MELBOURNE GIRLS GRAMMAR
AN ANGLICAN SCHOOL

POSITION DESCRIPTION

This Position Description is a guide only and is not intended to be an exhaustive or exclusive list of the duties attached to this position. The Position Description is subject to review and modification by the Principal, in response to the strategic direction of the School, and the development of the skills and knowledge of the position.

JOB TITLE	**Deputy Director of Boarding**
HOURS OF WORK	Full Time, Ongoing
SCHOOL	Melbourne Girls Grammar 86 Anderson Street South Yarra VIC 3141
POSITION REQUIREMENTS	This position involves regular travel to off-site locations. The Deputy Director is required to reside on site. Accommodation is provided in a (2) two bedroom apartment adjacent to the Boarding House.
REMUNERATION CLASSIFICATION	The Educational Services (General Staff) Award 2020 (the Award) and the National Employment Standards (NES) apply.
DEPARTMENT	Boarding House
REPORTS TO	Director of Boarding, Deputy Principal, Educational Leadership: Wellbeing, Executive Director, Senior Years and ultimately the Principal
SUPERVISES	Boarding House Supervisors and Students.
POSITION OBJECTIVE	The **Deputy Director of Boarding** is responsible for the overall wellbeing of boarders and provides leadership for all students and staff working in the Boarding House in the capacity of a middle management role. The position holds responsibility for assisting with daily operations, staffing, rostering, reporting, student welfare, staff support, professional development and compliance requirements of the Boarding House to ensure the School delivers an exceptional boarding experience for all boarders at MGGS. The Deputy Director advances the School's strategic objectives through: • Student Wellbeing • Staff Development and Leadership (Boarding House Staff) • Communication (Students, Staff and Parents) • Operational excellence • Regulatory compliance The Deputy Director reports to the Director of Boarding on a daily basis. As second-in-charge of the Boarding House, the Deputy Director acts on behalf of the Director when required. In the Director's absence, this includes full oversight of Boarding House operations, student wellbeing, staff leadership and compliance with the VRQA Minimum Standards and other regulatory requirements.

KEY ACCOUNTABILITIES:	KEY TASKS:
STUDENT WELLBEING AND STAFF LEADERSHIP	• At all times, promote the policies and guidelines that govern practice and conduct in the Residence. • Support and follow up with relevant staff on duty all handover matters regarding students' leave arrangements, commitments, learning, wellbeing and logistical tasks. • Support and guide student leaders to co-ordinate community events. • Facilitate open communication with students; ensure staff are notified of any concerns. • Document all parent/student conversations and ensure effective handover of information to the Director of Boarding across all wellbeing, learning and social domains. • Interact with the day School; liaise with the Wellbeing Team, Health Office and the Executive Director, Senior Years. • Liaise with Health Office staff to ensure the medical kit is stocked, and good records are kept of everything administered. • Ensure student health is monitored and any concerns are addressed, including communication with parents. • Liaise with Enrolments about immunisation records before new boarders arrive. • Maintain up to date credentials in adolescent wellbeing and development and demonstrate an ongoing enhancement of these. • Support and encourage Boarding House staff and students to foster and build upon their identity as a boarder and sense of community. • Attend School events in liaison with the Director of Boarding which involve students (e.g. Senior Years Production, Merton Hall Music Concert, Middle Years Production, Year 12 Ensemble Performances, Sport events and Year 12 valedictory events). • Supervise and support Boarding House staff to oversee punctuality, learning and behavioural and attendance patterns of students and act on any concerns. • In collaboration with the Director of Boarding, manage the transition of students into the Boarding House, between Programs and graduation from MGGS. • Contact teachers about issues and events regarding a cohort and/or individual students when the need arises. • In the absence of the Director of Boarding, liaise with the Principal, School Counsellor, Health Officers, and Boarding House staff in relation to confidential issues pertaining to individual students as required. • In conjunction with the Director of Boarding share the on-call responsibilities for emergencies that arise in the Boarding House.

BOARDING HOUSE OPERATIONS	• Support the effective day to day operations of the Boarding House. • Supervise any students who are in the Boarding House during the day, including caring for any unwell Boarders or students in isolation. This includes contacting and updating parents where required. • Manage the comings and goings of students/visitors/contractors during the day, ensuring they are responded to or accompanied if required. Ensure policy regarding checking into and out of the Boarding house is implemented without exception. Report any contraventions to the Director of Boarding as required. • Conducting offsite transport for boarders. • Organise transport for students where required for appointments or co-curricular activities. • Participate in the handover of any wellbeing issues between residential teams and the Director of Boarding and support the handover of wellbeing issues between the Boarding House and relevant staff in the day School. • Support Executive Director Senior years in interviews with prospective students and families in the absence of the Director of Boarding. • In conjunction with the Director of Boarding, contribute to the writing of Semester Residential Reports or any other reporting as required. • Liaise with the Health Officer (School Nurse) regarding the booking of medical appointments. • In conjunction with the Director of Boarding, liaise with the Health Officer (School Nurse) to ensure medication is managed in the Boarding House in accordance with the Boarding House Medication Administration Standard Operating Procedures and support staff to follow these processes. • Liaise with Student Services regarding student absences. • Accompanying Boarders to appointments or events (such as medical appointments, exams, sports training, etc) during the day or evening, where required. • Liaise with the catering provider (Chartwells) regarding numbers for catering and meals. Submitting food orders in a timely fashion. • Organisation and co-ordination of weekend activities and house events; • Manage and complete daily house operations, such as weekly administration tasks, organisation of shared spaces and the writing of a weekly Boarders Newsletter – 'Boarders News'. • Update Boarding House forms where required and ensure hard copies are adequately stocked. • Assist in the management of Boarding House electronic files and filing system, including the student attendance and leave management system Orah. • Ensuring first aid cupboard and food pantry are well stocked. • Record and follow up on maintenance requests.

	• Conduct room tidying checks and ensure isolation rooms are cleaned and well maintained.
STAFF LEADERSHIP AND ROSTERING	• Lead all boarding house staff by modelling high standards of performance and behaviour. • Build capacity of staff to support students academic and wellbeing needs. • Assist the Director of Boarding with Boarding House Staff recruitment including interviews, onboarding, induction and development and exit processes. • Plan, facilitate and execute the yearly January new staff induction day including arranging first aid training for staff to maintain up to date qualifications. • Oversee the daily responsibilities and performance of the Residential staff, ensuring tasks are allocated/distributed effectively and being completed to a high standard in conjunction with the Director of Boarding. • Support the Director of Boarding to conduct 3 and 6 month New Staff performance reviews as required. • Support the Director, constructively manage conflict and underperformance of staff within the Boarding House and escalate as required. • In conjunction with the Director of Boarding coordinate and facilitate regular Boarding staff meetings. • Provide regular professional supervision and guidance to Residential Staff, ensuring the effective implementation of boarding policies, procedures and operational practices. • Maintain a thorough staff understanding of Boarding policies and foster their consistent application across the Boarding House. • Support the Director to create, manage and communicate the staffing roster each term, and arrange covers when staff are unable to work as required. • Support the Director to ensure the roster is accurate and aligns with the requirements of the *Melbourne Girls Grammar Enterprise Agreement (2026)* and VQRA ratio requirements as set out in the MGGS Student Supervision Procedure as required. Seek support from Payroll or HR as required. • Encourage a cooperative team approach, through sound and regular communication.
ADMINISTRATION	• Maintain Boarding House administrative systems, filing and records. • Keep the offices tidy and secure confidential information, including student records. • Ensure student leave records are accurately entered into the Orah management system and follow up any outstanding information.

	• Oversee Orah roll checks completed by residential staff as per the MGGS Student Supervision Procedure. • Record shift handovers in Office 365, following established handover protocols. The School's in loco parentis responsibilities require accurate and timely records to be kept by staff, a legal obligation. • Title each handover as Handover – [date] in the email subject line. Keep the content brief and use dot points under these headings: Health, Wellbeing, Academic, Admin and Leave. Handover must be read at the start of each shift. • In conjunction with the Director, communicate with teachers, parents and guardians. • Record all phone/communication with parents, students and teachers following established processes. • Assist the Director in monitoring Boarding House expenditure and the effective use of Boarding House resources.
STUDENT WELLBEING: ACADEMIC MANAGEMENT AND RESILIENCE	• In conjunction with Wellbeing Team members, Boarding House staff and upon direction from the Director of Boarding work personally with students at risk, as highlighted by the tracking process. • Monitor data and cumulative student records and use as required. Support the tracking of students' academic and co-curricular progress, or any other issues pertaining to learning. • Support international boarders with settling into Boarding House life and work with the International Student Co-ordinator to support their progress. • Work with the International Student Co-ordinator to monitor the guardianship arrangements for international students including the Local Support People arrangements as required. • In conjunction with the Director, support the implementation and review of Boarding House study and academic support programs. **Social, emotional and cultural** • Support all students to enact the MGGS values. • Support and encourage international and EAL students to establish a sense of community. • Communicate with parents and guardians as required. • Support Wellbeing Staff during Transition periods to ensure student wellbeing data and academic data is collated, reviewed and prepared for handover. • Assist Wellbeing staff in communications to teachers about issues and events affecting individual students as the need arises. • Liaise with the relevant Executive Director and/or Deputy Principal in relation to confidential issues pertaining to individual students as required.
WELLBEING TEAM MEMBER	• Actively participate in regular meetings with the Director of Boarding.

	• In the absence of the Director of Boarding, attend: – The Wellbeing Team (Operational and Academic/Pastoral) – The relevant Program Team (e.g. Middle Years YLCs) – Others as required • When requested by the Director of Boarding, convene year level meetings with boarders. • Convene meetings at the direction of the Director of Boarding. • Attend Boarder/Parent Group meetings at the end of term. • Liaise with professional organisations and disseminate information to staff. • Represent the Wellbeing team in professional organisations and activities and to the School community as required.
RISK, OHS AND COMPLAINCE	• In collaboration with the Director of Boarding ensure Boarding House operations comply with VRQA Minimum Standards, Child Safety Standards and all relevant regulatory requirements. In the absence of the Director of Boarding, assume oversight of compliance obligations and regulatory reporting requirements. • Follow MGGS policies and procedures, oversee staff compliance and provide support as needed. • In the absence of the Director of Boarding, lead the Boarding House response to emergencies in accordance with the School's Emergency Management procedures. • Ensure incidents, hazards and near misses are reported in the MGGS Incident Management System in accordance with School procedures, and follow up on any required actions. • Support compliance with OH&S requirements and proactively assist in identifying and managing operational risks within the Boarding House. • Assist with the review, maintenance and implementation of Boarding House policies, procedures, guidelines and handbooks.
MEETINGS	• Attend meetings as directed by the Executive Director, Senior Years and Director of Boarding.
COMMUNICATIONS	With guidance from the Director of Boarding, prepare communication on a variety of Boarding House related matters including: – eVI letters to parents (when required) – Parent communication – Student communication – Ongoing updating, editing and maintenance of eVI page.
PROFESSIONAL DEVELOPMENT	Regularly attend Professional Development workshops and seminars that will assist in successfully meeting the objectives of this role.
OTHER	• Any other administrative tasks required to support the effective and

	efficient running of the Boarding House. • Maintain professional boundaries and confidentiality within the Boarding House team and community. • Any other duties as requested by the Director of Boarding, or the Principal.
KEY SELECTION CRITERIA ***(Respond to these in covering letter)***	**Leadership and performance management -** Demonstrated ability to lead and manage the performance of the Boarding House team, in conjunction with the Director and when deputising, to deliver the School's strategic, regulatory and operational objectives. **Experience -** Demonstrated relevant leadership experience equivalent to a deputy or assistant director position in a pastoral, education or boarding environment. **Desirable but not necessary as difficult to find people with direct experience and usually go form a Deputy or Assistant role to a higher position.** **Culture and values -** Ability to lead a positive team culture by modelling and promoting the School's values, and to motivate students and staff. **Staff development -** Experience supporting a Director to coach and develop direct reports, including their performance, career development and wellbeing. **Operations and continuous improvement -** Proven ability to manage the overall operations of the Boarding House, ensuring processes and systems are developed, maintained and reviewed for ongoing efficiency in support of the Director in leading continuous improvement in service delivery. **Organisation, administration and project management -** Excellent administrative, organisational and time management skills, an understanding of budgeting processes, a high level of attention to detail and accountability, and the ability to deliver key Boarding House projects as agreed with the Director of Boarding and the Deputy Principal. **Judgement and problem solving -** Applies good judgement and initiative to make commercially sound decisions, manage challenging situations, and identify and resolve problems constructively. **Communication and collaboration -** Highly developed interpersonal, written and oral communication skills, with a demonstrated ability to consult and engage with students, parents and staff, work effectively in a team, gain the cooperation of associated groups, and collaborate across the School to share good practice and ensure an integrated, consistent approach to service delivery. **Student wellbeing -** Knowledge of best practice in supporting the wellbeing of young women and of the current issues and challenges they face, with demonstrated flexibility, empathy and basic counselling skills, and the ability to manage student disciplinary procedures when necessary.

	Data and ICT - High competence in the use and application of ICT, including proficiency in Microsoft 365 applications, attendance systems, compliance and incident-reporting software, and digital record-keeping. **Compliance and professionalism -** Demonstrated knowledge of the VRQA Minimum Standards for School Boarding Premises, the Child Safety Standards and boarding compliance obligations, together with a high standard of professional conduct and appropriate workplace behaviour.
QUALIFICATIONS AND EXPERIENCE	***Essential*:** • A relevant tertiary qualification in the area of health and wellbeing of children and young people, e.g. community health, youth work, adolescent services. • Current VIT registration or a valid Victorian Employee Working With Children Check. • Full driver's licence and willingness to drive School mini-bus in the course of normal duties (no special licence required). • HLTAID009 and HLATID011 Provide First Aid and CPR qualification. • Significant experience in pastoral care roles, including in day schools or Boarding Schools. ***Desirable*:** • Mental Health First Aid Training. • A willingness to acquire further qualifications and training, if required.
CHILD SAFETY REQUIREMENTS/OBLIGATIONS	• Must have experience working with children and young people. • Demonstrated ability to model and lead in the delivery of Child Safey requirements in alignment with the Child Safety Standards and VRQA minimum standards. • Demonstrated ability to follow child safety protocols when supervising children and young people in relation to child safety. • Must be able to demonstrate an understanding of appropriate behaviours when engaging with children. • Abide by all MGGS Child Safety Policies and Codes of Conduct and demonstrate active commitment to the MGGS Statement of Commitment to Child Safety. • Supervise and manage staff appropriately including regular reviews to check whether staff are following Codes of Conduct and other child safe policies. • Demonstrated commitment to promote Aboriginal cultural safety and awareness and the safety of Aboriginal children and/or communities. • Demonstrated ability to promote the safety, wellbeing and inclusion of all children including those with a disability or those from culturally and/or linguistically diverse backgrounds

CHILD SAFETY	All staff at Melbourne Girls Grammar are expected to take an active role and are well informed of their obligations in relation to Child Safety. The Melbourne Girls Grammar Child Safety Statement is incorporated in the MGGS staff employment cycle from recruitment and reference checking to induction, 3 and 6month review processes and regular staff training and professional development. Employment with Melbourne Girls Grammar is subject to adherence to school policies including the Child Safety Policy, Child Safety Code of Conduct and Child Safety Statement as listed below. **MGGS Statement of Commitment to Child Safety** • As MGGS staff, volunteers, contractors, and any other members of our school community involved in child-connected work, we are responsible for supporting and promoting the safety of children. • We are committed to the safety, participation and empowerment and protecting of all children / students in our care and adhering to our Child Safety Policy. • We are committed to providing a child-safe and child-friendly environment, where children and young people are safe and feel safe and are able to actively participate in decisions that affect their lives. • We have zero tolerance of child abuse and are committed to the protection of children from all forms of child abuse and all allegations and safety concerns will be treated very seriously and consistently with our robust policies and procedures. Our policies and procedures will provide the name and contact details of staff who have specific responsibilities in relation to child safety and who may receive reports of suspicion of child abuse. Child abuse includes sexual offences, grooming, physical violence, serious emotional or psychological harm, serious neglect and a child's exposure to family violence. • We have legal and moral obligations to contact authorities when we are worried about a child's safety, which we follow rigorously. • We are committed to preventing child abuse, identifying risks early and removing and reducing these risks. • We have robust human resources and recruitment practices for all staff and volunteers. • We are committed to regularly training and educating our staff and volunteers on child abuse risks. We support and respect all children, as well as our staff and volunteers. • We are committed to the emotional, physical and cultural safety of all children and to providing a safe environment for their learning. • We are committed to promoting the cultural safety and participation of Indigenous children, young people and their families. • We have specific policies, procedures and training in place that support our leadership team, staff and volunteers to achieve these commitments.

To learn more about the history, vision, mission and values of Melbourne Girls Grammar, please visit https://www.mggs.vic.edu.au/