

Position Description: Boarding Coordinator

Position title	Boarding Coordinator
Employment status	Ongoing
Location	Richmond
Hours	Hours will include after school, before school and overnight sleep over. The roster will cover Monday to Sunday and may be a rotating 7-day fortnight or fixed roster. Boarding house meetings
Position reports to	<ul style="list-style-type: none"> - Boarding House Manager - Senior Boarding Coordinator
Direct reports	none
Leave	4 weeks annual leave plus up to an additional 9 weeks paid leave in lieu of hours worked during the term. 1 week of annual leave will apply in each term break.

1 Role Purpose

The Melbourne Indigenous Transition School (**MITS**) provides residential care at specialist Boarding Houses:

1. **Lockington** is the Year 7 boarding house for MITS's Indigenous students from remote and regional communities. Each year, 22 boys and girls around Year 7 age come to MITS for one year. At the end of their MITS year, students transition into scholarship positions at Melbourne schools.
2. **Alumni Boarding Houses** provide home-style accommodation for students who have completed Year 7 at MITS and have transitioned to a position with one of MITS's Melbourne Partner Schools. These students are enrolled in Years 8 to 12.

MITS believes that wellbeing is central to the continuing success of its students, and tailors its programs to reflect this philosophy.

The Boarding Coordinator will provide residential care for students and demonstrate a commitment to supporting students to enable their successful and confident transition from home community to Melbourne schools. The fostering of a safe and inclusive community with a strong culture which is based on the school values of respect, courage, culture and care is a core part of the role of the Boarding Coordinator.

It is also expected that the Boarding Coordinator will fill a number of informal, intangible roles including creating a culturally celebratory boarding environment, providing mentoring and friendship, and fostering a sense of community. The development of relationships of trust, understanding and clear communication with families, guardians and Indigenous communities is core to this role.

2 Key Selection Criteria

2.1 Essential Experience

- (a) Ability to show consistency and fairness to students, empathy towards the particular needs of students living away from home with a demonstrated understanding of the responsibility involved in the duty of care of students;
- (b) Experience working with Indigenous students with respect and empathy for their cultures and a demonstrated desire for reconciliation;
- (c) Deep experience building relationships of trust and mutual understanding with Indigenous students;
- (d) Experience working effectively with diverse groups including adolescents, parents, school management, and teaching staff in a variety of contexts including mainstream schools;
- (e) Current First Aid and CPR Certificate (or ability to attain)
- (f) Ability to compile effective written reports and use a computer to carry out basic office administrative procedures

2.2 Desirable Skills and Attributes

- (a) Experience living and working outside a major urban city or in a remote community
- (b) Experience in supervision in a residential environment and holding at least a Certificate III in Residential Care or equivalent
- (c) Indigenous wellbeing or leadership training
- (d) Experience in an environment which includes both male and female residential students
- (e) Current Victorian light rigid driver's licence

3 Key Responsibilities

3.1 Student Wellbeing

The Boarding Coordinator will:

- assist with the creation and maintenance of a culturally safe boarding environment in which the language, custom and culture of each student is celebrated;
- provide wellbeing support to students through strong relationships of trust and understanding, and by bringing wellbeing concerns to the House Manager;
- ensure that Boarders are always adequately supervised, including by marking rolls and monitoring student street leave and weekend leave;
- prepare end of shift reports;
- ensure that a healthy routine is maintained, and that standards of cleanliness, hygiene and healthy life choices are taught and carried out;
- assist with the development and delivery of a regular program of after-school and weekend activities to enrich the personal, social and cultural development of students;

- ensure students are dressed and ready to attend classes during the week or to participate in outings on weekends;
- address student behaviour concerns fairly and in accordance with MITS's Behaviour Management Policy;
- provide homework support to students;
- monitor use of digital media and ensure all student electronic devices are locked and charged overnight; and
- accompany students to appointments as required. This may require the Boarding Coordinator to work additional hours where reasonably required.

3.1 Domestic

The Boarding Coordinator will:

- perform domestic duties including supervising students to do their own laundry, to ensure students' clothes are clean and well-presented as required;
- ensure bathrooms and toilets are kept clean and tidy, and are appropriately stocked with toilet paper, soap, shampoo, and sanitary products;
- ensure that students keep their bedrooms and recreation areas clean and tidy;
- supervise the weekly (or ad hoc when required) changing of bed linen and towels, including sending to the laundry for washing;
- keep the kitchen area clean and tidy, supervising students to participate in after meals dishwashing and cleaning;
- ensure all common areas (inside and outside) are kept clean and tidy; and
- ensure student clothing is repaired, cleaned and stored appropriately.

3.2 Catering

The Boarding Coordinator will:

- set up, and ensure all students eat a healthy breakfast. Complete breakfast clean up with assistance from students;
- set up lunch options before school and ensure each student prepares a healthy lunch and takes that lunch to school. Complete lunch clean up with assistance from students;
- when required, supervise the preparation of evening meals to ensure meals are cooked and served for students, staff and guests. Complete after dinner clean up with assistance from students and other staff;
- ensure the kitchen is operated within the relevant legislation, including by ensuring that:
 - appropriate records are maintained up to date, including use-by dates, and fridge and freezer temperature records;
 - cleanliness and hygiene standards are met in the kitchen; and
 - food is presented and rotated to ensure maximum freshness and appeal;
- monitor stock levels and promptly notify the Chef of low stock to ensure stock may be ordered in an efficient and cost-effective manner.

3.3 Relationships and Communication

The Boarding Coordinator will:

- act as ambassadors for MITS whilst at the Boarding House, welcoming family members, volunteers and guests;

- liaise with Partner School staff as required to ensure that the individual educational, physical and emotional health needs of every boarding student are met;
- attend both ad-hoc and regular Boarding House Meetings (fortnightly) and All Staff Meetings (monthly). At times these will fall outside of ordinary rostered hours so may be attended by videoconference, phone or in person;
- liaise with cleaning staff to ensure cleaning can be performed appropriately; and
- liaise with other Boarding Coordinators to communicate all issues of common interest or concern.

3.4 Reporting

Report to the House Manager on all issues relating to the effective running of the Boarding House and Student Wellbeing.

4 Important Information

4.1 MITS values

Staff and Volunteers of MITS are required to demonstrate a commitment to supporting students at Year 7 level to enable their successful and confident transition from home community to Melbourne schools. The fostering of a safe and inclusive community based on the school values of respect, courage, culture and care is the responsibility of all staff.

MITS staff acknowledge and value the contribution of colleagues within the school, listen to and consulting with others, communicating proactively to ensure that collaborative practices are maintained.

4.2 Reference checks and Criminal Record Check

Appointment to MITS is subject to reference checks and a Criminal Record Check.

4.3 Child Safety

MITS assures the right of every student and staff member to a safe environment. In particular, MITS is committed to child safety, and adheres to the Child Safe Standards through its Child Safe Policy. Each MITS staff member and volunteer is required to sign and act in accordance with MITS's Child Safety Code of Conduct.

Boarding Coordinators must ensure that they act in accordance with MITS's Child Safe Policy and Child Safety Code of Conduct. Whilst Boarding Coordinators do not have any specific duties or responsibilities in relation to child safety, they must be mindful that matters of child safety may arise through their work with MITS students.

Boarding Coordinators do not require any particular qualification, experience or attributes in relation to child safety.

4.4 Work Health & Safety Requirements

All staff must:

- (a) contribute to safe work practices and a healthy school environment for all staff, students and visitors;
- (b) take reasonable care for their own health and safety while taking reasonable care that their actions or omissions do not adversely affect the health and safety of other persons; and

- (c) comply with all risk management requirements, promoting an environment and culture consistent with principles of safety and effective risk management

4.5 Specific Requirements and Training

Staff members must acquire and maintain:

- (a) a current Working with Children Check;
- (b) a current First Aid and CPR Certificate;
- (c) a certificate of completion for the Victorian “Do Food Safely” online course;
- (d) a certificate of completion for the ABSA Boarding Duty of Care Workshop; and
- (e) other training as required from time to time by MITS in order to meet the academic, pastoral, administrative and practical needs of the position for example the Berry Street Education Model, Asthma Management, Epi-pen Training, Fire Safety Training.