



Peninsula Grammar School

Date:
29/03/21

Position Description

Current Position Title	Head of Respectful Relationships
Reports to (Position)	The Principal
Location	Melbourne, Australia
Employment Status	Full-time

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This Position Description is a summary of the core responsibilities and expectations of the Head of Respectful Relationships. The incumbent may be directed to perform other functions to support the organisation to achieve its objectives.

1. Organisational Profile

Peninsula Grammar School (PGS) is a coeducational school of excellence, which fosters the full and balanced development of each child. In caring for students and their learning, we encourage them to take up life's challenges both at the School and beyond. The School values a spiritual and moral view of life that prizes the highest standards of personal character with a Christian ethic of service and concern for others.

The Principal is the Chief Executive Officer of the School. The Principal leads the School Senior Leadership Team, the members of which play a significant role in developing, implementing, and evaluating School policy. Ultimately the responsibility for the leadership and management of the School rests with the Principal.

All employees of Peninsula Grammar have a responsibility to:

- Reflect and nurture the aims and philosophy of the School in the course of their work
- Through the example displayed in their approach to their work, energise fellow staff, students, and parent by fostering quality relationships and community development.
- Provide effective role modelling through the use of appropriate conflict resolution and negotiation skills.
- Maintain strict confidentiality and support for the School
- Maintain professional competence and current knowledge in educational trends
- Maintain a client-centred approach to all aspects of their work.

Employees are appointed by and act under the direction of the Principal, through the School Leadership Team. The appointee to this position will be required to participate in a regular performance review in accordance with the School Professional Review and Development Program.

PGS is committed to promoting diversity and inclusion at the workplace and expects employees to consistently demonstrate its values through the quality of their work performance and conduct.



2. Framework for Head of Respectful Relationships

Education

The Peninsula Grammar community takes seriously the education of its students regarding consent, sexual assault and harassment, and healthy and respectful relationships.

The HRR is responsible for the successful education of the whole school community of Peninsula Grammar, the role requires someone with the capacity to;

Educate students about:

- healthy and respectful relationships between students;
- consent, sexual assault, and sexual harassment;
- the school's Behavioural Expectations Framework, and the consequences which may follow when these are not met;
- how students can avoid engaging in harmful behaviours;
- how students should respond to harmful behaviours, either as a victim or upstander;
- how students can raise concerns with the school; and
- what students can expect the school will do about concerns;

Educate parents about:

- how they can also educate their children about the above matters, and
- exemplify behaviours which support the school's Behavioural Expectations Framework;
- the consequences which may follow if a child fails to uphold the school's expectations;
- what signs may suggest that their child is engaging in harmful behaviours, or may be a victim; and
- how they can support their children in such circumstances, and raise concerns with the school; and

Educate staff about:

- the school's Behavioural Expectations Framework for students;
- how to be alert for signs which may suggest a student is engaging in harmful behaviours, or may be a victim;
- how to respond when students act inappropriately in their presence; and
- how to respond when students (or parents) raise concerns.

Vigilance

The HRR must develop a culture where they only act on concerns which are formally brought to their attention.

The HRR has an ever-present duty of care and must be vigilant to unacceptable behaviour that plays out in front of staff, and comments that are made by students to staff, regardless of whether a 'formal complaint' is being made.

Action

Where a consent, sexual assault, sexual harassment, or discrimination issue is observed, or a complaint made to the school,

The HRR should act immediately.

- A school's duty of care, and right to act, is clearest when a student's behaviour at school breaches the school's behavioural expectations framework (including in its codes of conduct, policies, procedures, rules, and values).



- By contrast, schools are unlikely to be liable for what students do to each other outside of school.

Communication

The HRR must ensure there are no communication failures with the alleged victim's family, and the family of the student accused of acting contrary to the school's Behavioural Expectations Framework.

Effective and regular communication is critical skill and requirement.

Above all, it is imperative that as soon as practicable after receiving a complaint about what a student or parent likely perceives as a serious issue, The HRR responds to confirm that the school takes it seriously too and will be investigating the matter in accordance with the school's policies and procedures.

Mandatory reporting

Students are encouraged to raise concerns regarding sexual assault, harassment and discrimination and seek answers to questions regarding criminality. As such, the HRR will need to guarantee that the School will comply with applicable mandatory reporting requirements.

Procedural fairness

The Head of RR will be cognisant of the importance of providing students accused of sexual assault or harassment with procedural fairness.

The HRR has an integral role in providing students with procedural fairness in disciplinary matters, and this is vital at PGS

3. Position Objective

The Head of Respectful Relationships is responsible for providing equitable, timely and thorough investigations into student complaints of sexual misconduct, harassment, or discrimination on the basis of sex, gender, disability, race, colour, or national origin. The Head of Respectful Relationships will conduct fact-finding interviews using appropriate action plans, investigation methods and interview techniques, and use these to further advance Peninsula Grammar School's student support services, school-wide policy, best practice, and forward planning. The Head of Respectful Relationships will also develop, implement, and oversee multi-faceted training and related programs as they relate to school culture and student safety.

4. Key Stakeholders

Internal

- Students
- Principal and Deputy Principal
- Business Manager
- Human Resources Coordinator
- Heads and Deputy Heads of Junior, Middle and Senior School
- Heads of House
- Wellbeing Coordinators
- Operational Staff (Administration and Business Support functions)
- Teaching Staff

External

- Parents / Guardians
- External providers
- University Liaison



- Organisations & Industries

5. Core Responsibilities and Accountabilities

The Head of Respectful Relationships understands, promotes, and advances best practice across the School.

Investigations

- Implement and monitor complaint intake, tracking, investigation and resolution processes and protocols for internal student complaints.
- Conduct comprehensive investigations of concerns and complaints based on allegations of sexual misconduct or discrimination and ensure issues are properly reported, answered, and remediated;
- Keep, organise, and maintain comprehensive investigation notes and files;
- Draft and finalise comprehensive investigation reports, which may include interim recommendations, probable cause determinations and findings;
- Provide post-investigation support as needed;
- Conduct whole school social mapping that informs the Senior Executive of deficiencies that require further analysis and resourcing so as to advance a strong culture of unity and inclusion;

Training and Engagement

- Oversee and coordinate the training and engagement of staff in the complaints process and handling of complaints as they relate to;
 - Sexual misconduct
 - Harassment
 - Discrimination on the basis of sex, gender, disability, race, colour, or national origin
- Stay current on relevant laws and regulations and identify and integrate best practices in conducting anti-discrimination investigations.
- Engage our parent body in regular training sessions on cyber safety, sexual harassment, discrimination, and bias.
- Work with established committees, OH&S, Risk and Wellbeing to support compliance efforts and develop best practice.

Compliance

- Lead the School in maintaining compliance with all school policies as they relate to student wellbeing and mandatory reporting;
- Monitor compliance through data collection, analysis, and report development.

Policy

- Provide leadership in developing policies and initiatives to advance a climate of prevention across the School;
- Serve as a strategic partner with the School Executive to develop policies, initiatives, and opportunities that increase awareness and improve services.

Child Safety

- Ensure adherence to all student safety standards and mandatory reporting requirements
- Attend training to maintain compliance with all child safety legislation, standards, and regulations.
- Complete all mandatory training in a timely manner
- Escalate and report all matters related to student safety immediately



6. Key Capabilities and Competencies

The incumbent is expected to have established knowledge, skills, and competencies to be effective in this role:

- Exceptional oral communication skills
- Strong relationship building skills.
- Collegiality and high-level interpersonal skills, to handle highly sensitive and confidential situations.
- Strong sense of personal ethics and integrity
- Outstanding administrative skills; across the Microsoft Office Suite, Zenith and Synergetic
- Strong OHS awareness
- Excellent time management and organisational skills

7. Qualifications, Registrations and Experience

Qualifications & Registrations

- A Master's Degree in Law, Education, Sociology, or a related field
- A minimum of three years of professional experience as an investigator
- A thorough understanding of the legal landscape as it relates to current state and federal laws regarding the protection of children, non-discrimination, and human rights.
- Current Working with Children's Check
- Current Police Check
- Current First Aid – HLTAID003
- Current Drivers' Licence

Experience

- Minimum of 3 years' experience in a similar role
- Work experience in the education sector (preferable)
- Experienced in safe manual handling practices
- Proven ability to work with stakeholder groups to complete required tasks across varied contexts
- Confident in working autonomously and in a team setting to produce quality outcomes
- Ability to multi-task and manage time effectively to deliver on priorities

8. Key Attributes

The following attributes will be relevant to support the incumbent in performing this role:

- Empathetic and trustworthy
- Honest and respectful
- Strong critical think skills
- Strong people management skills
- Outstanding problem-solving skills
- Outstanding leadership skills
- Excellent written and interpersonal communication skills
- Exemplary teacher with demonstrated understanding of contemporary pedagogy
- High level of positive initiative
- Clear sense of personal accountability
- Strong work ethic
- Reliability and punctuality
- Genuine interest in the School, students, and families in the School Community



Position Description

9. Additional Information and Special Conditions

- As a member of the School staff, the incumbent is committed to the Aims and Philosophy of the School
- In all matters concerning employment, this position is ultimately responsible to the Principal. However, for practical purposes, these functions are delegated to the Business Manager. In its day-to-day duties, the role will be responsive to the needs of the School
- Work attendance outside of ordinary school hours is required where directed to support events, functions, and programs (including sports).

• Core Demands

PHYSICAL DEMAND	RARELY <15%	OCCASIONALLY 15-30%	REGULARLY 30-85%	FREQUENTLY >85%
Sitting	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Standing	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Walking	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Running	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
Listening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
Exposure to noise	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Climbing (steps / stairs)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Working from heights (>2metres)	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Manual handling (>5kgs)				
Lifting	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Carrying	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pushing	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pulling	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>