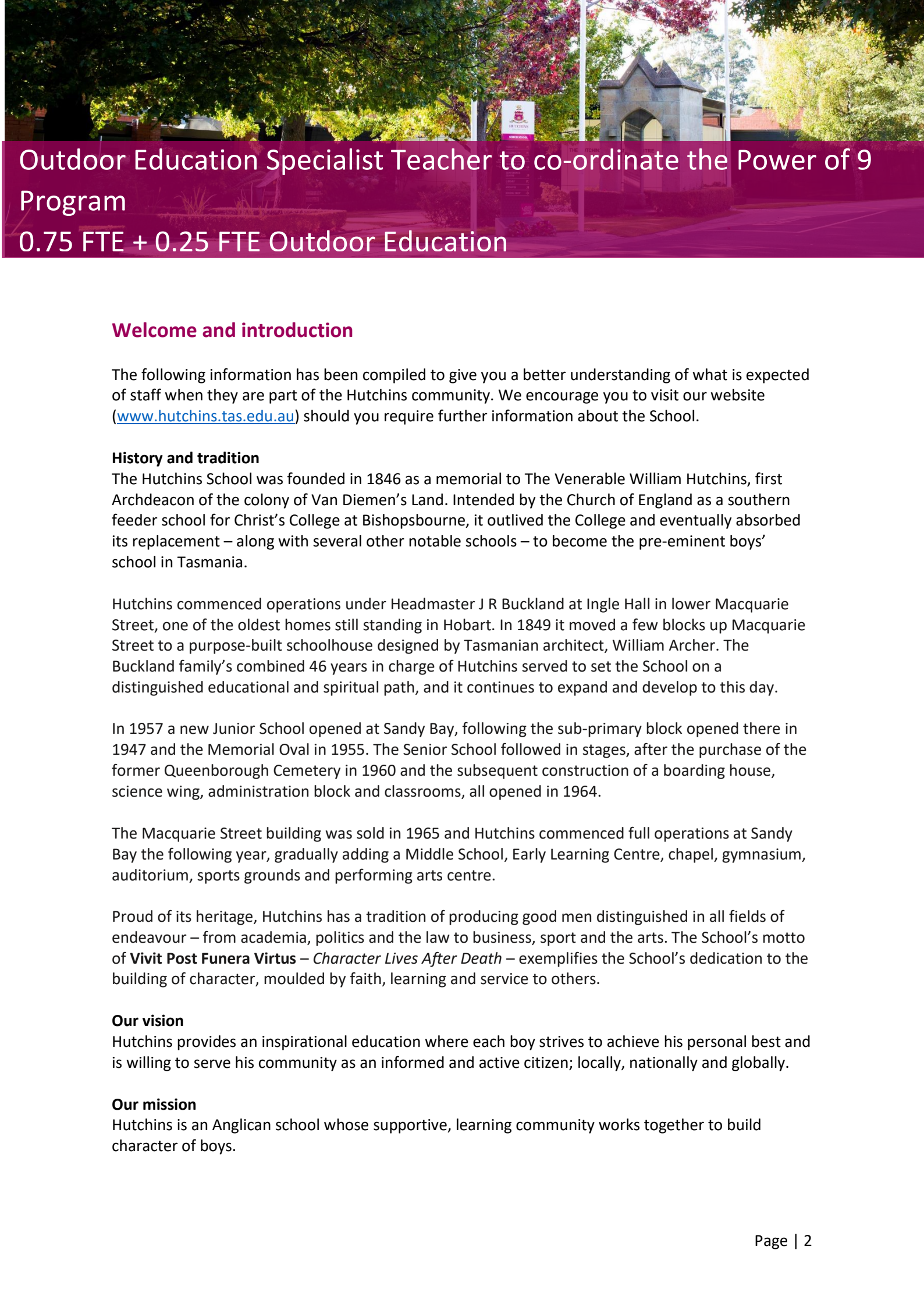


THE HUTCHINS SCHOOL APPLICANT INFORMATION

hutchins.tas.edu.au



HUTCHINS
ESTABLISHED 1846



Outdoor Education Specialist Teacher to co-ordinate the Power of 9 Program

0.75 FTE + 0.25 FTE Outdoor Education

Welcome and introduction

The following information has been compiled to give you a better understanding of what is expected of staff when they are part of the Hutchins community. We encourage you to visit our website (www.hutchins.tas.edu.au) should you require further information about the School.

History and tradition

The Hutchins School was founded in 1846 as a memorial to The Venerable William Hutchins, first Archdeacon of the colony of Van Diemen's Land. Intended by the Church of England as a southern feeder school for Christ's College at Bishopsbourne, it outlived the College and eventually absorbed its replacement – along with several other notable schools – to become the pre-eminent boys' school in Tasmania.

Hutchins commenced operations under Headmaster J R Buckland at Ingle Hall in lower Macquarie Street, one of the oldest homes still standing in Hobart. In 1849 it moved a few blocks up Macquarie Street to a purpose-built schoolhouse designed by Tasmanian architect, William Archer. The Buckland family's combined 46 years in charge of Hutchins served to set the School on a distinguished educational and spiritual path, and it continues to expand and develop to this day.

In 1957 a new Junior School opened at Sandy Bay, following the sub-primary block opened there in 1947 and the Memorial Oval in 1955. The Senior School followed in stages, after the purchase of the former Queenborough Cemetery in 1960 and the subsequent construction of a boarding house, science wing, administration block and classrooms, all opened in 1964.

The Macquarie Street building was sold in 1965 and Hutchins commenced full operations at Sandy Bay the following year, gradually adding a Middle School, Early Learning Centre, chapel, gymnasium, auditorium, sports grounds and performing arts centre.

Proud of its heritage, Hutchins has a tradition of producing good men distinguished in all fields of endeavour – from academia, politics and the law to business, sport and the arts. The School's motto of **Vivit Post Funera Virtus** – *Character Lives After Death* – exemplifies the School's dedication to the building of character, moulded by faith, learning and service to others.

Our vision

Hutchins provides an inspirational education where each boy strives to achieve his personal best and is willing to serve his community as an informed and active citizen; locally, nationally and globally.

Our mission

Hutchins is an Anglican school whose supportive, learning community works together to build character of boys.

Our goal

The Hutchins School aims to **build good men** who act with kindness, integrity, compassion, humility and courage.

Our faith

A Christian life, as a response to Jesus Christ, is commended and encouraged at Hutchins. We express our Christian values in welcoming and respecting members of all faith.

Our commitment

The Hutchins School community is committed to providing an age and stage holistic education with a focus on the wellbeing of boys. We aim to inspire students to be creative and adaptable by providing them with the skills to lead and succeed in their global future.

Our values

Kindness
Integrity
Compassion
Humility
Courage

Location

The Hutchins school is located in Hobart Tasmania. Hobart is the capital city of Tasmania. The population of Hobart is approx. 220,000 and its skyline is dominated by the 1,271-metre (4,170 ft) kunanyi/Mount Wellington.

Hobart's location, nestled between kunanyi/Mount Wellington and the River Derwent, helps buffer the city from extreme weather conditions. Though pleasant, the weather can be unpredictable; some days seem to have all four seasons thrown in! Plus, there is a bit of a chill in the air once the sun goes down. The best solution is to wear a few layers of clothes that you can add to or take off as necessary.

Tasmania is the coolest region of Australia and the average daily maximum temperature for February (summer) is 22°C and 13°C in July (winter). Due to the clean air and Tasmania's proximity to the ozone hole over Antarctica, the sun here is stronger than you might expect and can burn in as little as 15 minutes, so wearing sunscreen is recommended.

Organisation structure

The Hutchins School Board is governed by the Christ College Act 1926 and is responsible for the Governance of the School. The School Board consists of nine members: the Bishop as Visitor, three members appointed by the Visitor, five members by the Hutchins School Old Boys' Association and one by the Christ College Trust. The current Chairman is Mr Gene Phair.

Each Board member is appointment for five years, with an option to continue an additional five years upon the invitation of the Appointer in consultation with the Chairman of the Board.

The Hutchins School Board is supported in its work by three committees composed of members of the Board. The committees are Finance, Audit and Risk; Property and Development; and Policy and Planning.

The Headmaster and the Chief Operating Officer report directly to the Board. The School is comprised of

- Outside of School Hours Care
- Early Learning Centre – Pre-Kindergarten, Kindergarten, Prep, Year 1 and Year 2
- Junior School – Year 3 to Year 6
- Middle School – Year 7 and Year 8
- Senior School – Year 9 to Year 12

Pre-employment checks

The Hutchins School is committed to protecting children and young people from harm. We require all applicants who are to work with children and young people to undergo an extensive screening process prior to appointment, a process that includes, but is not limited to,

- comprehensive reference checks
- an identity check
- Registration to Work with Vulnerable People check
- National criminal history record check

All staff are required to hold a current Registration to Work with Vulnerable People for the duration of their employment with the School. Teachers are also required to be registered with the Teachers Registration Board of Tasmania and to uphold their Code of Professional Ethics and Professional Teaching Standards.

The Hutchins School will not employ a person who is deemed a prohibited person based on the information received during the screening process.

Dependant on the position, a pre-employment medical may be required. This will be specified on the Position Description.

Safeguarding children

Purpose

The Hutchins School's recruitment and screening procedures have been developed to ensure that our school recruits personnel who are suitably qualified and committed to providing professional, safe and enjoyable education to children and young people.

Commitment

The Hutchins School is committed to safeguarding children and young people. Applicants are encouraged to read our Safeguarding Children and Young People Policy <http://www.hutchins.tas.edu.au/policies>

Face-to-face interview

All applicants with direct contact with children and young people are required to attend at least one face-to-face interview.

References

We conduct a minimum of 2 reference checks for all shortlisted candidates as a means to gather additional information about suitability to work with children and the ability to fulfil the role.

Professional referees are required and must meet the following conditions -

Professional referees (minimum of 2):

- a representative of current or most recent employer
- must have had a direct managerial relationship and be capable of commenting on tasks, abilities, and relationships with colleagues

Personal referees are not preferred. However, if there is no option but to include a personal referee, then that referee:

- will not be related to the applicant
- have known the applicant for at least 12 months
- must be able to vouch for the applicant's reputation and character

The referee checks will involve direct contact with the referee. Written character references are not sufficient.

The role

This role is responsible for the delivery of the 'Challenge' component of the Power of 9 Program. This Program exists within the context of the total educational program offered by The Hutchins School, and the Senior School's pastoral and academic support systems and structure.

This role will assume a level of administration not limited to risk management, program planning and require excellent communication skills and a positive team approach.

Applicants must have current registration with the Tasmanian Teachers Registration Board.

This role requires the capacity to be flexible with work hours.

A Position Description is included later in the pack for further information about the role.

Selection criteria

To be considered for this role candidates will need to address the following in the application. In **no more than two pages**, please address the following two questions:

1. Based on your qualifications, experience and personal capabilities, tell us why you would be an outstanding Power of 9 Co-ordinator of an experiential learning program.
2. Providing an example, describe how you have demonstrated your experience, innovation and flexibility in changing a program already in place. You may use COVID-19 as an example or another relevant reason for why a program would have had to change significantly in a limited timeframe.

Submitting your application

1. Your application for this role must include a response to each of the questions and your curriculum vitae. Please save your application as a PDF. If you wish to include a covering letter please make it part of this document and ensure that your covering letter is no longer than a single page and addressed to the Headmaster of The Hutchins School. Please include at least two workplace referees.
2. Submit your application by **9.00am Friday 6 August 2021** via the 'Apply online' button on the employment page on our website (www.hutchins.tas.edu.au/employment).

For further information please contact Human Resources at humanresources@hutchins.tas.edu.au.

Those candidates whose written applications clearly addressing the questions will be further considered in our selection process.

Next steps

- All applications will be acknowledged
- Shortlisted candidates will be invited to attend an interview and provided updates by phone
- Unsuccessful applicants will be notified at the completion of the recruitment process by email.

We take your privacy seriously. To find out about how we safeguard your personal information please refer to our [Privacy Policy \(www.hutchins.tas.edu.au/privacy\)](http://www.hutchins.tas.edu.au/privacy).

Position Description

Position title	Power of 9 Co-ordinator
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Reporting to	Head of Senior School
Direct reports	Power of 9 and Outdoor Education Administrator
Full time equivalent (FTE)	1.0 FTE
Classification	N/A
Role specific check	Tasmanian Registration to Work with Vulnerable People (RWVP) Current registration with the Teachers Registration Board Tasmania
Role specific resources	Laptop Travel interstate and or overseas

Background and context

This role is responsible for the delivery of the 'Challenge' component of the Power of 9 Program. This Program exists within the context of the total educational program offered by The Hutchins School, and the Senior School's pastoral and academic support systems and structure.

The 'Challenge' component of the Power of 9 Program consists of an off-campus experiential learning program at either the School's off-campus facility, the Marieville Esplanade Campus, or the Stephen Hay Memorial Park (Outdoor Education Facility) at Southport; and a significant expedition to be undertaken in Tasmania, Australia and/or overseas. There are four Challenge components within the school year.

It is expected that the Power of 9 Co-ordinator makes a strong contribution to the effective management of the Senior School and its students. To that end, the Power of 9 Co-ordinator is accountable to the Head of Teaching and Learning for the academic standard: and to the Head of Senior School for the pastoral support of students within the 'Challenge' component of the Program. This position within the School is remunerated according to the Responsibility Allowance Structure as defined.

Key relationships

- Heads of Faculty
- Director of Outdoor Education
- Assistant Heads of Senior School
- Teachers within Senior School
- Head of Year 8
- Administration Committee Members

Key accountabilities

Pastoral support

- To co-ordinate the pastoral support for students within the Challenge component of the Program.
- Communicate pro-actively appropriate pastoral care information to the appropriate Assistant Head of Senior School including any attendance irregularities.
- Manage and develop programs and initiatives that positively reinforce desired student behaviours.
- Identify, provide and monitor additional support to students considered 'at risk' including referral to the School Counsellor as necessary.
- Support appropriate behaviour management strategies for the allocated year group.
- Liaise with the Head of Year 8 and Assistants Heads of Senior School about transition arrangements for students commencing and concluding the Challenge component within the Program.
- As required, develop and co-ordinate relevant leadership programs during each Challenge component including the organisation of training workshops and ongoing supervision of leadership program participants.

Academic support

- Develop and co-ordinate the experiential learning program delivered as the Challenge component of the Power of 9 Program.
- Co-ordinate the academic program for students within the Challenge component of the Program.
- Support the academic progress of students by informing mentors and completing each student's Major Report for their Challenge.
- Review student management systems so that ongoing or re-occurring issues are followed up appropriately.
- Develop, implement and review appropriate celebration activities for the Power of 9 Program.

Program administration

- Ensure that the Power of 9 Program is effectively communicated and understood by employees, students, parents/carers and other relevant members of the School community.
- Facilitate regular and effective meetings of allocated Challenge staff to ensure that all aspects of the Program are established, implemented and reviewed.

- Develop a robust network of external contacts that can contribute to ongoing development of the Power of 9 Program, such as experiential learning providers, outdoor activity providers and community service organisations.
- Develop a number of key performance indicators that demonstrates the effectiveness of the Power of 9 Program within the total educational program of the School.
- Assist the Headmaster in securing available external funding for the Power of 9 Program
- Work with the Head of Teaching and Learning to ensure that there is a clear articulation of curriculum between Year 8 and Year 10 curriculums and the Power of 9 Program.
- Work with the Head of Teaching and Learning to develop and maintain and communicate Power of 9 Program documentation to all stakeholders.
- Make application for and manage the Power of 9 Program budget allocation each financial year.
- Support the Head of School with the appropriate allocation of teaching and other required staff members to the Program.
- Co-ordinate the care, maintenance and presentation of allocated Power of 9 Program teaching spaces.
- Co-ordinate and submit articles on activities and achievements for Magenta & Black, Virtus, and other relevant publications.
- Attend and participate in Administration Committee meetings as scheduled and attend Executive Committee meetings when invited by the Headmaster.
- Ensure that student reports are accurate and provide appropriate progress comments as Power of 9 Co-ordinator for each student.

Capabilities, Qualifications and Experience

Capabilities

- Ability to actively support and model the values of the School.
- Ability to work and model the School's Code of Conduct including the ability to work safely and with care for the safety of others.
- Ability to build strong working relationships and communicate effectively with a wide range of people including students, parents, colleagues and other school community members.
- Ability to resolve or refer appropriately, problems of a sensitive or complex nature.
- Extensive outdoor or experiential education experience would be desirable.
- A driver's license and ancillary certificate to drive a Public Passenger Vehicle would be an advantage.
- A current passport or the ability to secure a passport would be required for necessary overseas travel.

Qualifications and experience

- A current qualification for Wilderness First Aid (SIS30410) or an equivalent qualification; or the ability to obtain such a qualification.
- Ability to drive a public passenger vehicle and have a current Heavy Vehicle Licence and Public Passenger Vehicle Ancillary Certificate recognised by the Tasmanian Department of Infrastructure, Energy and Resources; or the ability to acquire such a licence and certificate.
- Extensive outdoor or experiential education experience would be desirable.

- A current passport or the ability to secure a passport would be required for necessary overseas travel.

Safeguarding Children and Young People

Our school takes child protection seriously, and as an employee of The Hutchins School, you are required to meet the behaviour standards outlined in our Practice and Behaviour Guidelines and The Hutchins School Code of Conduct, as updated from time to time.

Therefore, as a part of your duties and responsibilities, you are also required to:

- provide a welcoming and safe environment for children and young people;
- promote the safety and wellbeing of children and young people to whom we provide services;
- ensure that your interactions with children and young people are positive and safe;
- provide adequate care and supervision of children and young people in your charge;
- act as a positive role model for children and young people;
- report any suspicions, concerns, allegations or disclosures of alleged abuse to management;
- maintain valid 'working with vulnerable people' registration; and
- report to management any criminal charges or convictions you receive during the course of your employment/volunteering that may indicate a possible risk to children and young people.

Work Health and Safety (WHS)

- Take reasonable care for your own health and safety.
- Take reasonable care that your acts or omissions do not adversely affect the health and safety of other persons.
- Comply, so far as the worker is reasonably able, with any reasonable instruction that is given by The Hutchins School to allow the School to comply with the Work Health and Safety Act.
- Co-operate with any reasonable policy or procedure of the School relating to health or safety that you have been notified of.

Our values

Model the values of the School through words and personal actions that inspire others to do the same:

- Kindness
- Respect
- Humility
- Courage



THE HUTCHINS SCHOOL 71 Nelson Road, Sandy Bay, 7005
www.hutchins.tas.edu.au

The Hutchins School Board as established by The Christ College Act 1926
ABN 91 133 279 291 CRICOS 00478F

