



## **POSITION DETAILS:**

<b>Position Title:</b>	Homestay Co-ordinator
<b>Group:</b>	International School
<b>Supervisor:</b>	Registrar (International)
<b>Classification:</b>	Level 4
<b>Date of last review:</b>	May 2016

## **PRIMARY ROLE/PURPOSE:**

The Homestay Co-ordinator is responsible for the provision of accommodation for St Paul's Full Fee Paying Overseas Students (FFPOS). This includes accreditation of Homestay families and the monitoring of student placements, thus assisting students to adjust to their new lifestyle. (A 24 hour on-call contact person is legally required under the ESOS Act and the National Code.)

This level requires employees who have had sufficient experience and/or training to enable them to carry out their assigned duties under limited supervision, using established procedures, practices and instruction from the Registrar (International). Problems are solved by reference to established practices and procedures, and the application of initiative or judgement in applying them or by reference to the Registrar (International).

## **RELATIONSHIPS AND AUTHORITY:**

The position is responsible to the Registrar (International) for the day to day performance of duties. Employees at this level are responsible and accountable for their own work.

Officers may be required to provide instructions to officers, staff, volunteers and students in their area of knowledge.

## **KEY ACCOUNTABILITIES:**

**This person is responsible for the Homestay provision for both long-term and short-term students studying at St Paul's School, including the following duties:**

- Monitoring Homestay accommodation;
- Providing Homestay support to international students and referral where appropriate, to other appropriate School support services;
- Monitoring student satisfaction in Homestay through regular questionnaires and feedback mechanisms;
- Monitoring Homestays and students to ensure compliance with Homestay rules and regulations;
- Recruiting Homestay families and the processing of applications;

- Arranging appointments for and undertaking Homestay Inspections (conducted annually);
- Placing students into Homestay families (both short and long term);
- Providing Homestay/student mediation and support/conflict resolution as appropriate, within the initiative of the position;
- Updating Homestay Parent Guidelines and relevant paperwork;
- Conducting regular orientation/information evenings for Homestay families;
- Processing Volunteer blue card (Working with Children Check by Blue Card Services) applications and renewals as required;
- Liaising with Overseas Education Agents and families regarding any issues or changes in accommodation concerning their children;
- Conducting initial Homestay Orientation for new students on arrival;
- Providing accurate and timely payments schedule for the Accounts Department and letters of payment advice to families;
- Maintaining quality system documentation and ensuring records and databases are kept up to date;
- Assisting with outings and farewell functions for tour groups as required;
- Providing after hours availability and response to crisis and critical incidents involving international students.

### **Other**

- Additional duties as allocated by the Headmaster.

### **KEY SELECTION CRITERIA:**

#### **Qualifications**

- No formal qualifications are mandatory for this position.

#### **Essential**

- Highly developed interpersonal and communication skills;
- Ability to communicate effectively with adolescents with an understanding of cultural differences;
- Culturally patient and sensitive;
- Possession of good organisational skills, and the ability to prioritise;
- Good word processing skills and experience in Microsoft applications and database interrogation with the proven ability to perform a comprehensive range of administrative duties as required;
- Ability to work within a team and to work collaboratively with others;
- Current Queensland Driver's Licence and motor vehicle;
- Available for 24/7 on-call duties;
- Possession of, or the ability to acquire, a current blue card (Working with Children Check by Blue Card Services).

### **AUTHORISATION:**

I hereby agree that this Role Statement accurately reflects work requirements.

#### **Headmaster**

Paul Browning		
Name	Signature	Date

#### **Homestay Co-ordinator**

Name	Signature	Date

## ATTACHMENT – ST PAUL’S SCHOOL

### SCHOOL ENVIRONMENT

St Paul’s School is an Anglican School, owned by the Anglican Church Diocese of Brisbane. It caters for students from pre-school to year 12. It is located in Bald Hills, in the north of Brisbane, in Queensland, Australia.

**The School’s Vision is** “Leading in educational thinking and practice.”

#### **The School’s Values are:**

By **Faith** and by **Learning** we strive to grow in **Community** with God and each other, valuing each person and celebrating individual excellence.

#### **We value Faith, believing that**

- ❖ Each person is a unique creation of a loving, redeeming God and able to be empowered and sustained by the Holy Spirit through the teaching and life of Jesus Christ; and that
- ❖ Each person can have a relationship with God, through Jesus Christ, demonstrated by modeling one’s life on Christ, serving others and participating in the traditions and practice of the Anglican Church.

#### **We value Learning, where**

- ❖ Students are encouraged and supported as they strive to reach their intellectual, physical, social, moral, emotional and spiritual potential in a balanced and disciplined way; and where
- ❖ Growth and personal excellence are celebrated, innovation is encouraged and a love of learning is fostered.

#### **We value Community, where**

- ❖ Students, staff and families support the aims, purpose and mission of the school and serve one another, using their God-given gifts; and where
- ❖ Students, staff and families grow together in faith and learning, promoting love, justice and peace for all.

It is our belief that when all these areas are working in harmony - Faith, Community and Learning, encompassed and support by God that individual excellence can be realized.

## SCHOOL EXPECTATIONS

All employees are bound by the requirements of the School's policies and procedures as they apply from time to time, and are expected to act with integrity, and in a way that demonstrates a proper concern for the public interest expressed with a framework of a Christian educational organisation.

As such employees at St Paul's School are expected to embrace the following statements.

As well as comply with all federal and State legislation as they apply from time to time as well as any relevant Canon Laws or Diocesan policies.

As a condition of employment employees are expected to obtain and hold for the duration of employment, a current blue card (Working with Children Check by Blue Card Services).

Much of the information gleaned by employees during the course of their duties is confidential and should be treated as such. Employees shall not use confidential information to gain advantage for themselves, their related persons or for any other person or body, in ways which are inconsistent with their obligation to act impartially. Nor should such information be used improperly and cause harm or detriment to any person, body, or the School.

Proof of qualifications as well as a disclosure on any matter which may affect your employment in this position will also be required prior to commencement.

## LEADERSHIP EXPECTATIONS

"If a leader's actions are driven by service and dedication to a cause or a relationship then they are a servant leader."

Leadership at St Paul's is based on the philosophy of individual and School "wholeness", collaboration, teamwork and transparent decision-making. The model of leadership reflects the values central to St Paul's School, that of Faith, Learning and Community.

Leadership Principles underpinning the Leadership at St Paul's:

- St Paul's School leadership structure is **student-centred** and reflects our agreed values of Faith, Community and Learning.
- The leadership structure is **learning-centred** for both students and staff, providing opportunities for open and transparent communication and decision-making.
- Collaborative leadership based on teams enabling of ideas to be brought forward by anyone through a variety of formal and informal routes (everyone's voice deserves to be heard).
- Education of the whole person in which the intellectual, spiritual, emotional and physical development are all-important and integrated.
- The importance of creating an environment which encourages high academic achievements at senior levels by ensuring appropriate methodologies and subject content.
- The concept of St Paul's School as a single whole School, made up of four Sub-Schools each with some degree of autonomy whilst sharing many common elements.