



Leaders of Wellbeing (Middle or Senior Years) Position of Responsibility

Position Information Document

Name:	
Position Title:	Leaders of Wellbeing (Middle or Senior Years) (POR 2)
Position Reporting to:	Principal / Deputy Principal
Tenure:	Permanent teaching + POR tenure 2 years

POR Conditions

This is a Band 2 Level 2 Position of Responsibility (POR 2). The South Australian Catholic Schools Enterprise Agreement 2020 (as amended or replaced) applies to this appointment. In accordance with the Enterprise Agreement 2020 you will be paid an allowance per annum in addition to your salary for the duration of the POR appointment. Release time will exceed the recommended time in the EA, and will include Homegroup time in the morning to enable interaction with Homegroup classes.

At the conclusion of the term of this POR position, you will return to your substantive teaching position and associated salary at the Band 1 incremental step. In the circumstance that the school requires an extension of this POR appointment beyond the POR term of 2 years, you will be entitled to re-apply.

Key Working Relationships

- Principal
- Deputy Principal
- Leader of Wellbeing & Student Development
- Co-Leader of Wellbeing
- Assistant Principal Religious Identity and Mission (APRIM/REC)
- Inclusive Education Learning Leader
- Teachers
- School Counsellor / Engagement & Wellbeing Officer
- Students
- Parents

Context

Our Vision

St Mark's College empowers students through excellent education to become curious, independent learners and just, compassionate global citizens.

Our Mission

As a Catholic community founded in the traditions of the Salesians and Good Samaritan Sisters, we:

- *Invite our community into an experience of faith and spirituality*
- *Celebrate diversity, inclusion, and the unique gifts of each person*
- *Foster a community based on respect, compassion, and service to others*
- *Provide a contemporary learning environment that promotes joyful learning enabling students to excel and thrive*
- *Value collegiality, collaboration and positive partnerships with students, families, and our wider community.*

It is these core values that inform every aspect of our work at St Mark's College as we educate our young students in partnership with their parents. The importance of guiding and providing pastoral support to young people through their schooling cannot be over-stated. Wellbeing underpins effective learning.

The Leaders of Wellbeing at St Mark's hold positions of responsibility for the pastoral care and wellbeing of students in the middle or senior years as appointed. Leaders of Wellbeing are accountable to the Principal and the Deputy Principal supporting students through their secondary years at school, developing and leading pastoral care programs and activities that enhance the wellbeing of students, and build resilience, positive behaviours and safe practices to support student learning.

The role enables the leader to be resourceful, collaborative and self-directive in meeting the specific pastoral care and wellbeing needs of students at St Mark's.

The Leaders of Wellbeing will work closely with other staff having specific roles to enhance the attendance, wellbeing and learning of all students in the secondary years. Leaders of Wellbeing hold a special mandate for the religious, spiritual and community life at St Mark's College, ensuring that pastoral care programs and restorative practices are informed by Salesian traditions and values.

Specific Responsibilities

The Leaders of Wellbeing share (distribute according to strengths) responsibility for:

- Ensuring all aspects of pastoral care in the secondary years are consistent with the concept of a learning community where learning is central to all that we do.
- Engaging in, and facilitating, professional learning to support teachers in implementing evidence-based approaches to improve student wellbeing and learning outcomes.
- Supporting students to develop personal responsibility and managing behaviour incidents.
- Supporting staff and students in the application of PBIS strategies.
- Working with teachers to develop innovative and integrated approaches to pastoral care and wellbeing that enhance capacity to learn.
- Supporting the Leadership Team by modelling and facilitating a performance growth culture among staff, including mentoring, classroom observation and feedback in relation to pastoral care and wellbeing.
- Regularly monitoring the wellbeing of students and working with teachers and the 7-12 Inclusive Education Learning Leader to ensure appropriate social and emotional programs are in place to meet individual learning needs.
- Working closely with the Deputy Principal, Learning Leaders and teachers to ensure students reach their full potential.

- Supporting the aims and policies of the school and ensuring that decision-making and actions are carried out in the spirit and ethos of St Mark's College.
- Modelling professional learning by engaging in relevant PD in leadership development and wellbeing, sharing this learning with Homegroup teachers.
- Liaising with the Senior Supervisor of Boarding to ensure effective pastoral care for Boarders at St Mark's College.

The Leaders of Wellbeing share responsibility for:

- Facilitating, giving witness to and promoting the religious ethos of the school, as it relates to prayer, major religious celebrations and social justice programs.
- The welfare, behaviour education and behaviour management of students in the middle or senior years.
- Working in conjunction with the Assistant Principal Religious Education and Mission and class teachers to foster an understanding and celebration of the charisms of the Good Samaritan Sisters and the Salesians of St John Bosco.
- Supporting the Assistant Principal Religious Identity and Mission by being a member of a Retreat Team to plan and facilitate age-appropriate Retreats.
- Developing, in conjunction with the Wellbeing Team, and implementing transition programs and practices to ensure smooth transition of students into middle or senior schooling at St Mark's College.
- Assisting class teachers with the induction and support of new students to the school.
- Developing and implementing age-appropriate wellbeing programs, including elements of the Keeping Safe Child Protection Curriculum to support student wellbeing and responsibility.
- Facilitating the selection, supervision and encouragement of student leaders.
- Maintaining strong and open communication with parents.
- Supporting class teachers to report and follow up student late and absentee patterns.
- Facilitating the resolution of bullying and harassment complaints, with a focus on restorative practice.
- Supporting teachers in the first instance to follow up concerns appropriately with students and their families.
- Facilitating meetings with parents and support agencies where appropriate when ongoing issues are not being satisfactorily resolved.
- Working with the School Counsellor/Engagement & Wellbeing Officer to identify and consider a range of wellbeing programs and resources available to implement in the secondary years.
- Ensuring accountability of class teachers for implementation of school policies, e.g. school uniform, PBIS procedures and practices.
- Developing, in conjunction with key staff, a strong sub school community identity through activities such as assemblies, liturgies, house activities.
- Planning with, and supporting Homegroup teachers in implementing, an effective pastoral care and wellbeing program to enhance relationships, team building and develop the core ACARA capabilities.
- Supporting the work of the Student Pathways Leader in ensuring that Careers are incorporated into Pastoral Care Programs to enable students to understand and discern appropriate career pathways.
- Seeking opportunities to celebrate student achievement in many domains through newsletters and other publications, including the Yearbook.
- Coordinating and leading, in conjunction with teachers, appropriate year level/sub school activities.
- Liaising with key staff, including the Leader of Wellbeing & Student Development and the Deputy Principal on all matters related to students' pastoral welfare.

Administration & Accountability

The Leaders of Wellbeing will have responsibility for:

- Ensuring teachers log pastoral care and behavioural concerns on SEQTA and communicate these to parents and relevant staff.
- Ensuring Homegroup teachers monitor SEQTA notifications, attendance and late records and generate data as required to discuss with the Engagement and Wellbeing Officer for follow up.
- Reviewing data each term and generating communication with parents, e.g. letters regarding poor attendance, or pastoral care meetings as appropriate.
- Keeping the Leader of Wellbeing & Student Development, the Deputy Principal and Principal apprised of ongoing behavioural or attendance concerns and the actions taken to improve wellbeing and learning outcomes.
- Holding regular Pastoral Care meetings with Homegroup teachers to promote professional learning and action research, sharing minutes of these meetings with the Deputy Principal and Principal.
- Other duties as reasonably negotiated with the Principal.

Communication and Promotion of St Mark's College

- Communicating with parents, staff and students in relation to the pastoral care and wellbeing of students in the secondary years.
- Developing and nurturing positive relationships with parents and caregivers.
- Promoting pastoral care and wellbeing activities and programs at St Mark's College, through newsletter articles and other approved forms of media.

Person Description

The Leaders of Wellbeing are expected to demonstrate:

- A commitment to upholding the Catholic ethos and traditions of the school.
- An ability to enthuse and inspire students, and work with colleagues to create a positive collaborative working environment.
- Contemporary practices in the area of behaviour management, harassment mediation and pastoral care in particular utilising restorative practices.
- A positive role model for young people.
- The necessary communication and people management skills to interact effectively with staff, students and parents.
- An empathy with and response to the complex demands of a changing education environment.
- The skills of an experienced educator.
- That they are efficient administrators, able to work well under the pressure of deadlines.
- A commitment to regular professional development and support other staff to do the same.

SPECIFIC REQUIREMENTS

Acquire and Maintain

- Current South Australian Teachers Registration
- Approved Responding to Abuse and Neglect Training
- First Aid Training
- Teacher Accreditation in Catholic Education SA
- Specific qualifications and / or expertise in the designated curriculum and school management area
- Perform any other duties as required from time to time by the Principal

WORK, HEALTH AND SAFETY

This role is deemed to be a *Worker* under the South Australian Work Health and Safety (WHS) Act 2012.

As a *worker*, while at work you must –

- Take reasonable care for your own health and safety
- Take reasonable care that your actions or omissions do not adversely affect the health and safety of other persons
- Comply, in so far as you are reasonably able to, with any reasonable instruction given by the employer
- Cooperate with any reasonable policy or procedure of the employer that is related to health and safety at the workplace that has been notified to workers

Reference:

Division 4, Section 27 and 28 WHS Act 2012

PERFORMANCE REVIEW

The employee must undertake a performance review on an annual basis.

On the first anniversary of appointment, and at each annual review, consultation will occur between the Principal and the employee to ensure that the Position Information Document is reflective of the duties undertaken.

This Position Information Document accurately reflects the duties, skills and requirements of the position.			
Signed (Principal/Deputy)		Date:	
Signed (Employee)		Date:	
First Performance Review		Date:	
Annual Performance Review		Date:	
Annual Performance Review		Date:	
Annual Performance Review		Date:	
Annual Performance Review		Date:	
Graduate Certificate in Catholic Education Completion		Date:	