



NAZARETH COLLEGE

ROLE DESCRIPTION

DIRECTOR OF STUDENT WELLBEING

POSITION REPORTS TO: Principal, Deputy Principal (Staff and Students)	AWARD: Entitlements under the Victorian Catholic Education Multi Enterprise Agreement 2018 (or its successor)
CLASSIFICATION: POL 3 16 x 75 minutes periods per 10-day cycle	TERMS OF EMPLOYMENT: Two-three years (Depending on Appointee)
ANNUAL LEAVE: As per VCMEA Award	REQUIREMENTS: <ul style="list-style-type: none"> ▪ On Commencement, Director will meet with the Deputy Principal and/or Principal to set goals ▪ Annual Review Meeting ▪ Formal Appraisal in Semester 2 of penultimate year of appointment ▪ Leadership Team ▪ Victorian Institute of Teaching – Full Registration ▪ CECV Accreditation to Teach in a Catholic School ▪ Criminal Record Check/VIT/Working with Children Check
COMMENCEMENT DATE: 27 January 2021	TO BE REVIEWED BY AND DATE: The Principal in the penultimate year of the contract

CONTEXT

Nazareth College is a Catholic Coeducational Regional Secondary College established in 1986. It is a learning community centred on the person of Jesus Christ. The Nazareth Community is committed to the safety, wellbeing and inclusion of all students in its care.

Through learning and teaching in the Catholic tradition, we foster a culture of Faith, Wisdom and Knowledge.

'He returned to Nazareth and became strong, filled with wisdom; And the favour of God was upon Him.' (Luke 2:40)

OVERVIEW OF THE ROLE

The Director of Student Wellbeing is a member of the College Leadership Team and shall be responsible to the Principal and will work in close collaboration with the Deputy Principal (Staff and Students) and Heads of House to provide leadership and direction of the College's wellbeing initiatives and programs. They will interact with all areas and levels of staff within the College and relevant external stakeholders to oversee all student needs.

The Director of Student Wellbeing has the overall responsibility for the care, wellbeing, academic progress and guidance of the students in the school. Whilst all staff have an important pastoral care role, the Director of Student Wellbeing has a key role in providing a pastoral focus to all students. All relationships and procedures of the role will reflect Nazareth College's belief in the centrality of pastoral care, student wellbeing and restorative and PBS processes to ensure good teaching and learning and appropriate student outcomes.

The Director of Student Wellbeing has a key role in imbedding the College's policies by supporting student wellbeing for learning. They set the direction for student wellbeing in the school ensuring every students opportunity for growth is maximised. The correlation between the wellbeing of a student and their success as an engaged learner is well researched and documented.

The partnerships between Instructional Leaders (formerly Learning Area Leaders), Subject Teachers', Heads of House, Pastoral Teachers, Learning Diversity and Counsellor are pivotal in the pastoral care and empowerment of Nazareth College students.

The Director of Student Wellbeing in consultation with the Deputy Principal (Staff and Students) oversees and supports the three way partnership between staff, students and families and oversees the wellbeing and learning dimensions of students. The Director of Student Wellbeing will imbed the student wellbeing learning sphere of the school improvement framework.

The role of Director of Student Wellbeing is to also demonstrate leadership in the spiritual life of the College, actively promote school policies and procedures, model excellence in teaching and wellbeing, encourage peers in the development of best practice, and foster a sense of community and care that supports the academic, social and emotional growth of students.

The College is committed to the process of Restorative Practices and school wide positive behaviour support (PBS) in interactions with students and staff. The Director of Student Wellbeing will oversee the implementation, ongoing development and review of such interventions. The Director of Student Wellbeing is also responsible for student leadership and promoting, leading and further imbedding the student voice at Nazareth through the Student Action Team.

Young people learn and achieve best when they feel connected and challenged in a nurturing and safe environment and it is this area that the Director of Student Wellbeing provides leadership and support to students, families and staff. The Director of Student Wellbeing ensures that the College has sound wellbeing, pastoral care and student management policies and procedures that support students, families and staff. As a member of the College Leadership Team, the Director of Student Wellbeing is responsible for ensuring that all student wellbeing policies, processes and procedures adhere to Government and Catholic Education Melbourne requirements.

The Director of Student Wellbeing will actively support and promote the values inherent in a Catholic school, be highly professional in all aspects of the role and display proficiency in areas of organisation, communication, consultation and decision making. They must have a capacity to develop an understanding, rapport and trust with young people recognising different stages of development and different learning styles.

The Director of Student Wellbeing is required to be familiar with and comply with the College's Child Safety Policy and the Code of Conduct. They will provide students with a child safe environment, which proactively monitor and support student wellbeing and exercise pastoral care in a manner which reflects school values.

The successful candidate for this position will commence 27 January 2021. They have the option of nominating a two or three year period of appointment. For the nominated tenure, an ongoing teaching position is associated with this appointment.

STATEMENT OF DUTIES/RESPONSIBILITIES LEADERSHIP TEAM

- The Director of Student Wellbeing is involved in whole school strategic planning and shares in the day to day school administration and decision making;
- Work with staff on professional standards and accountability;
- Provide strategic leadership and management in the performance of his / her duties;

- Enthuse staff, students and parents by fostering quality relationships and community development;
- Assists the Principal as requested in interviewing and appointing staff to both internal positions and those positions which are advertised externally;
- Act as the Principal's nominee in the Annual Review Meeting process;
- Maintain confidentiality and support the Principal and other members of the Leadership Team;
- Attend Leadership Team and Staff Meetings;
- Attend significant functions on the calendar as directed by the Principal;
- Be available for overseas tours camps retreats and holiday periods as required;
- Conduct Year 7 enrolment interviews;
- Promotes and celebrate the Catholic ethos and mission in the life of the College Community;
- Plays a major role in College management, formulations of College policy and strategic planning;
- Ensure a personal professional approach to teaching duties;
- Be available on call during the term break and other 'out of school hours' times for emergency situations that may arise.

WELLBEING OF STUDENTS

- To be responsible to the Principal via the Deputy Principal (Staff and Students) for the implementation of the College's Pastoral Care, student wellbeing and student management structures, processes and policies;
- To advise, organise and develop the professional pastoral skills of all staff by developing a pastoral program that is structured, formative and year level appropriate;
- To regularly meet with Heads of House to discuss policy, matters of concern, best practice in working with secondary students, students who are vulnerable or have diverse learning needs;
- To be available on a regular basis in the wellbeing centre before school, at recess, lunch and after school;
- Support staff as they endeavour to support the academic, social, and spiritual needs of students;
- Meet with parent/carers when the need arises to discuss wellbeing and/or learning concerns;
- Develop, monitor and review student leadership at Nazareth College;
- Encourage student cooperation, emphasising the 3R's respect, responsibility and resilience;
- Assist Heads of House with the monitoring of student attendance, and wellbeing issues;
- Document interactions on Simon to monitor trends and patterns with students across year levels;
- In conjunction with the Child Safety Officers and other members of the Leadership Team, implement the child safe policy, code of conduct and all other policies/procedures relating to child safety;
- To be a Nazareth College Child Safety Officer;
- Coordinate the pastoral care of students and student wellbeing programs;
- Work collaboratively to develop a comprehensive and sequential proactive student wellbeing program from Years 7-12 in areas such as resilience, wellbeing, drug education, cyber safety, mental and physical health, respectful relationships, in keeping with the guidelines provided to schools by various authorities;
- Coordinate and further develop the wellbeing aspects of learning experiences in conjunction with the Deputy Principals;
- Remain well informed of current best practice in the area of student wellbeing;
- Be fully cognisant of the PROTECT protocol and child safety framework and assist the Leadership Team and Advisory Board to ensure best and compliant practices;
- Review and update student wellbeing policies and procedures as required;
- Ensure the College maintains and further develops attendance procedures;

- Oversee the implementation, ongoing development and review of restorative and PBS practices.

LEARNING

- Promote and support a strong learning culture amongst students;
- Collaborate with the Instructional Leader for Learning Diversity, the Transition Co-ordinator and Heads of House to support the transition of new students to the College;
- Show an active and supportive interest in College events, particularly those in which students are involved;
- Protect the safety and wellbeing of each student at Nazareth;
- Strive towards fulfilling goals related to Pastoral Care as described in the College Mission Statement and Strategic Plan;
- Teach various classes across a number of different year levels;
- Plan for suitable interventions or opportunities to address identified needs by liaising with appropriate staff (eg Learning Diversity, First Aid Officer, Counsellor);
- Prioritise attendance at learning and pastoral meetings held fortnightly;
- Prioritise attendance at student support meetings with Heads of House and Counsellor – held fortnightly.

WELLBEING

- Monitor and support the student wellbeing structures of the school and act to ensure their continuing effectiveness and relevance;
- Provide professional learning opportunities for staff in the areas of student wellbeing that responds to the needs of students and staff and reflects the strategic priorities of the College (eg embedding and further developing restorative practices, PBS and ExCEL);
- Ensure that all teachers have access to knowledge of emerging trends and current research in student wellbeing and student management in a broad sense and case specific for students with more specific/particular wellbeing needs;
- Monitor, mentor and support members of the Wellbeing Team in their roles as Wellbeing Leaders and to identify wellbeing concerns;
- Liaise with staff and external agencies supporting students or families where necessary;
- Ensure accurate recording, secure access and appropriate sharing of information pertaining to individual student wellbeing, student management and attendance records is followed by staff;
- Work closely with Heads of House, and other relevant staff to further enhance and promote student leadership and student voice;
- Offer leadership in the area of policy and procedure development and review particularly with reference to PROTECT, Child Safety, student wellbeing and the national safe schools' framework;
- Work with Heads of House, Transition Coordinator, Learning Diversity, Counsellor/s to ensure that all students new to the College in Years 7-12 are supported in their transition;
- Contribute to an ongoing process to develop, communicate and implement the College School Improvement Plan and Annual Action Plan;
- Remain abreast of current research in the area of student wellbeing;
- To help train and guide senior students in their roles as House and College Leaders;
- To liaise with others in Leadership positions within the College in relation to child safety and protection, camps and retreats, liturgies and House Masses, subject selection, special programs and events in the College Calendar, and other items as required.

COMMUNICATION

- Be available to discuss with parents and carers matters concerning their child;
- Keep staff informed of pertinent wellbeing decisions affecting them;
- Work with the Deputy Principal, Heads of House and Counsellors as required to initiate and organise programs for parents and carers that foster relationships and help parents build on their parenting skills and respond to emerging issues for adolescents;
- Ensure frequent and effective communication with families in relation to student wellbeing;

- Be proactive in promoting the use of SIMON and PAM to establish efficient and timely communication between families and staff members;
- Communicate information of a serious nature to the Deputy Principal or School Counsellor.

RESOURCE MANAGEMENT

- Together with the Business Manager, prepare and manage the budget for student wellbeing;
- Purchase, maintain and develop student resources and e-resources related to Pastoral care, wellbeing and student management;
- Distribute resources/information to staff, students and parents as required.

CLASSROOM MANAGEMENT

- Apply effective behaviour management with a focus on PBS and restorative practices which are consistent with the College's Behaviour Management Policy;
- Have knowledge of and advise students of the school's policies and procedures;
- Encourage student cooperation, emphasising respect for others and observation of school rules and expectations for appropriate behaviour;
- Form working relationships with students which are positive, consistent and fair;
- Take responsibility for managing inappropriate student behaviour;
- Be punctual, manage time, lesson planning and assessment schedules efficiently;
- Establish a learning environment where students feel safe and are encouraged to be fully engaged;
- Monitor student progress and liaise with relevant staff regarding individual needs;
- Take responsibility for the pastoral needs, duty of care and standards of behaviour of all students inside and outside the classroom;
- Protect the safety and wellbeing of each student;
- In conjunction with the Child Safety Officers, implement the child safe policy and code of conduct and any other policies or procedures relating to child safety;
- Report behaviour that is beyond normal classroom management and beyond the skill set of the Director of Student Wellbeing to the Deputy Principal (Staff and Students).

LEADERSHIP

- Display exemplary and ethical Leadership;
- In consultation with relevant staff, monitor the overall wellbeing of students;
- Hold staff accountable for understanding and following College procedures and policies;
- Provide positive, strong and supportive leadership by example with respect to the delivery and implementation of the College Strategic Plan and through appropriate peer observation, mentoring, feedback and support for staff;
- Exercise a shared responsibility to ensure that the mission of the Catholic Church is brought to life in the College. The role is predicated on the belief that to be effective, the work will be informed by a vision of Catholic education that is Gospel based, people centred, inclusive and holistic;
- Actively promote the growth and development of a caring and Gospel based ethos;
- Ensure that wellbeing initiatives are of the highest standard and cater for the needs of all students;
- Identify and plan appropriate professional learning on wellbeing issues for staff members;
- Convene and facilitate regular wellbeing meetings, ensuring appropriate agenda and minutes are distributed in a timely manner to all relevant staff;
- Manage wellbeing to promote a safe workplace and optimal opportunities for students;
- Lead the Wellbeing Team in the organisation of school events (eg Open School, Subject Selection, Information Evenings);
- Leaders are of one voice and supportive of each other in all initiatives and messaging to staff, students and parents;
- Foster an environment of professional trust, empowerment and learning;
- Provide effective leadership through outstanding relationships of support, accountability and excellence;

- As part of the College coaching and ARM process, facilitate a growth coaching conversation to develop appropriate goals;
- Participate in College requested PD to continue to build leadership capacity and growth;
- Assist with staffing allocations and induction of new staff members;
- Enforce all OH&S rules throughout the College;
- Provide leadership for all involved in wellbeing including mentoring, collaborating and the sharing of information to encourage continuous for students;
- Show an active and supportive interest in College events, particularly those in which students are involved;
- Strive towards fulfilling goals related to Pastoral Care as described in the College Mission Statement and Strategic Plan;
- To help train and guide students in their role as leaders;
- Model to staff and students the best practice in restorative and PBS philosophy and lead staff to implement them across the school;
- To ensure College expectations regarding study habits, dress and conduct are maintained;
- Assist in arranging information sessions for students and parents as required, eg Open Day;
- Where applicable and in conjunction with the Wellbeing Team, communicate information to students regarding their wellbeing and the impact this may have on their learning;
- Lead and work with staff to follow up student's behaviour, uniform, lateness and absenteeism and relevant learning and wellbeing issues;
- Keep records of student incidents, parent teacher discussions and referrals on Simon and students who access the wellbeing centre;
- Be available to discuss with parents and carers matters concerning their child;
- Keep staff informed of pertinent wellbeing issues;
- Be a member of the Critical Incident Response Team;
- Organise special Transition Programs where appropriate (in consultation with Transition and Learning Diversity);
- Attend Learning and Pastoral and Head of House Meetings typically held fortnightly;
- Facilitate student support meetings regarding students of concern which are attended by Heads of House and the Counsellor;
- Inform the Principal or Deputy Principal immediately of any serious wellbeing concerns;
- Ensure that all protocols relating to reporting an issue of child safety and mandatory reporting are adhered to in the protection of the safety and wellbeing of all students;
- To be a member of the Support Team for students in child protection and safety issues.

PROFESSIONAL EXPECTATIONS

- Exercise discretion when handling confidential and sensitive information;
- Attend College functions, meetings and events as required;
- Adhere to College policies and procedures;
- Show collegiate support of all staff members;
- Continue to meet the characteristics of a Lead Teacher as documented in the Australian Professional Standards for Teachers (AITSL);
- Ensure that the teaching is of the highest standard and caters for the needs of all students;
- Hold and document regular meetings with staff to discuss educational issues especially those related to wellbeing;
- Participate in professional learning and networks to broaden knowledge and improve practice;
- Take an active role in the Cocurricular programs;
- Work with Deputy Principal (Teaching and Learning) to finalise promotions and to provide advice on subject selection and course requirements;
- To liaise regularly with Heads of House to ensure consistency across houses;
- Interact positively and proactively with parents to build strong relationships;
- Ensure Nazareth College continues to build its reputation as a school of choice.

CHILD SAFETY

Every person employed or volunteering at Nazareth College has a responsibility to understand the importance and specific role they play individually and collectively to ensure that the wellbeing and safety of all students is at the forefront of all they do and every decision they make. Such responsibility requires employees to:

- Provide students with a safe environment and proactively monitor and support student wellbeing;
- Be a suitable person to engage in child connected work;
- Be experienced in working with children;
- A demonstrated understanding of child safety and protection;
- A demonstrated understanding of appropriate behaviours when engaging with children;
- A thorough knowledge of legal obligations relating to child safety under Ministerial Order No. 870 Child Safe Standards and expectations of CEM, PROTECT, VIT and VRQA;
- A demonstrated understanding of and commitment to Child Safety protocols, Codes of Conduct and to ensuring Nazareth College is a child safe school;
- In conjunction with the Child Safety Officers, implement the child safe policy and code of conduct and any other policies or procedures relating to child safety;
- To ensure all protocols relating to reporting an issue of child safety and mandatory reporting are adhered to in the protection of the safety and wellbeing of all students.

OTHER DUTIES

- No position description can be entirely comprehensive and the incumbent will be expected to carry out such other duties as requested by the Principal or his delegate as may be required from time to time and are broadly consistent with the responsibilities of this position description;
- The position is subject to review and modification by the Principal (or nominee), through consultation and agreement with the appointee, in response to the evolving needs of the College, and experience and expertise of the appointee;
- The position will, from time to time require attendance outside normal hours;
- The successful applicant will require a commitment to ongoing professional learning;
- All employees at Nazareth College are to follow College policies and procedures, including the Occupational Health and Safety Act 2004 and Equal Opportunity Act.

QUALITIES

- The Director of Student Wellbeing by their dress, demeanour, respect for others, and support and involvement, will provide an exemplary example to staff and students;
- They must be prepared to develop a knowledge of the needs of the students in their care and be prepared to make themselves available to families;
- Be professionally competent in teaching, administration and pastoral care;
- The role of the Director of Student Wellbeing, by its very nature, requires a broad knowledge of the life of the College, detailed awareness of individual students, and a willingness to give of oneself rather than simply giving of one's time;
- The Director of Student Wellbeing must be knowledgeable of, and active in promoting child safety policies and protocols within the College;
- The role requires a commitment to lead restorative and PBS processes and practices in all interactions with staff, students and parents.

KEY PERFORMANCE INDICATORS

- Accountability and efficiency in the carrying out of the duties of the position;
- Be committed to the safety and protection of all students;
- Be approachable and responsive to all members of staff;
- Able to competently carry out multi tasking duties both in immediate and longer term situations;
- Show initiative and energy in all matters pertaining to student wellbeing;
- Give strong evidence of commitment and contribution to the effective running of the Wellbeing Team;
- Actively support, model and promote the use of restorative and PBS practices and processes in dealings with staff and students.

SELECTION CRITERIA

Nazareth College, Noble Park North recognises and values the unique gifts, talents and experience of each applicant. The criteria listed below will inform the selection process.

1. Support of the vision and mission statements of our learning and faith Community.
2. A commitment to the Catholic ethos of the College and recognition of the role of all leaders.
3. A clear vision for supporting the wellbeing and pastoral needs of students in a vertical house system in a Catholic Coeducational Secondary College.
4. The capacity to create and maintain an environment that supports continuous improvement leading to the achievement of high quality outcomes for all students.
5. Knowledge and understanding of contemporary practices and policies related to student wellbeing, safety and protection.
6. The ability to dialogue with staff in a collegial manner to achieve improved learning and wellbeing outcomes for students.
7. Ability to effectively lead a team of wellbeing staff and if necessary, hold them to account.
8. Perseverance, sensitivity, compassion, patience and a high level of discretion in working with complex and difficult situations, and when handling confidential and sensitive information.
9. Capacity to provide leadership characterised by lateral thinking, innovation and a willingness for ongoing improvement and to embrace change
10. Well developed organisational and interpersonal skills including a demonstrated ability to work effectively, independently and collaboratively in a team environment, including the ability to manage information and correspondence with confidentiality, discretion and diplomacy with staff, students, parents/guardians and key stakeholders.
11. Commitment to the promotion of restorative and PBS practices and processes.
12. Sound understanding of child safe standards and mandatory reporting requirements as they apply to Nazareth, and a strong commitment to providing a child safe environment.
13. An understanding of the cooperative teaching connections between pastoral, academic, social, spiritual, cultural, sporting and creative factors that work together to provide a dynamic learning community committed to the wellbeing of the whole person.
14. Strong organisational and time management skills with an ability to prioritise tasks, meet prescribed deadlines and concurrently manage a number of competing tasks.
15. Demonstrable understanding of the AITSL Standards.
16. Registered Teacher in Victoria (or eligible for registration).
17. Accreditation to teach in a Catholic School (or working towards).
18. Qualifications in the area of student wellbeing is desirable.
19. Qualifications in the area of student wellbeing is desirable.
20. First Aid Certificate – Level 2 (or willingness to obtain).
21. Anaphylaxis Awareness training (or willingness to obtain).
22. Non Government Schools Protecting Children Mandatory reporting and other Obligations Certificate.
23. Have the ability to promote the cultural safety, participation and empowerment of students and their families identified as vulnerable, students with a disability, linguistically and culturally diverse students and Aboriginal and Torres Strait Islander students.

KEY ORGANISATIONAL RELATIONSHIPS

INTERNAL	EXTERNAL	MEETINGS
Principal Deputy Principal Heads of House Pastoral Teachers Subject Teachers Students Counsellor First Aid Officer Student Support Staff Learning Support Officers Learning Diversity Team	Parents Support Agencies	Fortnightly Student Support Group Meetings Fortnightly Head of House Meetings Weekly Leadership Meetings Fortnightly Learning and Pastoral Meetings Fortnightly Wellbeing Meeting Fortnightly Child Safety Meeting

TENURE, CONDITIONS AND REQUIREMENTS

CLASSIFICATION:	POL 3 16 x 75-minute periods per 10-day cycle
TENURE	Two- or Three-Year appointment (Successful candidate will choose) 2021 – 2022/2023
APPRAISALS	Annual Review Meeting Formal Appraisal in Semester 2 of penultimate year of appointment
ENTITLEMENTS	Entitlements under the <i>Victorian Catholic Education Multi Enterprise Agreement 2018</i> (or its successors)
REQUIREMENTS	Victorian Institute of Teaching – Full Registration CECV Accreditation to Teach in a Catholic School Criminal Record Check/VIT/Valid Working with Children Check

EMPLOYEE ACKNOWLEDGMENT

I (the undersigned) have read and understand the content of this position description and undertake to meet the key accountabilities in an appropriate manner.

Name

Signature Date

Authorised by Principal or Representative

Name

Signature Date