

Catholic Education Archdiocese of Brisbane

Position Statement

Pastoral Leader

Tier 3



This position statement documents ways in which a Pastoral Leader may enact their role and is to be read in conjunction with the document entitled Role Description – Teacher which is the overarching Role Description for all Teachers within Catholic Education Archdiocese of Brisbane.

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POSITION STATEMENT

1 POSITION TITLE

Pastoral Leader – Tier 3

2 PURPOSE OF POSITION

The role of the Pastoral Leader is to support the mission of the school through leadership in the support of students as school and family community members. This involves developing and implementing effective pastoral practices which provide for students' welfare and coordinating the efforts of staff in students' holistic growth through ensuring that appropriate programs and processes are developed and followed at all levels to encourage students to embrace a way of living based on the values of the Gospel and to manage student behaviours which are contrary to this; ensuring the quality and effectiveness of teacher practice through appropriate supervision; developing partnerships with parents and carers and other appropriate partnerships within and outside of the school; and prudently administering available resources.

3 RESPONSIBILITIES

The Pastoral Leader Tier 3 is responsible for:

- leading the overall pastoral care of the designated group of students
- supervision of teachers engaged in pastoral care within the area of pastoral responsibility
- induction of new teachers within the area of pastoral responsibility (or supervision of induction where it is undertaken by another experienced teacher), and/or
- pastoral care of staff engaged in the designated area(s) of pastoral responsibility, and/or
- other appropriate duties as required by the Principal.

4 ATTRIBUTES

The Pastoral Leader Tier 3 will demonstrate the following:

- a clear vision of and support for the school's mission and its underlying values and ethos
- leadership capacity - a broad vision that extends beyond behavioural management, initiative, perseverance, acceptance of responsibility, effective organisational skill, ability to communicate appropriately and ability to foster cooperation and collegiality
- ability to research and analyse school behavioural management programs and student well-being issues to determine areas of success and areas for improvement and to develop plans to address these
- empathy with young people and an ability to relate positively with them
- an appropriate level of professional qualification both formal and informal and/or relevant experience
- professional activity through membership of professional associations and on-going professional development.

5 TYPICAL DUTIES

1. Coordinating the work of staff engaged in the holistic development of the designated group of students in the light of the values and ethos of the school.
2. Monitoring the holistic development of students through observing their academic, social, spiritual and physical well-being, and addressing areas of concern through appropriate interventions.

3. Monitoring the behaviour of the student group in accord with the school's behaviour management policy and procedures.
4. Organising pastoral activities for the group including camps, retreats, etc. and assisting with the organisation by other personnel of activities which enhance the informal curriculum.
5. Keeping abreast of best practice in the area of student care and welfare through on-going professional reading and research, and providing for the professional learning of staff in line with these developments.
6. Engaging in professional discourse with staff on an individual and group basis through regular feedback.
7. Supervising the quality of staff pastoral practice through collegial support, advice, observation and facilitation of reflective response to issues.
8. Regularly communicating with stakeholders (students, parents, school personnel) to affirm student growth and to collaborate in addressing issues of concern.
9. Contributing to the leadership of the school through active participation in staff and middle leadership meetings.
10. Managing financial and material resources within the area of responsibility including the formulation of budgets and the expenditure of allocated funds.