

Position Description*Director of Wellbeing & Behaviour
Support - Middle & Senior*

REPORTS TO:	Head of College & Head of Campus-Middle & Senior
KEY RELATIONSHIPS:	Head of College and other Senior Leadership Team (SLT) members, PAR staff, teaching staff
COMMENCEMENT DATE:	1 January 2023
LOAD:	FTE 0.6 (approximately)

OVERVIEW

The Director of Wellbeing & Behaviour Support will effectively implement and take responsibility for the Wellbeing & Behaviour Support program on the Middle & Senior Campus. This will involve the development and mentoring of teachers, support staff and Year Level Coordinators in their leadership and care of the student body.

The Director of Wellbeing & Behaviour Support provides leadership, direction and support for wellbeing and behaviour support programs across the Middle & Senior Campus. In collaboration with other members of the College Executive, the Director of Wellbeing & Behaviour Support fosters a culture which promotes wellbeing across the community.

The Director of Wellbeing & Behaviour Support leads the Middle & Senior Campus in implementing best practices in student wellbeing and the wellbeing of staff and families. The Director of Wellbeing & Behaviour Support develops the strategic vision which guides the Middle & Senior Campus in being a place where each student feels safe, valued and connected and are supported in building the skills and attributes which will enable them to flourish now and in the future.

The Director of Wellbeing & Behaviour Support leads the development of an innovative wellbeing program and Middle & Senior Campus understanding of current youth issues whilst building the capacity of the Middle & Senior Campus staff to nurture the wellbeing of young people across all settings.

The incumbent will demonstrate an ability to inspire and enthuse others and to accept feedback in respect to the effectiveness of their leadership. As a caring, compassionate and capable leader, they will build the capacity and culture within the staff team and inspire an environment of academic excellence where students strive and thrive.

The Director of Wellbeing & Behaviour Support will be an open-minded and reflective leader who will facilitate the development of others within the school community. This role will have significant influence on staffing decisions within this sub-school.

This position will work cohesively and collaboratively with staff to build positive relationships and develop ownership and shared acceptance of ideas and actions.

The Director of Wellbeing & Behaviour Support is appointed by the Head of College.

THE ROLE

Responsibilities of the role:

1. Contribute to the College by:

- Consulting with the Head of Campus – Middle & Senior in developing and implementing a range of professional learning programs for staff with a Middle & Senior Campus approach that focuses on student wellbeing and resilience
- Exercising appropriate pastoral care of students in conjunction with subject teachers, pastoral care teachers and Year Level Coordinators
- Reviewing and evaluating the student wellbeing programs
- Keeping abreast of current student wellbeing and pastoral care requirements, innovations and trends and advising the Head of Campus – Middle & Senior on these
- Establishing and maintaining links with relevant community support agencies, allied professionals, and school networks to optimise services available for students
- Share relevant publications, podcasts, videos and blogs etc for College community.

2. Support student wellbeing and College Leadership by:

- Remaining informed about current student wellbeing and behaviour support matters and to be supportive of the Head of College and Head of Campus – Middle & Senior
- Supporting and counselling students and families
- Providing wellbeing leadership in the management of students at risk, in conjunction with the relevant Year Level Coordinators (this includes overseeing case management process)
- Coordinating and overseeing activities which encourage and support the objectives of the College's Pastoral Care program
- Coordinating counselling support of students by Subject Teachers, Pastoral Care Teachers, Year Level Coordinators, Counsellor and College Pastor
- Assisting the effective transition of new students into the College (including organising of transition days)
- Ensuring all student matters/concerns are followed up in conjunction with relevant parties and making appropriate referrals.

3. Supporting Restorative Practices by:

- Leading the implementation of Restorative Practices within the College
- Training and upskilling staff in Restorative Practices, including Teachers, Pastoral Care Teachers and Year Level Coordinators.

4. Overseeing Pastoral Care and Child Safety by:

- Acting as a source of support, advice and expertise on matters of child safety being a Child Safety Officer
- Liaising with the Wellbeing Hub members to maintain the visibility of child safety
- Leading, implementing, monitoring, enhancing and reporting on strategies to embed a culture of child safety
- Having knowledge of Children's Health & Youth Services in relation to child protection
- Keeping detailed, accurate and secure written records of concerns and referrals
- Being familiar with and comply with all relevant policies or procedures relating to child safety.

5. Involvement in the life of the College by:

- Overseeing of Assemblies & Chapel/Worship roster
- Attending staff and other meetings as required

- Attending school camps when required
- Attend Leadership Team meetings in holiday times

6. Professionalism shown by:

- Observing guidelines in relation to:
 - Valuing Safe Communities policies & Procedures.

7. Student Wellbeing:

- Inform and present wellbeing and behavioural support directives to the College Executive
- Actively contribute to the strategic development of excellence in student wellbeing and behavioural support in the Middle & Senior Campus
- Lead the Wellbeing Team, meeting twice each term, to review and develop wellbeing processes, strategies and goals across the Middle & Senior Campus
- Promote the Middle & Senior Campus Wellbeing Framework
- Maintain a scope and sequence of wellbeing programs in the Middle & Senior Campus, advise on content and implement new initiatives in accordance with best practice in collaboration with the Head of Campus – Middle & Senior
- Lead the College Child Safe program, including:
 - Overseeing the Child Safe training schedule in consultation with the Head of Campus – Middle & Senior
- Contribute to the consideration of assessment and reporting through the lens of student wellbeing
- Maintain and develop resources for the Student Wellbeing online site
- Use data to inform the tracking of student wellbeing
- Work closely with Head of Campus – Middle & Senior and Year Level Coordinators in relation to current and emerging issues impacting student wellbeing.

8. Staff wellbeing:

- Liaise with the Head of Campus – Middle & Senior and the Payroll & HR Administrator in relation to staff wellbeing matters
- Articulate a model of staff wellbeing together with the Head of Campus – Middle & Senior and Payroll & HR Administrator
- Identify opportunities for programs to enhance staff wellbeing.

9. Wellbeing of parents and families:

- Lead the Middle & Senior Campus in understanding the needs of parents and families
- Strengthen the capacity of mentors and teachers to build effective relationships with parents and families
- Develop and implement the parent seminar program in collaboration with the Counsellor and College Pastor, with input from the Head of College, Wellbeing Team and Heads of Campus
- Maintain and develop the STL Link Parent Resources Centre.

10. Staff training and professional learning:

- Work with pastoral teams to develop the capacity of mentors in supporting student wellbeing and in implementing the Professional Development Program (PDP)
- Conduct Child Safe inductions with new staff, coaches and others as required
- Contribute to the professional learning of Middle & Senior Campus staff on student wellbeing and behavioural support
- Contribute to Middle & Senior Campus Learning Forums to deliver the integration of wellbeing and learning priorities
- Conduct the introduction to Restorative Practices with new staff

- Oversight and management of the College Learning Management System (SEQTA) including monitoring of staff engagement ensuring pastoral care and wellbeing feedback is up to date and easy to access. Provide reports at case management and staff meetings.

11. Administrative responsibilities

- Member of the Lutheran Identity Committee with core responsibility for the suite of Student Duty of Care Policy reviews and implementations
- Member of the Risk Committee, responsible for Student Duty of Care.

12. Other responsibilities

- Coordinate the annual signing of the Statement of Commitments
- Lead the implementation of bullying and other surveys in consultation with the Head of Campus – Middle & Senior and/or the Counsellor
- Develop anti-bullying initiatives
- Manage a budget
- Oversight of student leadership programs (i.e. College Captains, Ministry Captains, House Captains and Student Representative Leaders)
- Undertake a teaching load equivalent to 0.4FTE (approximately) by negotiation with the Head of Campus – Middle & Senior
- Assume the role of Acting Head of Campus – Middle & Senior as required
- Any other duties as directed by the Head of Campus – Middle & Senior or Head of College.

13. General

- Be an active member of a Christian Church
- Ensure staff within the Middle & Senior Campus embed the core Lutheran Education Australia (LEA) values: love, justice, compassion, forgiveness, service, humility, courage, hope, quality and appreciation
- Hold appropriate, or be willing to gain, Lutheran accreditation leadership qualifications as required by the Lutheran Church of Australia (Accreditation L)
- Be committed to undertaking out-of-hours activities related to promotional and educational aspects of the College, and carry out all duties in a spirit of Christian compassion

PROFESSIONAL RELATIONSHIPS

- Meet with College Counsellor on wellbeing matters pertaining to both staff and students
- Meet with the College Counsellor to understand and track current issues
- Oversee the following roles:
 - Year Level Coordinators and Pastoral Care Teachers.

ATTRIBUTES

Personal & Professional Attributes:

The Director of Wellbeing & Behaviour Support will:

- Be a committed Christian, preferably a regularly practising communicant member of the Lutheran Church of Australia
- Be a person whose educational and personal philosophies align with the mission and values of Prince of Peace Lutheran College
- Be a person with a strong focus on collaboration and teamwork
- Be a highly visible leader with a strong personal drive, energy and ambition to inspire and motivate others

- Be a leader who understands and supports a focus on student learning and demonstrates strong instructional leadership
- Be a leader who sets high standards in areas of scholarship, dress and personal behaviour
- Have proven capability as a senior leader within a P-12 environment
- demonstrate personal qualities of courage, resilience and self-awareness with the ability to act with integrity and fairness particularly under challenging circumstances
- Possess outstanding communication skills with the ability to engage with the broader College community - students, staff and parents
- Be able to think strategically and implement the strategic intent of the College
- possess a degree of business acumen and the ability to understand the business and commercial needs of a modern school
- Be a model servant leader as shown to us by our Lord and Saviour, Jesus Christ
- Display the qualities of good leadership, management and administration
- Be working closely with the Head of Campus, Middle & Senior, and deputise as required
- Be motivated, focussed on people and relationships and inspiring to the College community
- Display the qualities of a good leader, manager and administrator
- Proven management skills with, experience of and ability to, lead, motivate and empower staff
- Collaborative team member
- Experience in an educational setting
- Experience working with children, adolescents, adults and families
- Capacity to connect with students
- Relevant tertiary qualifications, for example, post-graduate studies in student wellbeing
- Excellent communication skills including presentation and writing skills
- Strong planning and organizational abilities
- Flexible, responsive and creative with an innovative mindset
- Capacity to engage and develop positive relationships with a range of staff
- Experience in teaching mindfulness.

SELECTION CRITERIA

The following key selection criteria for the **Director of Wellbeing & Behaviour Support** constitute a common framework against which all applicants will be reviewed.

1. Must have at least three years in a leadership role within a Secondary School or other environment where these skills are displayed
2. Possess a proven track record of developing students and leading teachers
3. Proven experience as an innovative Lead educator, specifically in the areas of curriculum, contemporary learning, pedagogical leadership and pastoral care
4. Build a positive culture of academic excellence through successful collaboration
5. Post Graduate Studies preferred or working towards these.