

POSITION DESCRIPTION

House Dean - Junior, Middle, Senior Schools

Reports to: Head of Learner Experience of School

Purpose

The House Dean is responsible for leading the pastoral care, engagement and academic monitoring of learners within their allocated House based learner cohort. Working as part of their school Learner Experience Team, the House Dean develops strong relationships with learners, whānau and staff to ensure every learner is supported to achieve success, develop a strong sense of belonging and actively participate in school life.

The role coordinates behaviour responses, attendance and wellbeing interventions, monitors learner progress and achievement, and leads House based initiatives that strengthen culture, identity and engagement.

Work collaboratively with the Head of Learner Experience, school specific House Deans team, House Deans, teachers, learning support staff and external agencies to coordinate effective support for learners.

PART 1 - Core Leadership Responsibilities

Learner Wellbeing and Pastoral care

Lead the pastoral care of learners within their cohort, by building positive relationships with all learners, promoting wellbeing and ensuring learners feel connected, supported and able to succeed.

Key Outcomes

- Positive relationships are established with learners and whānau.
- Learners experience a safe, inclusive and supportive environment.
- Wellbeing concerns are identified and responded to early.
- Learners are connected to appropriate support services.
- Coordinate individual learner support plans where required.
- Maintain accurate pastoral records.
- Liaise with external agencies where appropriate.

Behaviour Leadership

Analyse behaviour data and coordinate responses to behaviour concerns and restorative processes within their cohort, ensuring behaviour expectations are applied consistently and learners receive appropriate support to improve outcomes.

Key Outcomes

- Behaviour incidents are managed promptly and consistently and in accordance with the school's guidelines and procedures.
- Lead behaviour management approach to behaviour concerns, escalating where necessary.
- Facilitate restorative conversations and behaviour planning.
- Restorative approaches are embedded in responses.
- Behaviour interventions reduce repeat incidents.
- Teachers are supported through consistent pastoral processes.
- Liaise with external agencies where appropriate.

Attendance, Engagement and Academic Monitoring

Analyse pastoral data to monitor behaviour, learner attendance, engagement and achievement, identifying learners requiring additional support and coordinating timely interventions with teachers, whānau and other support services.

Key Outcomes

- Attendance trends are monitored, with timely interventions implemented to improve learner attendance and engagement.
- Learners requiring additional academic support or extension are identified early.
- Achievement, engagement and wellbeing data is used to inform targeted interventions.
- Individual support plans are developed collaboratively with teachers, whānau and relevant support services.
- Learners receive coordinated academic and pastoral support that improves engagement and achievement.
- Learner progress is monitored, reviewed and celebrated.
- Families are actively engaged as partners in supporting learner success.

House Culture and Learner Engagement

Lead initiatives that build House identity, pride and participation through House events, competitions, celebrations and learner leadership opportunities, in line with the wider school's House philosophy and framework.

Key Outcomes

- Develop and promote House events to achieve high levels of participation in House activities.
- Role model positive House culture and belonging.
- Increased learner engagement across all aspects of school life.
- Learner leadership opportunities are promoted.
- Work with other House Deans to coordinate House competitions and activities both within own school and school wide.
- Support and mentor House learner leaders where applicable.

Whānau and Community Partnerships

Develop positive partnerships with parents, caregivers and whānau to support learner wellbeing, behaviour and achievement.

Systems and Compliance

Maintain accurate pastoral and attendance records following school and Ministry requirements whilst meeting privacy and legislative obligations.

Part 2 - Designated Leadership Areas

House Dean - Junior School

- Supporting learners and whānau through a successful transition into Whangaparāoa College.
- Setting clear expectations for “who we are” at Whangaparāoa College.
- Building a strong sense of belonging, connection and House identity.
- Establishing positive attendance, engagement and learning habits.
- Supporting the development of strong foundations in literacy and numeracy.
- Supporting the planning and delivery of Junior School events and functions, including camps and other activities that strengthen connection, belonging and school identity.
- Developing learner confidence, independence and readiness for Middle School.
- Determining best class placements for incoming learners.
- Ensuring that information about learners from primary schools reaches teachers and that all necessary supports are in place for learners before the start of the year.

House Dean - Middle School

- Strengthening learners’ sense of belonging, engagement and connection to their House and school.
- Supporting learners to develop greater independence, resilience and ownership of their learning.
- Monitoring attendance, engagement and achievement and coordinating timely support where required.
- Reinforcing the learning habits, behaviours and expectations needed for success in the Senior School.
- Supporting learners to understand their strengths, interests and emerging pathway options.
- Guiding learners and whānau through subject selection and the transition into the senior school and senior qualification frameworks.
- Supporting the planning and delivery of Middle School events and functions including camps and other activities that strengthen connection, belonging and school identity.

House Dean - Senior School

- Promoting strong attendance, engagement and personal responsibility throughout the senior years.
- Closely monitoring individual progress towards qualifications, awards and other agreed learning goals.
- Identifying learners at risk of not achieving and coordinating timely pastoral and academic support.
- Supporting learners to make informed decisions about courses, qualifications and future pathways.
- Working with learners, whānau and relevant staff to support successful transitions into further education, training or employment.
- Supporting the development of senior learner leadership, including coordinating the prefect selection process and working closely with the prefect team throughout the year.
- Creating opportunities for senior learners to contribute to their House, the Senior School and the wider school community.
- Supporting the planning and delivery of Senior School events and functions, including camps and other activities that strengthen connection, belonging and school identity.
- Coordinating the development and production of the annual school yearbook in collaboration with learners and relevant staff.

PART 3 - What you bring to the role:

Experience

- Successful teaching experience with demonstrated strengths in pastoral care and learner support.
- Experience managing behaviour using restorative and relational approaches.
- Experience using learner data to monitor attendance, engagement and achievement.
- Experience working collaboratively with families and external agencies.
- Demonstrated ability to coordinate interventions and support individual learners.

Qualifications

- Current full NZ Teaching Council Registration and Practising Certificate.
- Relevant teaching qualification.

Skills and Knowledge

- A good understanding of adolescent development.
- Excellent relationship-building and communication skills.
- Great organisation and case management skills.
- Ability to analyse learner data and identify trends.
- Sound understanding of restorative practice.
- Ability to maintain confidentiality and exercise sound professional judgement.
- Commitment to culturally responsive and inclusive practice.
- Excellent collaboration and teamwork skills.

Personal attributes

- Embodies Āhuetanga Whangaparāoa in every day actions
- Builds trust through positive, respectful and authentic relationships.
- Demonstrates empathy, resilience and calm decision-making.
- Holds high expectations while supporting learners to succeed.
- Models professionalism, integrity and the school's values.
- Proactive, solutions-focused and committed to continuous improvement.

Working Relationships

Works closely with:

- Head of Learner Experience
- Heads of Learning Area
- Deputy Principal
- Classroom Teachers
- Learning Support Team
- Counsellors
- Attendance Services
- Whānau and caregivers
- External Agencies