**Leader of Pastoral Care - Secondary**

**PORTFOLIO: Schools**

**REPORTS TO: Principal**

**WORKING WITH CHILDREN: Clearance Required, Child Related Role**

Catholic schools establish quality learning environments where students participate in the Church’s mission of discipleship within the Catholic tradition. In the Diocese of Lismore they are established by the Bishop in the context of local faith communities, to educate and form young people in the faith tradition, offering them experiences of following Jesus in the Catholic community.

The system framework consists of five domains of strategic intent and are central to effective Catholic education. These are Mission, Leadership, Pastoral Care, Learning and Teaching and Family and School Partnerships. Within these interdependent and interconnected domains of the framework, authentic, positive relationships are fostered and recognition enabled.

**Overall Purpose of the Position:**

The Leader of Pastoral Care supports the Principal and the Leadership Team in providing Pastoral Care leadership in the school community. The Leader of Pastoral Care works collaboratively with the Assistant Principal Mission (APM), Assistant Principal Learning & Teaching (APL&T), Student Wellbeing Leaders and teaching staff to ensure a safe and supportive environment to enhance learning and wellbeing outcomes for all students. The Leader of Pastoral Care is responsible to the APM. The Leader of Pastoral Care supervises the Leaders of Student Wellbeing and wellbeing support such as the School Counselling Service.

This position reflects the commitment of Catholic Schools to their moral purpose in providing quality educational support to all students enabling them to achieve the fullness of life. The ultimate gift of respecting the dignity of each individual enrolled in Diocesan Catholic Schools is to provide them with every opportunity and support within our means to ensure that they can grow to be fully human with a good moral framework to participate fully in society.

**Key Tasks and Responsibilities:**

1. **Integrates Catholic beliefs and practices into all aspects of Pastoral Care by:**

* Upholding Catholic identity and Mission.
* Witnessing to the Diocese of Lismore, Foundational Values for Catholic Identity and Mission.
* Modelling commitment to the Church and its teaching.
* Exercising pastoral care and wellbeing to all students and staff.
* Holding the school community to account for the social justice teachings of the Catholic Church in relation to the position.
* Embedding Catholic life into pastoral care initiatives.

**2. Leading and implementing the School and Diocesan Strategic Plans by:**

* Contributing to the fulfilment of the School Strategic Plan in all matters relating to Pastoral Care.
* Leading the implementation of DLCS policy related to Pastoral Care.
* Contributing to and leading colleagues in the implementation of Pastoral Care priorities embedded in curriculum, pedagogy and learning environments.
* Modelling the placement of the student at the centre of strategic planning and interactions.
* Ensuring the vision for the school is clearly understood, shared and enacted in all aspects of school life.
* Working with the school community to promote and sustain school improvement in pastoral care through a process that is grounded in rigorous self-assessment and analysis of student outcomes.
* Ensuring pastoral care is prioritised in processes such as School Improvement Plans (SIP), Cycles of Improvement (COI) leading to improved learning, engagement and wellbeing outcomes.

**3. Engaging in the professional learning community by:**

* Collaborating with Leaders of Learning to ensure that meaningful student participation is evident across all areas of college life. This includes providing students with opportunities for authentic decision-making over matters that affect them.
* Collaborating with Leaders of Learning to ensure that authentic staff-student relationships are embedded in teaching and learning through explicit practices to build and maintain rapport.
* Initiating collaborative relationships to expand professional learning opportunities and provide quality professional learning to staff.
* Engaging with appropriate colleagues in professional dialogue that is informed by feedback, analysis of current research and practice to improve the educational outcomes of students.
* Taking a leadership role in professional and community networks and encouraging the involvement of colleagues in these networks.

**4. Building capacity of staff in Pastoral Care by:**

* Developing, facilitating and evaluating professional learning for staff on school policy and guidelines related to Pastoral Care.
* Developing, implementing and evaluating professional learning to support the consistent implementation of the school’s pastoral care initiatives.
* Implementing and leading the school vision of an effective and high functioning Pastoral Care team, including key staff such as school counsellors, student support workers and leaders of wellbeing.
* Leading the school Pastoral Care team by providing a variety of support processes to build the capacity of the team by collaborating on school measurable goals to improve student wellbeing.

**5. Leading Pastoral Care by:**

* Modelling academic and pastoral excellence in their own teaching and learning.
* Leading a whole school approach that respects the diversity of the school community and implementation of proactive strategies to build a socially cohesive and safe school.
* Leading the development of pastoral care initiatives that enhance student wellbeing by focusing on specific skills such as coping, problem-solving, mental health literacy and help-seeking.
* Identifying, planning, implementing intentional opportunities to develop authentic partnerships with families.
* Collaborating with key stakeholders such as students, families and staff to develop and evaluate the effectiveness of school strategies for positive recognition.
* Developing a sound knowledge of relevant State and Federal laws which pertain to pastoral care issues (e.g. Child Protection and Student Attendance).
* Maintaining a high level of professional interest in pastoral initiatives at a national and international level. Suitably communicate evidence-based trends to college leadership.
* Developing and leading reflective practice in all aspects of pastoral care, including measuring student wellbeing, program initiatives and staff impact to inform the ongoing improvement of pastoral approaches.
* Developing a process that actively seeks the involvement of the whole school community in Pastoral Care initiatives to ensure a shared understanding of student learning, safety and wellbeing.

**6. Contributing to the development of leadership by:**

* Supporting the school’s culture of high expectations, collaborative planning and monitoring of students outcomes.
* Collaborating with key stakeholders such as Leaders of Student Wellbeing, APM, APT&L, Leaders of Learning and staff to identify college accountabilities in areas such as student attendance, uniform, punctuality, playground duties to ensure high standards are achieved on a day-to-day basis.
* Leading the development of and evaluation of a transition initiative for students transitioning to Year 7, which focuses on staff prioritising relationships, a safe learning environment, and inspiring engagement. This includes developing authentic parent engagement and knowing the individual needs of students.
* Leading the development of and evaluation of a transition framework for post-school transition of senior students that includes key stakeholders and includes career pathways, health and wellbeing.

**7. Creating and maintaining supportive and safe learning environments by:**

* Developing, implementing and evaluating school policy/ guidelines related to Pastoral Care.
* Developing, implementing and evaluating college referral process for students with wellbeing concerns.
* Developing, implementing and evaluating college procedures with regards to serious incident management for concerns regarding individual students and the whole school.
* Developing, implementing and evaluating college procedure for monitoring student attendance, including parent notification, school attendance plans and referral to DLCS.
* Leading the college in the development of an effective record-keeping process for all Pastoral Care issues.
* Collaboratively developing, implementing and evaluating the college behaviour management policy that is embedded in teaching and learning and evidence-informed positive behaviour support strategies that align with the needs of the school community.
* Modelling and coaching restorative practices for staff when responding to behaviour and conflict situations.
* Leading the development of a strong pathway to care for students by building links with community organisations, services and agencies to collaboratively plan targeted support for all students and families, including those from vulnerable groups.

**8. School Specific role and responsibilities**

* Inviting and encouraging staff and students to be active and committed members of the Catholic Parish community.
* Collaborating with the APM in order to ensure intentional student discipleship opportunities in all Religious Education classes.
* In partnership with APM, lead professional learning teams to drive school improvement in Catechesis and the Religious Education Curriculum.
* In partnership with APM, take a support role in Catechesis and Religious Education professional and community networks and encouraging the involvement of colleagues in these networks.
* Supporting the school’s culture of high expectations, collaborative planning, and monitoring of student learning in Catechesis and Religious Education.
* Working collaboratively with the APM, Leaders of Curriculum and Leader of Pedagogy to ensure key issues in relation to curriculum initiatives, assessment, reporting and student learning are regularly evaluated and improved upon.
* In partnership with the APM mentor teachers of Catechesis in collaboration with the CSO School Evangelisation and Catechetical Services Team.
* In partnership with the LoSW lead major annual events, including but not limited to; GRIT, Graduation, Year 12 Retreat, Year 11 Activities.
* In partnership with the LoSW effectively planning, implementing, evaluating extracurricular activities such as assemblies, celebrations, year/house meetings and encouraging student engagement.
* The transition and induction of students into the College at the commencement of each year and individual students throughout the year.
* Support the Leader of Student Pathways and Leaders of Curriculum with the Work Readiness Program.
* Due to the unique nature of Newman Senior Technical College there will be a range of duties and tasks specified by the Principal that assist in achieving the goals of the College. These will include playing a key role in advising on the strategic direction of pastoral care, wellbeing and curriculum within the College and supporting members of the College Leadership Team and in their various duties.

**Key selection criteria:**

Successful applicants in this position would need to meet the following criteria:

* Experience and willingness to authentically *lead Catholic Mission*
* Demonstrated capacity to develop one’s *self as a leader*
* Capacity and skills to *lead others* to enable success for all students
* Ability to *lead learning and change* for improved student outcomes
* Capacity *to lead inclusive and responsive practices*
* Ability to *manage effectively*