



House Leaders

The Positions

The House Leader has the primary responsibility for the care, wellbeing, academic progress and guidance of the students in the House. Whilst all teachers have an important pastoral care role, the House Leader has a key role in providing a pastoral focus for students in their House. All relationships and procedures within the House will reflect Parade College's belief in the centrality of pastoral care, student wellbeing and restorative processes to ensure good teaching and learning and appropriate student outcomes.

The House system is also expected to give strong support and expression to the spiritual and social justice aims of the College. The role of House Leader is to demonstrate leadership in the spiritual life of the College, actively promote school policies and procedures, model excellence in teaching, encourage peers in the development of best practice, and foster a sense of community and care that supports the academic progress of students, within a team situation with other House Leaders.

The House Leaders are part of a team charged with the implementation of student wellbeing policies and the development of community at the year level. This team focuses upon developing strategies that respond to student needs and which are consistent with the College mission.

Applications are invited for House Leader positions based at the Bundoora Campus, and the Student Wellbeing Leader (Years 10) position based at the Preston Campus, from suitably qualified, highly motivated and innovative leaders with excellent organisational skills and a passion for Catholic Education in the Edmund Rice Tradition and the safety and wellbeing of children.

The successful candidate(s) for these positions will commence January 2026. The leadership appointment is for a two year term, with an ongoing teaching position associated with these appointments. This leadership position attracts a Position of Leadership Allowance and generous time release per cycle.

About Parade College

Parade College is a Catholic school in the Edmund Rice tradition. The College aims to help young people grow into well-rounded individuals who will make a meaningful contribution to society. In a vibrant learning community, students are encouraged to explore and develop their talents to the fullest and aim for excellence in all their endeavours.

Parade College is the oldest Edmund Rice School in Australia, dating back to 1871, and has a proud history of excellence in the education and pastoral care of its students. As a long-standing Catholic school in the Edmund Rice tradition, Parade College strives to be a learning community that offers best practice education and pastoral care to its students to foster fullness of life and holistic growth for all. Parade offers a multitude of curriculum options for students whatever their interest may be; from academic, sporting, music, visual arts and trade options.

The College is pleased to announce, our VCE Vocational Major (VCE VM) program at Parade College has become co-educational in 2025. The College welcomes full-time female student enrolments for the first time in our long history, into Year 11 in 2025. Starting in Term 1 2025, our VCE Vocational Major program, based at our Preston campus, has expanded our student offerings by introducing a new Tertiary Pathways Program. The Tertiary Pathways Program includes a second stream of our highly successful Sport Academy, along with a new Business Academy. Both academies provide a bespoke educational opportunity that allow students to gain direct entry into a number of undergraduate tertiary courses at La Trobe University upon completion of the two-year course.

The professional environment for staff at Parade College emphasises innovation, the importance of lifelong learning and quality relationships between staff, students and the College community.

Application Requirements

In preparing an application, please read the advertisement and position description carefully to ensure that you can demonstrate your ability to meet the position requirements and have a good understanding of the role.

Applications must include:

- a **covering letter** addressing the **Key Selection Criteria** addressing your skills, qualifications and experience relevant to the role; together with
- a current **Curriculum Vitae**.

Applications must be addressed to The Principal, and submitted via the College website:

<https://www.parade.vic.edu.au/school/employment>

For enquiries please contact the Director of Human Resources via email: hr@parade.vic.edu.au, or phone: 94683300.

APPLICATIONS CLOSE: 4:00pm on Tuesday 5 August 2025.

This community is committed to the safety, wellbeing and protection of all children in our care.

Parade College acknowledges Aboriginal and Torres Strait Islander peoples as the traditional custodians of the lands where we live, learn and work.

Parade College is an Equal Opportunity Employer



PARADE COLLEGE

POSITION DESCRIPTION

Position Title	House Leader / Student Wellbeing Leader (Preston Campus)
Reports To	Principal; Assistant Principal, Student Wellbeing; Deans of Students / Director Preston Campus

PRIMARY PURPOSE OF POSITION

Parade College is committed to the vertical House system as the core structure for student wellbeing, safety, protection and pastoral care. Five of our Houses are divided into an Upper School and a Lower School with the Upper House having ten Tutor Groups and the Lower House having eleven Tutor Groups. Our newest House, Nolan House, currently has a Lower House with ten Tutor Groups. The College is committed to the process of Restorative Practices in interactions with students and staff, and House Leaders have a central role to play in its implementation and development. Preston campus has three year levels 10, 11 and 12.

The Wellbeing Leader has the primary responsibility for the wellbeing, safety, protection, pastoral care, academic progress and guidance of the students in the House. All relationships and procedures at the campus will reflect Parade College's belief in the centrality of wellbeing, safety, protection, pastoral care and restorative processes to ensure good teaching and learning and appropriate student outcomes. Thus, the position of Year 10 Wellbeing Leader is a significant leadership position at Parade College. Students in the Year 10 (Edmund Rice Pathway Program – ERPP) are based at our three (VCE-VM and Pathways) year level Preston campus and have Trade based subjects based at the Bundoora campus two days a week.

The Wellbeing Leader is responsible for overseeing the College expectations with students and, in conjunction with Tutor teachers, Deans of Students and Director of Preston Campus ensuring students are consistently meeting those expectations. The policies of the College are directed by the Principal and all College expectations apply within the campus. The Assistant Principal, Student Wellbeing, together with the Deans of Students, directs the House system and are responsible to the Principal for the direction and coordination of the Wellbeing Team.

STATEMENT OF DUTIES

Pastoral Care	<ul style="list-style-type: none">• To be responsible to the Principal via the Assistant Principal, Student Wellbeing and the Deans of Students, for the implementation of the College's Pastoral Care and student management structures and processes.• To advise, organise and develop the professional pastoral skills of Tutors at Preston Campus and Year 10 teachers.• To meet regularly with campus Tutors to discuss broad policy within the campus, matters of concern, best practice in working with young men and students who require additional support.• To be available on a regular basis in the campus office before school, at breaks, lunch and after school.• To show an active and supportive interest in College events, particularly those in which students are involved, and to represent the Campus/Year 10's as appropriate.
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	<ul style="list-style-type: none"> • To actively promote the growth and development of a caring and Gospel-based College ethos and spirit. This includes the organisation of campus sporting and cultural competitions in addition to regular assemblies. • To take a supportive role in the recognition and celebration of student achievement. • To use a restorative approach in managing issues between staff and students, students and students, staff and staff and staff and parents. • To protect the safety and wellbeing of each student within their Year Level • To strive towards fulfilling goals related to Pastoral Care as described in the College Mission Statement, Strategic Plan and the Charter of EREA. • To jointly chair the House Student Wellbeing Team meeting with the other Wellbeing Leader. • To investigate and follow up all incidents relating to students at the campus and issue appropriate consequences and organise appropriate supports.
Leadership	<ul style="list-style-type: none"> • To provide leadership for the Year 10 students. • To help train and guide senior students in their roles as Campus and College Leaders and to establish effective House Committees. • To liaise with others in Leadership positions within the College in relation to child safety and protection, camps and retreats, liturgies and Campus Masses, subject selection, work experience and work placements, special programs and events in the College Calendar, and other items as required for the young students in their care. • To model to staff and students' best practice in restorative philosophy • To model perseverance, sensitivity, compassion, patience and discretion in the face of complex and difficult situations • To exercise discretion when handling confidential and sensitive information • To ensure College expectations regarding study habits, dress and conduct are maintained. • To maintain consistency through the use of the wellbeing guidance document, ensuring staff and students maintain high standards. • Actively promote the PEERS agreement in the classroom and role model high expectations of student conduct in the classroom • To accept a leadership role in College events and other Campus and year level activities as required (e.g. Celebration days, Parent gatherings etc).
Administration	<ul style="list-style-type: none"> • To closely monitor the overall academic performance of members of the campus as part of the Get Real process and in support of Teaching and Learning Policy and objectives. • To work with members of the Teaching and Learning Executive to finalise promotions into year levels and to provide advice on subject selection and course requirements. • To be responsible for the management of students in their ERPP/Dean VCE VM, Director of Campus in conjunction with Deans of Students, Subject Teachers, Tutor Teachers and Subject Teachers, using restorative processes and practices. • To attend Wellbeing Team meetings which are facilitated by the Assistant Principal - Student Wellbeing. • To prepare agendas and maintain minutes for the Student Wellbeing Team/Tutor Team meetings. • To liaise regularly with their colleague House Leader to ensure the good organisation of ERPP events and that all Dean matters are attended to. • To oversee the organisation of Year Level liturgies and other Campus Events involving ERPP students. • To plan and assist in the organisation of parent meetings, dinners and other functions. • To organise and manage locker areas.

	<ul style="list-style-type: none"> • To inform the Principal via the Assistant Principal, Student Wellbeing or Deans of Students/Director of Preston Campus immediately of any serious incidents • To ensure that all protocols relating to reporting an issue of child safety and mandatory reporting are adhered to for the safety, wellbeing and protection of all students and liaise with the Director of Safeguarding. • To work with the Director of Safeguarding to support a student after a Child Safety report. • To be principally responsible, with Tutor Teachers, for checking student attendance within the ERPP at Preston Campus.
Teaching	Teach various classes across a number of different year levels.
Other Duties	Other duties as requested from time to time by the Principal and/or Assistant Principal, Student Wellbeing and Deans of Students.

KEY PERFORMANCE INDICATORS	
	<ul style="list-style-type: none"> • Display a high degree of accountability and efficiency in the carrying out of the duties of the position. • Be committed to the safety and protection of all students at the College, but especially those students within the ERPP (Year 10 students at Preston campus). Able to competently carry out multi-tasking duties both in immediate and longer term situations. • Be approachable and responsive to all members of the year level. • Give strong evidence of commitment and contribution to the effective running of the Wellbeing Team and the House Student Wellbeing Team. • Show initiative and energy in all matters pertaining to the House system and support of students. • Actively support, model and promote the use of restorative practices and processes in dealings with staff, students and communicating with families. • Establish and maintain a positive spirit and high expectations in the House.

POSITION REQUIREMENTS	
Qualities	<ul style="list-style-type: none"> • The Wellbeing Leader, by their dress, demeanour, respect for others, and support and involvement, will provide an example to staff and students. • The Wellbeing Leader must be prepared to develop a knowledge of each of the students in their care and be prepared to make themselves available to the families who are members of the House. • The Wellbeing Leader needs to be professionally competent in teaching, administration and pastoral care. • The role of the Wellbeing Leader, by its very nature, requires a broad knowledge of the life of the College, detailed awareness of individual students, and a willingness to give of oneself rather than simply giving of one's time. • The Wellbeing Leader must be knowledgeable of, and active in promoting Child Safety policies and protocols within the College. • The role requires a commitment to restorative processes and practices.
Child Safety	<ul style="list-style-type: none"> • Be a suitable person to engage in child-connected work. • Be experienced in working with children. • A demonstrated understanding of child safety and protection. • A demonstrated understanding of appropriate behaviours when engaging with children. • A sound knowledge of legal obligations relating to child safety under Ministerial Order No. 1359 Child Safe Standards. • Working familiarity with Child Safe requirements and expectations of VCEA, CCYP, VIT, EREA and VRQA. • A demonstrated understanding of and commitment to Child Safety protocols, codes of conduct and to ensuring Parade College is a Child Safe School.
Selection Criteria	Applicants should be able to demonstrate:

	<ol style="list-style-type: none"> 1. Support and participation in the faith life of Parade College including commitment to the Mission Statement, ethos of the College, Charter of Edmund Rice Education Australia and personal faith formation. 2. Ability to effectively lead a team of Tutors and other staff connected with the House. 3. Ability to promote a healthy learning environment which promotes best practice and excellence in student learning outcomes. 4. Knowledge and understanding of contemporary practices and policies related to student wellbeing, safety and protection. 5. Commitment to and promotion of restorative practices and processes in dealings with students, staff and parents. 6. Understanding of and commitment to Child Safety protocols, codes of conduct and to ensuring Parade is a Child-safe school. 7. Perseverance, sensitivity, compassion, patience and a high level of discretion in working with complex and difficult situations, and when handling confidential and sensitive information. 8. Well-developed interpersonal skills including organisation and communication, with a proven ability to work effectively, independently and collaboratively, in a team. 9. Commitment to ongoing professional learning.
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TERMS AND CONDITIONS	
	<ul style="list-style-type: none"> • Terms and conditions for this position are as outlined in the <i>Catholic Education Multi Enterprise Agreement 2022</i> for Registered Teachers. Salary is set out in the Agreement according to years of experience and qualifications. • This position attracts a POL allowance and a time allowance, as determined by the Principal. • The leadership appointment is for a two year term, with an ongoing teaching position associated with the appointment. • The leadership position will be re-advertised after two years and is subject to the College cyclical review program. • The position reports to the Assistant Principal, Student Wellbeing and the Deans of Students and will need to be available to the Assistant Principal and/or Dean during specified periods leading up to the commencement of school and after school finishes. • The position will, from time-to-time, require attendance outside normal hours. Generous remuneration within the position of leadership time allowance is provided for this time outside of regular hours. • The successful applicant would require a commitment to ongoing professional learning and hold relevant qualifications. The position is subject to a regular cycle of professional appraisal and performance review according to College policy. • All employees at Parade College are to follow College policies and procedures, including the Occupational Health and Safety Act 2004 and Equal Opportunity Act. • Parade College is fully committed to the protection of children. The successful applicant will be expected to satisfy child protection screening, and adhere to the School's Child Protection Policies.