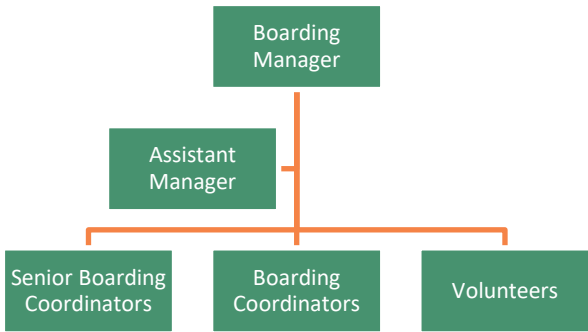


Position Description: Boarding Manager

Position Title	Boarding Manager
Employment status	Ongoing
Hours	<p>Generally, hours will include:</p> <ul style="list-style-type: none"> - 5-day week which include one day per weekend - Rotating on-call roster <p>It is recognised that House Managers have a high level of responsibility for coverage of the House. Consequently, hours of work are indicative only and are subject to the necessities of appropriate student care. At least one of the House Managers should be on duty on each day.</p>
Location	<ul style="list-style-type: none"> - Richmond - Occasional travel, including to regional Victoria and remote areas of Australia
Position reports to	Head of Boarding and Wellbeing
Direct reports	 <pre> graph TD BM[Boarding Manager] --- AM[Assistant Manager] AM --- SBC[Senior Boarding Coordinators] AM --- BC[Boarding Coordinators] AM --- V[Volunteers] </pre>
Authority	<ul style="list-style-type: none"> - The Boarding Manager has the authority to act in loco parentis in relation to each MITS student. This includes legal responsibilities as well as the functions and responsibilities of a parent when that parent is not available. - The Boarding Manager is responsible for managing, and reporting to the Head of Boarding on, budgets that relate to the House (including staffing, catering, cleaning, maintenance, and enrichment programs).
Salary range	<ul style="list-style-type: none"> - Attractive salary and benefits remunerated based on experience. - As MITS is a Public Benevolent Institution, MITS employees are entitled to salary package). - Conditions are in accordance with the National Employment Standards.
Leave	<ul style="list-style-type: none"> - School holidays (except when required to be performing duties)
Key Relationships	<ul style="list-style-type: none"> - MITS staff and volunteers while engaged at the Boarding House - Students, their families, their communities and their Melbourne Schools and Families - Pathways Manager in relation to student transition, liaison with Melbourne Families

1 Role Purpose

The Melbourne Indigenous Transition School (MITS) is a residential transition school for Indigenous students from remote and regional communities. Each year, 22 boys and girls around Year 7 age come to MITS for two years. At the end of their MITS Year 8, students transition into scholarship positions at Melbourne schools and continue to live with MITS. MITS believes that wellbeing is central to the continuing success of its students, and tailors its programs to reflect this philosophy.

Reporting to the Head of Boarding and Wellbeing, the Boarding Manager has responsibility for the leadership, management and operations of each MITS Boarding House. MITS operates four Boarding Houses in Richmond; Lockington for Year 7 students and Richmond Houses for Senior Students in Year 8 to 12.

The House Manager is responsible for all aspects of out-of-school supervision of students including their health and wellbeing, program delivery and homework support, appointing, rostering and supervising Boarding Coordinators and volunteers and managing the House budget. They are also responsible for arranging student travel and for liaising with family and home communities in relation to the fulfilment of cultural and family obligations.

It is expected that the Boarding Manager will fill a number of informal, intangible roles including creating a culturally celebratory 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 Student Responsibilities

2.1 Student Wellbeing

The Boarding Manager will:

- (a) **(culture)** create and maintain a culturally safe boarding environment in which the language, community and culture of each student is celebrated;
- (b) **(child safety)** report on issues relating to student wellbeing and Child Safety. This will include compliance with all obligations under MITS's Child Safety Policy and assisting the Head of Boarding and Wellbeing to develop policy, strategy, culture and training in relation to Child Safety;
- (c) **(relationships)** develop supportive relationships with all students to help them address issues relating to their wellbeing, learning or relationships and to support their transition to MITS and on to Pathways Schools;
- (d) **(supervision)** ensure that students are always adequately supervised, including by marking rolls and monitoring student street leave and weekend leave.
- (e) **(student records)** maintain, and ensure that Boarding House Staff maintain, student records, maintaining a high-level understanding of the systems to ensure records are maintained as confidential, comprehensive and accessible to all relevant staff;
- (f) **(clothing & uniforms)** ensure students have appropriate clothing, assist them to acquire when required, arrange sporting equipment, uniform, liaise with their schools, Dobsons and other clothing suppliers, and kit out for camping trips, special occasions and events;
- (g) **(laundry)** monitor laundry, cleanliness and condition of clothing personal needs, teaching students to maintain their own belongings in an appropriate manner;
- (h) **(respite care)** identify and facilitate appropriate respite care for students when required;
- (i) **(healthy choices)** ensure that a healthy routine is maintained, and healthy life choices are taught and carried out;
- (j) **(hygiene)** ensure that high standards of cleanliness and hygiene are taught, encouraged and maintained with sensitivity to privacy, gender and cultural perspectives;

- (k) **(digital media)** monitor use of digital media and ensure all student electronic devices are locked and charged overnight;
- (l) **(bank accounts)** ensure students have sufficient access to banking, in consultation with their families; and
- (m) **(mobile phones)** ensure students have sufficient access to mobile phones, in consultation with their families.

2.2 Student Medication & Health

The Boarding Manager will have primary responsibility to the medical care of students. They will:

- (a) **(administration of medication)** instruct and supervise Boarding House Staff to appropriately administer medications and maintain records in Sentral, and ensure that the Head of Education is informed of any medications required during school hours;
- (b) **(first aid)** supervise Boarding House Staff to administer first aid, ensuring all records are maintained in Sentral, First Aid equipment and supplies are maintained and that the Head of Education is informed of any procedures required during school hours;
- (c) **(health care)** respond to ongoing health concerns and arrange and attending appointments with suitable health care practitioners including doctors, audiologist, dentists and physiotherapists, and ensuring families are promptly informed of all relevant issues. This may require the Boarding Manager to attend appointments with students or to direct other staff to accompany students;
- (d) **(health records)** oversee Boarding Coordinators to ensure they maintain comprehensive health and wellbeing records, shift reports, student and family contact information and medical records;
- (e) **(medication packs)** liaise with doctors and clinics to obtain prescriptions and with the pharmacy to fill prescriptions and prepare blister packs;
- (f) **(parental consent)** liaise with parents or guardians to keep them informed of medical issues, seek information and consents when required and record parental information and consents on Sentral;
- (g) **(school absences)** arrange for suitable supervision of unwell students remaining in the Boarding House during school hours; and
- (h) **(wellbeing and sexual health classes)** ensure an effective wellbeing program and sexual health is delivered within the Boarding House, to ensure appropriate and relevant content is delivered in after-school discussion groups

2.3 Student Travel

The Boarding Manager will:

- (a) **(booking and planning)** manage student travel between home communities and Melbourne; and
- (b) **(family and community visits)** travel to students' home communities to meet with families and to facilitate return travel of students to Melbourne.

2.4 Sports, Weekend and After-school Programs

The Boarding Manager will:

- (a) **(camps)** liaise with the primary organiser of school and other camps to ensure students have the clothing, provisions and equipment requested, including medications and that parental consents are recorded;

- (b) **(homework)** liaise with schools to provide homework support to students that is relevant to the curriculum and teaching objectives, ensuring students are properly supervised and that volunteers understand the expectations and can effectively act as homework mentors;
- (c) **(activity program)** plan, develop and deliver a regular program of after-school and weekend activities to enrich the personal, social and cultural development of students;
- (d) **(enrichment)** develop and manage the Student Enrichment Program to engage students after-school, on public holidays and weekends and where appropriate contribute to the delivery of activities;
- (e) **(sports program)** coordinate sporting programs including registering students for sports programs, ensuring students have required sports uniforms and equipment and coordinating transport to and from matches and practice with the assistance of staff and volunteers;
- (f) **(volunteers)** liaise with the Volunteer Coordinators to ensure appropriate rostering of volunteers for weekend, afterschool and homework, supervising and assisting volunteers to ensure their contribution to MITS is valuable and meaningful for both.

2.5 Student Behaviour

The Boarding Manager will:

- (a) **(rules)** ensure that students clearly understand boarding rules, encourage good decision making and assist students to reduce poor behavioural decisions;
- (b) **(team supervision)** lead the team to maintain a constant and active supervision of students, monitoring behaviour, language, appearance and appropriate use of technology and social media as well as reporting on incidents so they can be appropriately and consistently addressed;
- (c) **(monitoring)** promote high standards of student behaviour and manage behaviour issues within the Boarding House by maintaining a constant and active supervision presence in and around the Boarding House, monitoring behaviour, language, appearance and appropriate use of technology and social media;
- (d) **(restorative practices)** clearly understand the confidently coordinate restorative practices as required;
- (e) **(parent feedback)** provide feedback to parents regarding both positive and inappropriate behaviours;
- (f) **(reporting)** write student reports and ensure that records are kept and maintained for all students; and
- (g) **(behaviour management procedure)** promote high standards of student behaviour, manage student behaviour in accordance with the Student Behaviour Management Procedure, seek input from staff to develop informed decision making and seek to moderate unacceptable behaviours through behaviour contracts, restorative practices, etc.

3 Boarding House Responsibilities

3.1 Cleaning and Maintenance

The Boarding Manager will:

- (a) **(ongoing cleaning)** oversee daily cleaning of the Boarding House and monitor both general and specific cleaning requirements so that a high standard of presentation is maintained;
- (b) **(ongoing maintenance)** liaise with the Facilities Manager in relation to maintenance and repairs to the Boarding House and grounds to ensure work is completed promptly, to a good quality and to budget. This includes facilities, equipment, buildings and gardens;

- (c) **(end of term maintenance)** liaise with the Facilities Manager to arrange end of term cleaning including steam cleaning of carpets and soft furnishings, spot cleaning of walls, cleaning of windows and glass and high-level cleaning at the end of each term;
- (d) **(end of term cleaning)** lead Boarding Coordinators to clean and tidy the Boarding House, preparing bedrooms, storing equipment and removing rubbish in preparation for term break;
- (e) **(end of year maintenance)** liaise with the Facilities Manager to arrange the end of year maintenance including programmed painting, repairs, rubbish removal and replacement of equipment and furnishings where required to ensure resources, equipment, facilities are fully in place prior to student commencement at the beginning of the year and each term; and
- (f) **(ad-hoc cleaning)** arrange additional ad-hoc cleaning of the Boarding House to ensure Lockington is suitably presented for special visits.

3.2 Boarding Operations

The Boarding Manager will:

- (a) **(Boarding House)** manage and oversee the daily operations of the Boarding House including rosters, daily routines, sports and after-school, weekend activities program and travel arrangements for students;
- (b) **(emergency coverage)** live off campus but be contactable by telephone 24 hours per day, 7 days per week during school terms for emergency response; provide 24-hour response to emergencies such as illness, emergency evacuation, urgent or sensitive calls from parents;
- (c) **(emergency procedures)** maintain a current understanding of Emergency Policies and Procedures, ensuring staff have the training and knowledge to implement if necessary;
- (d) **(risk)** continuously monitor and manage risk through effective risk planning and the implementation of effective risk mitigation strategies;
- (e) **(resource management)** effectively optimise the Boarding House's financial, physical and human resources through sound management practices and organisational systems and processes that contribute to the implementation of MITS vision and goals;
- (f) **(governance)** ensure good governance by delivering consistent management, cohesive policies, guidance, processes and decision-rights for a given area of responsibility, with proper oversight and accountability;
- (g) **(financial control)** under supervision by the Head of Boarding, manage the financial affairs of the Boarding House including budget preparation, monitoring of expenditure and income and compliance with all financial standards;
- (h) **(reporting)** report on Boarding House performance to the Head of Boarding, ensuring they are adequately and accurately informed of internal and external issues in a timely manner;
- (i) **(OH&S)** maintain a safe and healthy environment for staff, students and visitors that complies with the provisions of the relevant workplace health and safety legislation; act as Occupational Health and Safety Officer including conducting safety inductions, monitoring and reporting on accidents and incidents; and

4 Family & Community Responsibilities

4.1 Community and Family Liaison

The Boarding Manager will:

- (a) **(MITS community)** develop and maintain sound, positive, and caring relationships with MITS students, their families and communities. This will include visiting families in their communities

to provide feedback on student performance, behaviour and wellbeing and to develop an understanding of the student's background and cultures;

- (b) **(current parental liaison)** communicate regularly with all parents of students living in their House, and respond to concerns and enquiries of current families, parents and guardians and to keep them fully informed;
- (c) **(events)** be fully and actively involved in the life of MITS, liaison with, including community events, volunteer events, fund raising functions and promotional activities; and
- (d) **(grievances)** sensitively manage grievances and complaints from families, students, neighbours and the community in relation to the Boarding House, consulting with the Head of Boarding and informing other MITS staff as required.

5 Leadership and Management Responsibilities

5.1 Leadership

The Boarding Manager will:

- (a) **(accountability)** be accountable for, and report on, all activities within boarding; remain abreast of duty of care requirements and implement changes as required;
- (b) **(people & culture)** appreciate, respect and affirm others and work effectively with all members of the MITS community to create a positive and collaborative culture;
- (c) **(people & culture)** create a culturally safe environment in which the cultural identity of each student and staff member is valued and celebrated. Model positive behaviours which reflect and support MITS's values;
- (d) **(strategic implementation)** take a lead role in the implementation and achievement of MITS strategic objectives (within the scope of management responsibility) determine strategic and operational priorities for boarding, in line with MITS's mission and vision; and
- (e) **(donor stewardship)** fully support MITS Development and Donor engagement strategies by attending fundraising and supporter events and contributing to MITS's ongoing efforts to bring together Indigenous and non-Indigenous Australians in positive, supportive and respectful environments, contributing to reconciliation in Australia.

5.2 HR/Staff Management

The Boarding Manager will:

- (a) **(boarding rostering)** maintain appropriate staffing levels through effective rostering, covering for absent staff and arranging replacement staff as necessary. Inform staff of the Weekly Work Program, Term Planners and Duty Lists;
- (b) **(leadership)** provide leadership to and supervision of staff and volunteers in the execution of their day-to-day duties while creating and maintaining a team environment both within the specific team and the organisation as a whole;
- (c) **(workplace)** facilitate a safe and supportive work environment by ensuring compliance with MITS's policies and procedures and with workplace legislation;
- (d) **(mentoring)** lead with exemplary practice, acting as a mentor to staff;
- (e) **(people & culture)** provide a supportive working environment for people of all ages, skills, abilities and social and cultural backgrounds;
- (f) **(team development)** promote and improve employee effectiveness by supporting a culture of continuous review, development and open communication in which managers and staff work

together to plan, monitor and review work performance, objectives, goals and their overall contribution to MITS;

- (g) **(performance management)** conduct regular meetings and reviews with direct reports and provide regular feedback regarding performance, including at least one formal appraisal meeting per year to review performance and work against agreed responsibilities and key performance indicators. Set clear targets and develop Performance Plans where required;
- (h) **(professional development)** support the ongoing professional development of direct reports, identifying suitable opportunities in line with MITS's priorities and budgets. Maintain records and critically evaluate outcomes and effectiveness;
- (i) **(recruitment)** in cooperation with People and Capability Manager and the Head of Boarding and Wellbeing, coordinate the recruitment, assessment, selection, documentation and appointment of staff within the Boarding House;
- (j) **(on-boarding)** conduct appropriate onboarding and inductions for new staff and volunteers to ensure they are familiar with all emergency and safety procedures including child safe and have the training and knowledge to discharge their duties effectively; and
- (k) **(staff record)** maintain staff records including payroll, leave and expense reimbursements and ensure documents are authorised submitted to Office Manager in a timely manner.

6 Key Selection Criteria

6.1 Essential Experience, Attributes and Skills

- (a) Experience
 - (i) Prior experience of working within boarding environments or similar with a clear understanding of the responsibility involved in the duty of care of staff, students and MITS property.
 - (ii) A record of success in a leadership, management or senior position within an education environment.
 - (iii) Previous success in team building, people management, coaching and supervision.
 - (iv) Experience working with Indigenous students and communities with demonstrated respect for diverse cultures and languages and the process of reconciliation.
 - (v) Experience in dealing effectively with young people, parents and management.
 - (vi) Experience and knowledge of student wellbeing and behaviour management programs and approaches, particularly relating to students who may have experienced trauma.
- (b) Capabilities relevant to a boarding environment
 - (i) Ability to show consistency and fairness to students, empathy towards the particular needs of Indigenous students living away from home.
 - (ii) Demonstrated understanding of the responsibility involved in the duty of care of students, staff and MITS property while maintaining confidentiality and adherence to privacy principles.
 - (iii) Demonstrated personal resilience, including the ability to work in a demanding role, often outside of normal hours, and to manage stress effectively.
- (c) Skills and Attributes
 - (i) **(strategic)** demonstrates capacity to develop and implement solutions that effectively address strategic and operational objectives within a not-for-profit environment.
 - (ii) **(administration and organisation)** highly organised regarding day-to-day routine and detail with effective administration skills with a sound knowledge of relevant software.

Demonstrates the capacity for self-motivation and initiative in goal-setting, prioritising work and managing multiple tasks.

- (iii) (communication) outstanding verbal and written communication skills to communicate effectively with a variety of people, including students, their families, Melbourne Families, Partner Schools and other MITS staff.

6.2 Desirable Experience, Attributes and Skills

- (a) Demonstrated experience in an environment which includes female residential students.
- (b) Experience teaching or coaching young people is desirable but not essential.

6.3 Specific Requirements

The incumbent must acquire and maintain:

- (a) current Working with Children clearance;
- (b) Diploma in Residential Care facilitated through Australian Boarding Schools Association (or be willing and able to obtain);
- (a) current light rigid vehicle Driver's Licence and Taxi Directorate Certification (or be willing and able to obtain); and
- (b) other training as required from time to time by the Head of Boarding and Wellbeing in order to meet the pastoral, administrative and operational needs of the position.

7 Important Information

7.1 MITS values

All MITS staff and volunteers are required to demonstrate a commitment to supporting MITS students to enable their successful and confident transition from home communities to Melbourne schools. The fostering of a safe and inclusive community, based on MITS values of respect, courage, culture and care is the responsibility of all staff.

7.2 Reference checks and Working With Children Check

Appointment to MITS is subject to reference checks and a Working with Children Check.

7.3 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.

The Boarding Manager must ensure that they act in accordance with MITS's Child Safe Policy and Child Safety Code of Conduct. The Boarding Manager must also ensure that all boarding employees and volunteers, but particularly new employees and volunteers, understand MITS's commitment to child safety and act in accordance with MITS's Child Safe Policy and Child Safety Code of Conduct.

The Boarding Manager is a Child Safety Officer, and is responsible for receiving and managing allegations or disclosures of child abuse, responding appropriately to children who make or are affected by allegations of child abuse, ensuring compliance with the Child Safe Standards and MITS's Policy, in each case as they relate to the Boarding House.

The Boarding Manager may be required to undertake additional training and professional development in relation to child safety and their role as a Child Safety Officer.

7.4 Work Health & Safety Requirements

The Boarding Manager must:

- (a) contribute to safe work practices and a healthy environment for all staff, students and visitors;
and
- (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.