



## JOB DESCRIPTION: MANAGER OF SENIOR BOARDING

<b>TENURE:</b>	Permanent
<b>REPORTS TO:</b>	Director of Wellbeing
<b>FUNCTIONAL RELATIONSHIPS WITH:</b>	Students Whānau Principal Senior Management Team Boarding Staff Wellbeing Team Support Staff

### PURPOSE OF ROLE:

The manager of senior boarding is responsible for professionally caring for and nurturing students within the context of their developmental stage and the day to day running of the senior boarding environment. The manager of senior boarding is responsible for the effective management of senior boarding staff, resources, health and safety and procedures to ensure the overall wellbeing and day to day care of senior students.

### PERSON SPECIFICATION

The manager of senior boarding will have various skills and confidence to support and nurture adolescent young women. She will be an effective communicator and will form strong relationships with students, staff and whānau.

---

### EDUCATION QUALIFICATION

Experience in nursing, counselling, social work, outdoor education or Level 4 attainment in a similar discipline is preferable.  
Experience working with young people and their families.  
Evidence of ongoing and appropriate professional development.  
A clean drivers licence.  
A current first aid certificate.

---

### KNOWLEDGE AND EXPERIENCE

An appreciation of the needs of young women.  
Evidence of an ability to relate to young people and their families.  
A capacity to manage and resolve issues that may involve students.  
Knowledge and commitment to effective restorative practises.  
Proven effective management of a team.  
Evidence of effective problem solving and initiative.  
Confidence and experience in practising first aid.  
An understanding of 21<sup>st</sup> century education and the associated focus and demands on students.

---

---

An understanding of girls' education and the relative advantages for young women educated in a girl's school.

Demonstrated empathy with Māori students and a commitment to the principles of the Te Tiriti o Waitangi.

An ability to work with international students.

Competence and confidence in using Information Technology

Effective written and oral communication skills appropriate for a range of audiences (students, colleagues, whānau).

Time management and administrative skills and an ability to uphold deadlines.

Demonstrated ability to identify students requiring pastoral support and collaborate with staff to provide the expertise and supportive environment for students to grow and succeed.

The ability to work independently as well as in a collaborative team.

---

**PERSONAL  
PROFESSIONAL  
QUALITIES**

Ability to work closely with and to build respect, trust and rapport with staff, students and families.

A direct and active interest and involvement with students and their families to help build the sense of community and belonging.

Commitment to the wellbeing of the students.

A practical commitment and support of the Anglican special character and model the values of courage, respect and integrity.

Loyalty and the ability to provide collegial support to other boarding staff.

Ability to work as part of the team to ensure a stimulating, positive and rewarding boarding environment.

Enthusiasm and innovation in working to resolve problems.

Commitment to the Nga Tawa strategic and annual plans and the policies and procedures, including restorative practice.

An open, warm, caring and empathetic manner, reflecting the Anglican ethos of the school when managing a diverse range of students and staff.

Commitment to ongoing professional learning.

Ability to perform well in what is sometimes, a demanding environment.

Ability to model appropriate professionalism to the Nga Tawa community.

Ability to relate to and liaise with support staff and contractors.

A reasonable level of physical fitness.

Clear police vetting.

---

**KEY ACCOUNTABILITIES:**

1. Management
2. Health and Safety
3. Special Character
4. Corporate Responsibility
5. Professional/Personal Development

## 1. MANAGEMENT

### Key Tasks

### Performance Indicators

Support the director of wellbeing to carry out the strategic plan within the boarding environment.

*Meeting the annual plan goals as identified in appraisal.*

Responsible for leading the staff in Nga Tawa's senior boarding team.

*Functioning cohesive team. Feedback through the appraisal process.*

Responsible for the day to day functioning of Nga Tawa's senior boarding environment and the overall care of our year 11 – 13 students.

*Functioning cohesive year levels. Evidenced in student voice.*

Meet regularly with boarding staff to support induction, performance, professional development, appraisal and resource management.

*Department meeting minutes are available and issues are resolved in a timely manner.*

Meet regularly with the director of wellbeing for line management, supervision and support.

*Constructively contribute to meetings and respond to agreed practice.*

Encourage students to accept responsibility, promote school expectations and seek appropriate support and solutions when challenges arise.

*Students are confident and demonstrate responsibility, respect, integrity and courage.*

Effective use of the wellbeing guidelines and restorative practice for the management and reporting of concerns, developing student skills and celebrations of positive behaviour.

*Students report feeling safe and supported.*

*Implementation of policy and procedure.*

Be aware of all students in your area and their individual needs, including cultural identity, health needs and pastoral care, and work alongside the wellbeing team to ensure all student needs are being met.

*Students identified and appropriate learning and support is implemented successfully, in consultation with mentor, teachers, wellbeing team and year level dean.*

Be mindful of students' academic and extracurricular programmes to support their success.

*Student participation and achievement in opportunities provided. Staff knowledge of student endeavour.*

In consultation with staff and the students in your care, develop and maintain an engaging and positive boarding environment through positive relationships, effective communication and teamwork.

*Students live well in community. Students perceive boarding, to be fun, safe and nurturing. Positive student and staff appraisal feedback.*

Induct staff and students in our boarding software, specifically Orah.

*Confident use of boarding software in the boarding environment*

## 2. HEALTH AND SAFETY

Key Tasks	Performance Indicators
The health of students is managed effectively, referrals to the nurse, counsellor, deans and other pastoral staff are made in a timely and caring manner.	<i>Health and safety procedures are followed.</i>
Be aware of legislation in regards to Vulnerable Childrens' Act 2014, Hostel Regulations 2005 and Health and Safety at Work Act 2016 and practise accordingly.	<i>Students report feeling safe and cared for and those at risk are identified and referred while also being supported by the school.</i>
Hazards, near misses and injuries in the area of responsibility are recorded, reported and eliminated as much as is possible.	<i>Hazards and those areas contributing to near misses are eliminated and injuries are reported and treated appropriately.</i>
Boarding procedures and emergency evacuation procedures are known and practises are led efficiently.	<i>Staff confident in emergency procedures. Students respond appropriately.</i>
Oversee the compliance of parents and students in regard to leave and transportation of students, medication procedures and notifying school when a student is unwell.	<i>Parents practise within these expectations. Nga Tawa News and the school app is used appropriately to assist in communication with parents.</i>
Implementation of the Code of Practise for the Pastoral Care of International Students in Boarding.	<i>International students feel valued and supported.</i>
In consideration of confidentiality, the wellbeing team is kept informed of student behaviour, health and wellbeing.	<i>Students feel supported and staff feel informed about students in their care.</i>
Promote Nga Tawa Diocesan School values to maintain a philosophy of caring and nurturing in boarding to ensure the wellbeing of students so that they are open to learning.	<i>Students feel safe, valued and desire to be part of the Nga Tawa community.</i>
First aid is administered appropriately and confidently when required.	<i>First aid certificate is current, staff are confident in their practice.</i>
Effective communication is achieved with other departments so that there is continuity and stability for students across school.	<i>Students feel safe and secure. Information shared with sport, equestrian, academic dean and catering as required.</i>
Ensure all boarding systems and procedures are followed, including appropriate year level use of electronic devices.	<i>Feedback from director of wellbeing. Implementation of wellbeing policy and procedure.</i>

## 3. SPECIAL CHARACTER

Key Tasks	Performance Indicators
Model the school values of respect, integrity and courage.	<i>Behaviour and attitude are consistent with school values.</i>
Support and encourage students to explore the Anglican faith.	<i>Students engage in faith opportunities.</i>

Demonstrate integrity regarding the Anglican ethos of the school.	<i>Actively support the Anglican tradition.</i>
Develop meaningful professional relationships with the students in your care in boarding and their whānau.	<i>Students are open to consult with you and parents feel able to contact you with their concerns.</i>
Utilise restorative practices and school procedure when managing students.	<i>Outcomes are appropriate to behaviour and are consistent with restorative practice.</i>

#### 4. CORPORATE RESPONSIBILITY

<b>Key Tasks</b>	<b>Performance Indicators</b>
Annually complete an appraisal with the director of wellbeing.	<i>Completed appraisal cycle.</i>
Complete appraisals with boarding staff within senior boarding.	<i>Appraisals completed.</i>
Participate, support and contribute to boarding staff professional development and meetings.	<i>Attend and participate as required.</i>
Complete student reports when indicated on the calendar.	<i>Reports are completed in a timely manner.</i>
Communicate with whānau regularly about boarding life for their daughters.	<i>Regular up-dates are received by parents and they feel connected to Nga Tawa.</i>
Support the school policies and procedures in a positive manner.	<i>Feedback from director of wellbeing.</i>
Undertake specific duties which are part of the overall running of the school.	<i>Student rosters are available and students complete duties in boarding.</i>
Support activities related to the co-curricular programme provided for students.	<i>Attendance at co-curricular activities and encouragement of students.</i>
Provide a professional image and example to school personnel and members of the school community.	<i>Feedback from staff and families.</i>
Use available opportunities to present Nga Tawa to members of the community in the best possible light.	<i>Feedback from the community.</i>
Perform such other duties and assume other responsibilities as the director of wellbeing may assign.	<i>Feedback from director of wellbeing.</i>
Liaise and collaborate with environmental and catering staff, as well the maintenance and other sectors of the school.	<i>Feedback from staff in these areas and evidence of effective working relationships.</i>

## 5. PROFESSIONAL/PERSONAL DEVELOPMENT

### Key Tasks

Attend professional development programmes that are relevant to boarding and student wellbeing.

### Performance Indicators

*Attendance and reporting to colleagues learnings from programmes.*

Signed: .....

Date: .....

Employee

Signed: .....

Date: .....

Employer