentoring and reviewing practice.
- Ensure House Group Teachers are appropriately informed of relevant pastoral matters relating to students in their House.
- Conduct regular meetings with House Group Teachers and attend regular Head of House and other relevant meetings.
- Build a strong House culture by promoting positive relationships between staff and students and encouraging active participation in House activities.
- Nominate students for special awards and provide supporting evidence to the Head of Secondary School.
- Support the Reverend with Prayer, Chapel and the spiritual life of the House where appropriate.

Communication

- Maintain open, timely and professional communication with parents and families regarding student wellbeing, behaviour, attendance, engagement, academic matters and other relevant concerns, keeping appropriate records.
- Organise and conduct meetings with parents and families where concerns arise, in conjunction with the Assistant Head of Secondary School or Head of Secondary School as appropriate.
- Conduct Year 10 subject selection meetings with students and parents.
- Ensure relevant information from pastoral and leadership meetings is communicated effectively to House Group Teachers.
- Liaise with the Marketing Department regarding student achievements and significant House events where appropriate.
- Provide references for current and past students when requested.
- Ensure House Group Teachers' comments on the student report is accurate, relevant and appropriate.
- Conduct regular House meetings with students.

Student and House Management

- Promote and uphold the School's Code of Conduct and Uniform Guidelines through consistent, restorative and respectful student interactions.
- Respond to staff queries and concerns regarding individual students and coordinate appropriate pastoral follow-up.
- Provide structured opportunities for student leadership, teamwork, service and student voice across all year levels.
- Develop House spirit and engagement through the planning and delivery of House events and activities, actively involving students where appropriate.
- Oversee the induction and integration of new students into the House.
- Support House Student Leaders to be well-informed, visible and effective in their roles.
- Assist with the organisation and delivery of Inter-House competitions where required.
- Take a lead role during evacuation and lockdown drills.
- Oversee the appropriate use and upkeep of House locker areas.
- Take an active role in community and School events and represent the School at key events including Open Days, Information Evenings, Presentation Evenings, the Year 12 Ball, Graduation and Assemblies.

Administration

- Maintain accurate and up-to-date student pastoral and wellbeing records in SEQTA.
- Administer House finances and remain accountable to the Business Manager for the appropriate use of the House budget.
- Monitor student work and study loads where pastoral or wellbeing concerns arise and liaise with relevant staff as appropriate.
- Assist in the organisation of one GMAS Camp each year.

TEACHING RESPONSIBILITIES

As a Head of Department, the incumbent will maintain an active teaching role and is expected to model high-quality professional practice within their Department.

In accordance with the responsibilities outlined in the GMAS Teacher (Secondary) Position Description, the Head of House will:

- Plan, deliver and assess high-quality, evidence-informed teaching and learning programs that meet relevant SCSA, ACARA and School requirements.
- Create safe, inclusive and engaging learning environments that promote high expectations, positive relationships, student wellbeing and achievement.
- Use student achievement and wellbeing data, formative and summative assessment and reflective practice to inform teaching, differentiation and continuous improvement.
- Maintain accurate student records, assessment information and reporting requirements and communicate effectively with students, parents and caregivers regarding student progress.
- Model effective classroom management, restorative and relational practices and appropriate professional boundaries.
- Contribute to pastoral care and other whole-School responsibilities as required.
- Demonstrate and promote the GMAS Vision for Learning, School Values, commitment to child safety and the ethos of Anglican education.
- Maintain all required professional registrations and clearances and comply with School policies, the Staff Code of Conduct, WHS requirements and relevant professional standards.
- Fulfil the School's annual 40-hour co-curricular requirement and participate in camps, excursions, School events and activities as required.

Manage Self and Professional Skills

- Comply with the GMAS Staff Code of Conduct and TRBWA Teacher-Student Professional Boundaries.
- Comply with legal, regulatory, ethical, environmental and social responsibilities and requirements.
- Adhere to and comply with all WHS policies and procedures and relevant legislation.

Other Duties

- Maintain a practising role in the teaching program and/or provide cover for a teacher if urgent issues arise.
- Teaching load is determined on a year-by-year basis.

Undertake other duties as directed by the Principal and/or Deputy Principal.

This position description is intended as a guideline to illustrate the main job responsibilities. It is not intended to be an exhaustive list and may change within the scope of the role at the Principal's discretion. Employees may also be required to undertake other reasonable duties as directed.

CORE EXPECTATIONS

- Maintain strict confidentiality in relation to School, staff and student matters.
- Demonstrate overt support for the School Values, Vision for Learning and Anglican ethos.
- Maintain a strong commitment to child safety and student wellbeing.
- Demonstrate professional, ethical and respectful conduct at all times.
- Foster a culture of collaboration, accountability, continuous improvement and sharing of professional knowledge.

- Develop and maintain positive and productive working relationships with students, colleagues, families and other stakeholders.
- Demonstrate a strong commitment to responsive, professional and respectful service to students, families, colleagues and the wider School community.
- Attend and contribute to relevant School meetings, professional learning and School activities as required.
- Participate in the School's staff appraisal and professional growth processes.

POSITION DIMENSIONS

People Management

House Group Teachers

Budget / Expenditure:

As advised by Principal and Business Manager annually

Significant Work Relationships

Internal

- Principal
- Senior Leadership Team
- Middle Leadership
- Teaching staff
- Support Staff
- Students

External

- Parents and Caregivers
- Members of the GMAS Community

SELECTION CRITERIA

Selection Criteria (to be addressed within the candidate's application for employment)

- Appropriate tertiary teaching qualifications and current registration, or eligibility for registration, with the Teacher Registration Board of Western Australia (TRBWA).
- Demonstrated successful teaching experience within a Secondary School environment, together with a commitment to high-quality teaching, student wellbeing and positive educational outcomes.
- Demonstrated experience and capacity to provide effective pastoral leadership, including supporting student wellbeing, engagement, attendance, behaviour and personal development.
- Demonstrated ability to build positive, respectful and trusting relationships with adolescents and to respond appropriately to complex student wellbeing, behavioural and pastoral matters.
- Demonstrated ability to lead, support and develop staff, including establishing clear expectations, providing guidance and mentoring, facilitating effective communication and contributing to a positive and accountable team culture.
- Demonstrated knowledge and application of restorative and relational practices, including the ability to manage conflict, support relationship repair and promote positive student behaviour.
- Highly developed interpersonal and communication skills, including the capacity to conduct sensitive and, where required, challenging conversations with students, parents/caregivers and staff in a professional, respectful and constructive manner.
- Demonstrated organisational and administrative capability, including the ability to manage competing pastoral, teaching and operational responsibilities; maintain accurate and confidential student records; coordinate House activities and events; and meet required deadlines.
- Demonstrated capacity to foster a strong sense of House identity, belonging and community, including promoting student leadership, student voice, service, teamwork and active participation in School and House activities.

- Demonstrated commitment to child safety, student wellbeing, professional boundaries and duty of care, together with clear alignment with the GMAS Vision for Learning, School Values and the ethos of Anglican education.

Desirable

- Previous experience in a pastoral or student leadership position within a Secondary School environment, such as Head of House, Year Coordinator, Head of Year or similar.
- Experience in the development and delivery of contemporary pastoral care, wellbeing, student leadership or House programs.
- Experience working collaboratively with families, teaching staff, wellbeing professionals and School leaders to support students with complex pastoral, behavioural, attendance or engagement needs.

ELIGIBILITY AND TRAINING REQUIREMENTS

- Obtain or hold a current Working with Children Check.
- Manage full membership as a Registered Teacher with the Teacher Registration Board of WA (TRBWA).
- Be supportive of the objectives and ethos of an Anglican education.

INHERENT PHYSICAL REQUIREMENTS

The successful applicant must be able to:

- Provide effective professional and curriculum leadership to staff within the Department.
- Teach and supervise students effectively while maintaining appropriate duty of care, professional boundaries and a safe and inclusive learning environment.
- Exercise sound professional judgement and make timely decisions in relation to curriculum, staff, students and Department operations.
- Manage competing leadership, teaching and administrative responsibilities and meet required deadlines.
- Conduct professional and, where necessary, challenging conversations with staff, students and parents/caregivers in an appropriate and constructive manner.
- Maintain concentration, situational awareness and sound professional judgement, particularly when responsible for student learning, behaviour, wellbeing and safety.
- Communicate effectively and professionally with students, staff, parents/caregivers and members of the wider School community.
- Maintain the physical capacity required for classroom teaching, student supervision and movement throughout the School campus.
- Participate in School activities across indoor and outdoor environments, including rostered duties, excursions, camps, co-curricular activities and School events.
- Participate in activities outside normal School hours where reasonably required.
- Maintain all required professional registrations, screening and clearances.
- Comply with all professional, child safety and workplace requirements, including the Staff Code of Conduct, Child Protection Policies, professional boundaries, WHS requirements, School policies and lawful and reasonable directions.

Reasonable adjustments will be considered where appropriate to enable an employee to perform the inherent requirements of the position, provided those adjustments do not compromise student safety, duty of care or the essential requirements of the role.

OUR COMMITMENT TO CHILD SAFETY AND ANGLICAN ETHOS

Georgiana Molloy Anglican School is a child-safe environment. Our School actively promotes the safety and wellbeing of all students, and all School staff are expected to be committed to protecting students from abuse or harm in the School environment, in accordance with their legal obligations, our Child Protection Policies and Staff Code of Conduct.

A valid Working with Children Card and Nationally Coordinated Criminal History Check are required for all employees at Georgiana Molloy Anglican School.

Georgiana Molloy Anglican School is an Anglican School, and applicants are expected to demonstrate empathy with and support for the School's Anglican ethos.

AUTHORISATION

I hereby agree that this Position Description accurately reflects work requirements.

Principal	Mr Brad Evans		
	Name	Signature	Date

Head of House			
 Teacher	Name	Signature	Date