



# Wellbeing Leader – Year Level (7, 8 or 9)

## Role Description

<b>POL:</b>	3.0
<b>Time Release:</b>	13 (15 periods for Leader involved with Transition responsibilities for Year 6 into 7)
<b>Reporting to:</b>	Deputy Principal – Student Wellbeing and Operations
<b>Appointment Period:</b>	3 years
<b>Scope:</b>	Year Level and Campus

The role of a Wellbeing Leader – Year Level (7, 8 or 9) are responsible for the general organisation and the coordination of activities in their respective Year Level and have an important communication and advisory role within the College. The wellbeing of students is a priority and they work proactively and in collaborating with Homeroom teachers to develop, maintain and encourage a caring and orderly learning environment for the students.

The welfare of students in our care is the responsibility of all teachers as we know that good emotional health correlates powerfully with strong academic development. Each Wellbeing Leader – Year Level (7, 8 or 9) will work with homeroom teachers to monitor student’s emotional health and offer support and guidance when needed. The focus of the support is to ensure that each Homeroom teacher develop a strong relationship with the small cohort of students and their families, be the first point of contact and assist these teachers with behavioural management issues. The Wellbeing Leader – Year Level (7, 8 or 9) will also work with the Operations and Wellbeing Leader of the Campus to promote personal welfare programmes and to deal with issues that need escalating from Homeroom teachers.

### Team Memberships:

- Wellbeing Team;
- Other relevant Teams

### Collaborates with:

- Members of the College Leadership Team;
- School Counsellors and Wellbeing Staff;
- Other Position of Leadership appointees;
- Staff, students and parents/guardians

### As a leader at Lavalla Catholic College you will actively:

- Promote the mission and Catholic ethos of the College;
- Ensure that all aspects of College life are permeated by the spirit of the Gospel and the Marist Charism;
- Collaborate with all members of the Leadership Team to creatively implement the strategic goals of the College;
- Model a leadership style and approach which reflects one that is based on a model of Christian service;



- Publicly support the leadership of the College;
- Work in an honest, open, creative and flexible manner that contributes positively to the effectiveness of the College; and
- Represent the College in external forums.

## Child Safety

Teachers will have a commitment to child safety;

- 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

## Legal Compliance and Policy Development:

- To see that all College policies are in compliance with the law and meet government statutory authority expectations;
- To be aware of and adhere to legislation and College policy relevant to the duties undertaken, including but not limited to: Child Safety; Equal Employment Opportunity, supporting equity and fairness; Occupational Health and Safety, supporting a safe workplace; Privacy; Staff/Student Relationships; Conflict of interest, etc; and
- To ensure that, on a regular basis, all policies are reviewed and ratified by the College Advisory Council.

## Key Responsibilities

A Wellbeing Leader – Year Level (7, 8 or 9) has responsibilities in the following areas:

### Specific Duties

- Provide leadership, direction, facilitation and advice both in a wellbeing capacity to teachers, including advice about programmes that need reviewing or others that need to be introduced;
- Organise level activities such as assemblies and work with the Director of Catholic Identity and Mission and their team teachers to develop, plan and organise spirituality development through camp activities or other suitable immersion experiences;
- Work with the Homeroom Teachers to provide a positive climate of care, restorative discipline and organisation in each year;
- Assist in co-ordinating extra programmes, competitions or testing - such as ICAS competitions, other pathway opportunities as they present themselves;
- New student induction;
- Assist in the collation, analysis and consultation on data collected from relevant testing;
- Monitor students on academic review;
- Ensure all issues related to the wellbeing and support of a student is entered in a timely manner on the student database and communicate to relevant members of both the Campus and College as appropriate;
- Work closely with the relevant staff to facilitate the College's academic progression policy;
- Co-ordinate the selection of award recipients;
- Maintain and control the budget relevant to their year level;



- Contribute to and support transition process of students from current year to the next and where applicable between campuses;
- Oversee allocation of lockers for respective Year Level;
- Collate material for publication;
- Monitor student progress across all subject areas, using student data;
- Organise immunisations as required with the local health authorities;
- Implement the attendance, uniform and professional dress policies;
- The Leader charged with responsibilities regarding transition of students from primary schools to Year 7:
  - \* Co-ordinate and conduct transition visits to Primary Schools of new students for Year 7 to discuss transition needs;
  - \* Ensure all notes regarding students are collated in collaboration with Registrar;
  - \* Collaborate with NCCD Team regarding allocation of transition visits for funded students and other students that may require support; and
  - \* organise and oversee the Year 7 Orientation Day prior to students commencing.

#### **Other**

- Regular communication with the community in College publications on matters relating to this role;
- Conduct Annual Review Meetings of selected relevant staff;
- Perform other duties as may be required by the Principal.

All applicants should note that this role description is not intended to be a prescriptive document and therefore will change as the position develops and forms.

#### **Key Selection Criteria:**

All staff seeking positions of leadership should demonstrate:

- Commitment to the ethos, values and vision of Lavalla Catholic College as a Catholic school in the Marist tradition;
- Ability to articulate the vision of the College and to inspire a wide range of people in order to initiate programs, events and developments.
- Have a proven record of success as a secondary teacher, with an extensive knowledge of current educational theory and practice;
- Willingness to participate in the life of the school including attending and supporting extra-curricular activities that are related to the specific leadership position;
- Capacity and willingness to undertake their role with flexibility;
- Well-developed interpersonal skills and the ability to work collaboratively with members of the College community, other schools and educational authorities;
- Appropriate qualifications and experience to lead in this area;
- A strong commitment to continuous improvement in personal practice; and
- A willingness to represent Lavalla Catholic College in a public forum.

#### **.Applicants are required to submit the following:**

1. An introductory letter briefly outlining their suitability and interest in the position
2. A detailed curriculum vitae, including contact details for referees, one of whom must be from the applicant's current setting