

ST PATRICK'S COLLEGE (SILVERSTREAM) NEW ZEALAND (NATION-WIDE)

Director of Boarding

Full time, Permanent

Secondary (Years 7–15) / wharekura, Middle leadership

English, The arts, Te reo Māori, Health and physical education, Learning languages, Mathematics and statistics, Science, Social sciences, Technology

Closes 18 Oct

We seek a qualified and experienced teacher to lead our boarding school, Redwood House, from the start of 2018. This is a live-in position. Redwood House is home to approximately 100 boarders.

Information Pack available on the College website www.stream.school.nz

How to apply

Please send your CV, cover letter and application form to:

Gerard Tully, Rector
207 Fergusson Drive
tullyg@stream.school.nz
04 5271354

Vacancy reference #:
1H9euK

Closes 4.00pm 18 OCT

School details

St Patrick's College (Silverstream)

Type: Secondary (Year 9-15)

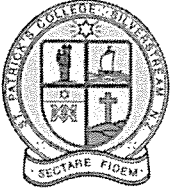
Authority: State: Integrated

Gender: Male

Decile: 8

Roll: 724

Website: www.stream.school.nz



St Patrick's College Silverstream

Job Description

Job Title	Director of Boarding
Responsible to	Rector, Board of Proprietors
Appraiser	Rector

Key Tasks

Special Character

- Respect and promote the Catholic, Marist Special Character of St Patrick's College Silverstream
- Ensure practices within the Boarding School (e.g. Sunday Mass, Night Prayers, Grace) that promote that Catholic faith experience

Pastoral Care of the Boarding Students

- Ensure a high standard of behaviour and pastoral care that is consistent and in collaboration with the standards and practices of the Day School
- Provide a safe environment that meets the requirements of the Boarding School's License
- Ensure that any concerns and issues are responded to in a timely and appropriate manner
- Maintain close liaison with the appropriate Day School personnel to provide continuity of care and monitoring of academic performance
- Ensure that Boarding students have out of school organized and supervised activities
- Ensure that Boarding students understand the rules and consequences of their actions in regard to other students, staff and property
- Ensure that positive respectful relationships and restorative practices are at the heart of all pastoral dealings

Staff Management

- Set and manage the staff rosters
- Provide on-going supervision of staff including laundry and boarding cleaning staff
- Regular staff meetings are held
- All staff are appraised and any concerns remedied or otherwise brought to the attention of the Rector
- Provide appropriate induction, training, appraisal, support and professional development
- Be involved in the recruitment and appointment of boarding staff
- Work in with the Catering Manager to ensure the menu meets the College Food and Nutrition Policy
- Ensure the dining hall is being effectively supervised to support dining hall staff
- Ensure use of gymnasium and other areas of school are effectively supervised outside school hours

Communication with Parents

- Ensure there is regular communication with all parents through such means as weekly notes, term reports and interviews, newsletters and at other times as is necessary
- Be welcoming and inviting of parents. Work in with them in a supportive nature to resolve issues

Administration

- Monitor all compliance requirements of the Boarding School's License
- Liaise with the Director of Finance and Property and On-Site Caretaker regarding hireage, property maintenance requirements, monitoring of payment of staff and collection of boarding fees
- Allocation of boarding scholarships and the relationship with key benefactors
- Liaise with the Rector to review Boarding Policies and Procedures documents
- Liaise with Registrar and Rector regarding all Boarding enrolments
- Promote the Boarding School through Open Days, Live-in weekends, attending appropriate events
- Liaise with Registrar regarding promotion through the media
- Monitor boarding expenses
- Regularly report to BOP

Teaching duties

- By negotiation. The Director of Boarding will be expected to teach one class and a Tutor class. In 2018, this may not be required as the person settles into the school environment

Other

- Remain up to date with best practice
- Be involved in the College's extra-curricula programme
- Other appropriate duties, as discussed with the Rector

(Staff member)

(Date)

(Responsible to)

(Date)

ST PATRICK'S COLLEGE SILVERSTREAM

Appointment Timeline for

DIRECTOR OF BOARDING

Full-time, permanent

Position advertised in Education Gazette

Position advertised:	Wednesday 20 September
Applications close:	Wednesday 18 October, 4.00pm
Shortlisting completed:	Friday 20 October
Interviews:	Thursday 26 October or Friday 27 October (TBC)
Start date:	January 2018
Applications should include:	<ul style="list-style-type: none">• A completed application form, including the contact details of three referees• A cover letter• A CV

For further information, you are welcome to contact me on tullyg@stream.school.nz

Gerard Tully
Rector

September 2017

Redwood House

The boarding school, based in Redwood House, has been an integral part of St Patrick's College since our very beginning at Silverstream in 1931.

We have a capacity of 106 boarders, and in recent years we have consistently had about 100 boarding students. While students are able to stay 7 days a week in the boarding school, many opt to go home on Friday afternoons, as most live within an hour's drive of the College. All boarders are expected back in the College for our Community Mass in the Chapel at 7.00pm on a Sunday night.

We pride ourselves on the family atmosphere that prevails in the boarding school and work hard to ensure that the older students look after and support the younger students. We have a number of Boarding Supervisors living on site. Some have partners and children, and this adds to the family atmosphere. Ensuring the health, safety and well-being of all the boarders is a prime responsibility of the Director of Boarding and the boarding staff.

We also seek to instil in our boarders a special appreciation of our Catholic and Marist approach to life.

All the students are supported in their learning and in 2016, we had a 100% pass rate for boarders at each of the NCEA Levels 1, 2 and 3.

Redwood House is a home away from home for our boarding students.

Gerard Tully

Rector

Our Catholic Faith

We believe in the person of Jesus Christ

We believe in his teachings, as found in the Gospels

We believe in the inherent dignity of each human person and their limitless possibilities, further developed by Christ's Grace and Mary's Inspiration.

We seek to live out the gospel daily in the way of Mary (the Marist Way).

Our students have identified the following virtues / values as Ways of being Catholic and Marist at St Patrick's College Silverstream:

COURAGE FAITH HUMILITY SUPPORT UNITY

"What a task it is to form a man!

How difficult it is

How much patience is required

But is there anything greater"

*Fr Jean-Claude Colin, SM
Founder of the Society of Mary*



St Patrick's College Silverstream

St Patrick's College Silverstream is a College where we strive to live the Gospel in a Marist way. It is a way that focuses on the compassion of Jesus. It focuses on the marginalised in society. It is a way that seeks to remove barriers from people rather than create new ones. It is a way that focuses on the individual rather than on any imposed expectations.

“What takes first place is the concern we have for our pupils. We will make a particular study of the character of each pupil and attempt to gain his confidence in order to better lead him to the Lord and help him more effectively with his work. We will treat our pupils with kindness, gentleness, civility and fairness.”

The Society of Mary's Founder Fr Colin SM

While the Marist Values provide a way of acting in this College we also have four guiding principles that inform our decision-making and actions:

Self-management- we want our students to grow into independent young men who can make correct and ethical decisions for themselves...young men who take responsibility for their own actions.

Belonging – we are all welcome here. No one should feel ostracized or belittled because they feel they are not part of this place. We celebrate diversity and differences and work to ensure that these differences are catered for within the life of the College. We are welcoming.

Values – We want our students to become ethical and principled young men. We particularly want them to 'be Marist' in the way they live their lives...compassionate and 'outward looking' rather than self-serving.

Excellence – we want all members of our college community to 'be the best that they can be'. This means that 'excellence' is a subjective principle. We seek to always provide opportunities for all of our students to achieve the excellence that they are capable of.

In 2012 the students involved in the Marist Values Project selected the following five values as central to the Silverstream way: unity, support, courage, humility and faith.

PASTORAL CARE

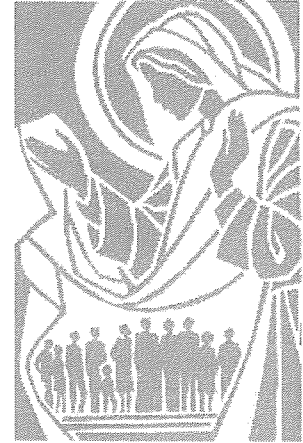
"What a task it is to form a man. How difficult it is. How much patience is required. But is there anything greater?" **Fr JC Colin SM Founder of the Society of Mary**

Values Underpinning Our Pastoral Care System

The values upon which our pastoral care system is based are those of the Society of Mary – the 'Marist Fathers'.

Two of the key ideas behind the Marist Father's charism and their approach to 'mission' were the concepts of 'Mary as the Mother of Jesus' and the phrase often used by the order's founder Fr Colin 'unknown and hidden in the world.'

The first idea encourages us to act in a way that a Mother acts towards their child as 'they bring them up'. It alludes to notions such as protection, nurturing, compassion and empathy, guiding, encouraging, teaching, setting expectations etc. The second concept of "Hidden and unknown" was seen by the Marists as a way of being. Properly understood it meant 'standing in another's shoes'... 'looking at the world (or problem) through their eyes rather than your own'... 'being other centered rather than self-centered'... 'not making yourself (or your ideals) a barrier to another's success'... 'not giving the answer before the question is even asked'.



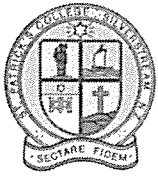
" That is the Marist stance, to identify with the others, to stand in the shoes of the others, so that together we may address the problem, together we may meet the need or whatever it is... That's how you remain hidden and unknown. They don't notice you because you are identified with them.... And then there was that other maxim (used by Fr Colin), "Rome was very useful to me on this point. It was there that I learned the maxim 'Law was made for man.' If I cannot save him with the law, I'll try and save him without it" (FS. 163.2). "

"Born in the Shadows" Fr Pat Beasley, SM

Therefore:

- **'Expectations'**. We set/agree to clear and relevant goals and expectations with our College community. We ensure that our students understand the reasons for these expectations and our aim is always for them to learn to take responsibility for themselves in meeting them. We (students and staff) are allowed to make mistakes and see this as a chance to learn rather than a chance to judge or condemn.
- **Compassion.** We are focused on our students as individuals. We strive to respond to them on an individual basis. To do this we need to get to know them and recognise this is key to building strong positive relationships. We always try to understand what might be causing issues and work to address these issues on an individual basis rather than in applying a '1 rule fits all' approach.
- **Patience.** We 'walk along side of our students'. We encourage and support them to meet expectations and goals...*"to be the best that they can be"*. We treat mistakes as an 'opportunity to learn'. We are gently relentless in this.
- **Dignity.** No member of the College community should feel threatened or scared or unwelcome. All students (and staff) are valued and treated with dignity and their differences celebrated. The rights of each individual – including the right to learn – are paramount.

The pastoral system at St Patrick's College can therefore be said to be based on building strong relationships, and fostering a sense of belonging. When things go wrong, we look to understand what has happened and why. Where appropriate we aim to restore the harm done and re-establish respectful relationships. We encourage students to make choices and to take responsibility for their actions – all part of developing the key competency of managing self.



Vision for Teaching and Learning

St Patrick's College, Silverstream

The Silverstream learner will engage in a personalised learning programme which embraces collaboration across learning areas and seeks to develop self-directed learners who strive for personal excellence. The teaching and learning will be centred on the needs of the learner, supported by a flexible and welcoming learning environment enabled by technology. The learning environment will facilitate the daily encounter with Christ and promote the development of compassionate, just and successful global citizens who contribute to their community. (2014)

The vision for teaching for teaching and learning at St. Patrick's College, Silverstream outlines the pedagogical direction we as teachers are working towards. This is a journey of learning and development for teachers and students alike. We acknowledge that the C21st learner will require key competencies such as critical thinking, the ability to collaborate and innovate, the skills to work both independently and interdependently, and as teachers it is our role to facilitate such learning. As teachers we need to create conditions for learning that encourage our students to engage meaningfully with the material being studied so that they can connect it to life outside of school, and more importantly, to their own lives.

Our teachers engage in reflective practice, focused on teaching as inquiry, and gather evidence of effective practice against the Practising Teacher Criteria (previously RTCs) in their professional learning portfolios. Teacher learning and professional growth is supported by learning alongside each other in professional learning groups, by participating in school-wide inquiry groups, and by attending pedagogy 'popups'. The opportunity to engage in professional learning externally through workshops and conferences is also provided for.

For further information on teacher learning and teaching as inquiry at St. Patrick's College, Silverstream view the following case study on TKI: <http://assessment.tki.org.nz/Assessment-in-the-classroom/Teaching-as-inquiry/St-Patrick-s-College-Silverstream-case-study>



APPLICATION FOR APPOINTMENT TO A POSITION AT ST PATRICK'S COLLEGE SILVERSTREAM

Thank you for applying for a position with our school. Please ensure you have a copy of the position description and person specifications before completing this application.

1. Please fully complete this form personally. Read it through first then answer all questions and make sure you sign and date where indicated on the last page.
2. Attach a curriculum vitae (CV) containing any additional information. If you include written references, please note that we may contact the writers of the references.
3. Copies only of qualification certificates should be attached. If successful in your application you will be required to provide originals as proof of qualifications.
4. Failure to complete this application and answer all questions truthfully may result in any offer of employment being withdrawn or appointment being terminated if any information is later found to be false.
5. All applicants will be asked to give consent to a police vet. It is a requirement in the Education Sector for all employees to be vetted.
6. a) In terms of a Criminal Conviction, the Criminal Records (Clean Slate) Act 2004 provides certain convictions do not have to be disclosed providing:
 - You have not committed any offence within 7 (consecutive) years of being sentenced for the offence and
 - You did not serve a custodial sentence at any time (this would exclude serious offences such as murder, manslaughter, rape and causing serious bodily harm) and
 - The offence was not a specified offence (specified offences are in the main sexual in nature) and
 - You have paid any fine or costs

Custodial sentences include a sentence of preventive detention and corrective training. Non-custodial sentences include fines, reparation orders, community-based sentences and suspended sentences. Please note that you are not obliged to disclose convictions if you are an eligible individual but can do so if you wish. If you are uncertain as to whether you are eligible contact the Ministry of Justice.

b) Under the *Vulnerable Children Act 2014*, core workers in schools will not be covered by the Clean Slate. All serious sexual or violent offenses against children will be included in their police vetting results. The Act will make it unlawful to employ people with convictions for these offenses, unless they have an exemption.

This application form and supporting documents will be held by the school. You may access it in accordance with the provisions of the Privacy Act 1993. If you have any queries, please contact the person cited in the advertisement.

OFFICE USE ONLY: This page must be retained on file as part of the application;

it must not be removed or destroyed.

TO: Mr Gerard Tully
Rector
St Patrick's College, Silverstream
Private Bag 906
UPPER HUTT 5018

207 Fergusson Drive
Silverstream, Upper Hutt 5018
Telephone: 64 4 9394224
E-mail: tullyg@stream.school.nz

Position Applied for _____

Surname _____ First Names _____

Full Postal Address _____

Home Telephone No _____

Work No _____

Mobile _____

E-mail address _____

Title: Dr / Mr / Mrs / Miss / Ms

Gender: M / F

Date of Birth _____

Teacher
Registration PROVISIONAL / FULL / OTHER

Teacher
Registration No _____

Expiry Date _____

MOE No _____

REFEREES

1.

2.

3.

Authority to Approach Other Referees

I authorize the Board, or nominated representative, to approach persons other than the referees whose names I have supplied, to gather information related to my suitability for appointment to the position. Yes / No

I authorize the Board, or nominated representative, permission to access any information held by the Education Council of Aotearoa New Zealand (EDUCANZ) or any other education organization, including matters under investigation, to gather information related to my suitability for appointment to the position. Yes / No

Proof of Identity and Right to Work Check

Shortlisted applicants being interviewed will need to provide two types identification (one photo ID e.g. passport, New Zealand driver licence and the other a record ID e.g. birth certificate, bank statement, a bill).

Immigration information

Are you a New Zealand citizen? Yes / No
 If not, do you have resident status, or Yes / No
 A current work visa? Yes / No
 Are there conditions applied to this Visa?

Have you ever received a police diversion for an offence? Yes / No
 If "Yes" please detail:

Have you ever been convicted of a driving offence which resulted in temporary or permanent loss of license, or imprisonment? Yes / No
 If "Yes" please detail:

Are you awaiting sentencing/currently have charges pending? Yes / No
 If "Yes" please state the nature of the conviction/charges pending:

In addition to other information provided are there any other factors that we should know to assess your suitability for appointment and ability to do the job? Yes / No
 If "Yes" please elaborate:

Have you ever been the subject of any concerns involving student safety? Yes / No
 If "Yes" please detail:

Are you willing and prepared to work in a College with a special Catholic character, and to support that Catholic character as appropriate? Yes / No

What co-curricular activities of the College are you willing and prepared to contribute to:

CONFIRMATION

- a. I certify that the information given in this application is to the best of my knowledge correct. I understand that this may be verified.
- b. In accordance with the Privacy Act, I authorise the Board of Trustees to obtain further information from the referees listed in this application and consent to the referees disclosing such information to the Board.
- c. I know of no reason why I would not be suitable to work with children/young people.
- d. I also authorise the Board of Trustees to make other enquiries as they see fit in relation to my application and consent to the disclosure of information to the Board of Trustees by such persons of whom enquiry is made on matters pertinent to the job description and person specification.
- e. I understand that if I have supplied incorrect or misleading information, or have omitted any important information, I may be disqualified from appointment, or if appointed, may be liable to be dismissed.

Signature _____ Date _____

NOTE: If completing this electronically, a hard copy (signed) must be provided