

WESTERN TRINITY CATHOLIC PRIMARY SCHOOLS

Position: WELLBEING LEADER (Pastoral Support)
Reports to: Western Trinity School Network Principals
Position: POL N/A
Tenure: Fixed Term - 12 months (2018)
Release: N/A



ROLE DESCRIPTION: WELLBEING LEADER

Reports to: The Western Trinity School Network Principals

CONTEXTUAL STATEMENT:

The Western Trinity Schools Network is a partnership of three Catholic Primary Schools - St Joseph's School, Coleraine, St Malachy's School, Edenhope and Sacred Heart School, Casterton, that are located in the Diocese of Ballarat's South West Schools Network. In a unique educational scenario, the three schools have pooled resources, devised a shared curriculum, agreed to shared pedagogical practice and aligned teaching schedules to bring about greater improvement in student learning outcomes. By formalising this partnership, the three schools have better supported their students, staff members and families in their own respective communities and have overcome many of the traditional obstacles student learning has faced in the district such as isolation, limited funding, access to professional development and support services. The three schools of the Western Trinity are continually looking at diverse ways to bring about fullness of life for every student, in each unique school setting.

ORGANISATIONAL ENVIRONMENT:

1.0 Primary Objectives

- 1.1 To provide high level pastoral support to the Principals of the Western Trinity Network.
- 1.2 To be a point of contact within the schools for matters dealing with wellbeing.
- 1.3 To provide pastoral care support to students, families and staff within the network.
- 1.4 To liaise with the schools, parishes and staff members regarding particular student/family needs.
- 1.5 To coordinate external agencies to provide services for identified school needs.
- 1.6 To encourage student inclusion, voice and leadership.

2.0 Organisational Environment

- 2.1 To work collaboratively within a multi-school partnership.
- 2.2 To conduct Student Wellbeing PLT meetings and, in collaboration with other staff members, report regularly on student wellbeing matters at staff meetings.
- 2.3 To take an active role as part of school improvement teams.
- 2.4 To participate in professional development and supervision and to attend system briefings as appropriate.
- 2.5 To maintain the high levels of confidentiality and discretion at all times.
- 2.6 To provide a 'Child safe' environment for all students, complying with 'child safe' policies and standards.

3.0 Specific Accountabilities

3.1 Restorative Practices

- 3.1.1 To ensure ongoing whole school implementation of Restorative Practices.

3.2 Social and Emotional Learning

- 3.2.1 To coordinate and oversee the implementation of social and emotional learning programs.
- 3.2.2 To facilitate programs as the needs arises. ie social skills, trauma, truancy, resilience, grief, etc.
- 3.2.3 To support student's social and emotional wellbeing, using data to inform practice.

3.3 School Improvement

- 3.3.1 To develop, implement and review wellbeing policies and procedures.
- 3.3.2 To set goals and evaluate the success and/or validity of wellbeing programs.
- 3.3.3 To contribute wellbeing expertise to School Improvement and Annual Action Plans.

3.4 Curriculum

- 3.4.1 To develop and ensure implementation of a wellbeing curriculum, including a scope and sequence, for the explicit, sustainable teaching and learning of social and emotional skills.
- 3.4.2 To develop assessment instruments in a collegial manner
- 3.4.3 To use assessment practices to generate learning data that can be analysed to inform teaching

3.5 Resource Management

- 3.5.1 To bring current educational publications and resources to the attention of all staff.
- 3.5.2 To ensure teacher resource material is appropriately filed and readily accessible.
- 3.5.3 To take responsibility for the Wellbeing budget and purchase new resources as required.

3.6 Program Support

- 3.6.1 To assist in the review of existing programs and the introduction of new programs as necessary.
- 3.6.2 To attend Program Support Group meetings for students on Personalised Learning Plans.

3.7 Communication of Information

- 3.7.1 To relay information to school communities regarding wellbeing (current initiatives, programs, etc) via assemblies, websites, social media platforms, digital and printed publications, presentations, staff inductions and in-services.
- 3.7.2 To liaise with other leaders as appropriate e.g. REL, Learning & Teaching, Special Needs, etc.
- 3.7.3 To prepare wellbeing reports for School Advisory Council and/or Canonical Administrator.

3.8 Data and Records

- 3.8.1 To regularly collect, record, analyse and share wellbeing data with school leaders and teachers.
- 3.8.2 To prepare and submit documentation, such as referrals and reports, where appropriate.
- 3.8.3 To securely maintain records and ensure consent of individuals receiving pastoral support.

3.9 Pastoral Support

- 3.9.1 To liaise with the Pastoral Care Worker on a regular basis, where applicable.
- 3.9.2 To assist colleagues and families in accessing external, professional wellbeing resources.
- 3.9.3 To proactively monitor and support student wellbeing.
- 3.9.4 To exercise pastoral care in a manner which reflects school values.
- 3.9.5 To implement strategies which promote a healthy and positive learning environment.
- 3.9.6 To attend meetings, assemblies, activities and liturgical celebrations as scheduled or required

4.0 General and Administrative Duties

- 4.1 To contribute to a healthy and safe work environment and comply with all safe work policies and procedures.
- 4.2 To maintain currency of first aid, mandatory reporting and anaphylaxis training.
- 4.3 To maintain currency of teacher registration and/or working with children certificates.
- 4.4 To demonstrate duty of care to students in relation to their physical and mental wellbeing
- 4.5 To carry out other duties as designated by the Principal

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SELECTION CRITERIA: **WELLBEING LEADER**

Commitment to Catholic Education	<ul style="list-style-type: none"> • A demonstrated understanding of the ethos of a Catholic school and its mission • A demonstrated understanding of the Church's teachings and the Catholic teacher's role in the mission of the Church • A demonstrated capacity to instil in students a respect for each other in accordance with the teachings of Jesus Christ • A capacity to integrate the Church's teachings into all aspects of curriculum
Commitment to Child Safety	<ul style="list-style-type: none"> • Experience working with children • A demonstrated understanding of child safety • A demonstrated understanding of appropriate behaviours when engaging with children • Familiarity with legal obligations relating to child safety (e.g. mandatory reporting) • Be a suitable person to engage in child-connected work
Education and Experience	Essential: <ul style="list-style-type: none"> • Teaching qualifications • Current Victorian Institute of Teaching (VIT) registration • Professional experience in student wellbeing / pastoral support
	Desirable Other: <ul style="list-style-type: none"> • Accreditation to Teach Religious Education • Relevant post-graduate studies (or working towards such qualifications) • Demonstrated understanding and experience of the learning and teaching pedagogy associated with the Victorian Curriculum • Preference for experience working within a Professional Learning Community • Understanding of contemporary learning intervention practices
Skills/ Attributes	<ul style="list-style-type: none"> • Ability to work as part of an intra/inter school team (tri-school commitment) • Good oral and written communication skills, including ability to communicate with children, parents and the school community • Experience and proven record in effective learning and teaching skills, including management of composite classes/mixed ability classes • Ability to demonstrate an understanding of appropriate behaviours when engaging with children • Leadership qualities • Self-motivation • Ability and willingness to accept policy directives • Maturity