POSITION DESCRIPTION

POSITION TITLE:	Wellbeing Leader – Year 7
SECTION:	Good Counsel College, Innisfail
REPORTS TO:	Assistant Principal - Wellbeing
CLASSIFICATION:	Remuneration in accordance with the *Catholic Employing Authorities Single Enterprise Collective Agreement – Diocesan Schools of Queensland* Middle Leader Tier Level 2 (Available at www.cns.catholic.edu.au)
AUTHORISATION:	Executive Director

Catholic Education Services – Diocese Of Cairns

Catholic Education Services in the Diocese of Cairns is a dynamic and growing organisation that is actively inviting schools to co-create with us, schools that are places of rich learning for now and into the 22nd Century.

Our vision is to offer every student in every school a world class education enriched by their lived encounter with the Catholic Faith.

Catholic Education Services is committed to this vision through Co-Leadership with schools to build communities of learning that provide a safe, nurturing and academically challenging environment. Our schools are places where we create opportunities for every student and every staff member so that they are inspired to contribute to our society, innovate, explore possibilities, and achieve excellence.

Catholic Education Services in the Diocese of Cairns embraces thirty (30) schools including twenty (20) primary schools, two (2) Prep to Year 12 colleges and eight (8) secondary colleges. One of these colleges is a Special Assistance College with campuses in Cairns, Cooktown, and Edmonton. This community also includes Catholic Education Services located in Cairns itself. Over the next five years there are two new schools planned.

All schools and colleges, except three, are within a two-hour drive of Cairns. Cooktown, Waibeni Island (Thursday Island) and Weipa are accessed by daily flights and located in some of the most beautiful parts of the country. In total, there are 11 500 students and 1500 staff.

Leadership and strategic management of Catholic Education Services is the responsibility of the Executive Director of Catholic Education. Through a team of professionals, and in Co-Leadership with principals, the Executive Director manages and facilitates a number of significant delegations which include:

- Support of the mission of the Church as delivered through Catholic Education
- Support of schools by providing services that strengthen school capacity
- Provision of leadership and forward planning to develop organisational capability
- Distribution to schools of government allocated funds and their accountability
- Monitoring quality of schools and compliance/accountability with requirements of governments, Church, and parents
- Within limits, provision of some centralised, specialised student services, where this is the most effective and efficient approach

Our staff are supported to experience success and satisfaction in their vital role.

Cairns also offers many lifestyle opportunities that can be found in few other places and is surrounded by World Heritage listed areas including the Great Barrier Reef and the Daintree Rainforest, all within an hour's journey from the growing City of Cairns. It is the gateway to our Asian neighbours with direct flights to China, Japan and Singapore as well as having direct flights to all the east coast capital cities, Darwin, and Queensland's Sunshine and Gold Coasts.

Purpose Of The Role

The role of the Wellbeing Leader is to support the mission of the school through leadership in the support of students as school and family community members. This involves developing and implementing effective pastoral practices which provide for students' welfare and coordinating the efforts of staff in students' holistic growth through ensuring that appropriate programs and processes are developed and followed at all levels to encourage students to embrace a way of living based on the values of the Gospel and to manage student behaviours which are contrary to this; ensuring the quality and effectiveness of teacher practice through appropriate supervision; developing partnerships with parents and carers and other appropriate partnerships within and outside of the school; and prudently administering available resources.

It also involves working collaboratively with key staff, particularly the Learning Leaders to manage student engagement in all areas of college life.

Role Specific Duties

- Year 7 Transition – Managing transition processes and events (eg. Taster Day, Orientation Day, start of year etc)
- Facilitating year level assemblies
- Planning and organisation of year-specific events and initiatives (e.g. camps, retreats)
- Planning SEL scope and sequence for Year 7 in collaboration with other Wellbeing Leaders
- Regularly communicating with parents regarding year-specific wellbeing issues
- Facilitating restorative sessions with students, staff and parents as required
- Regular analysis of student wellbeing data (e.g. absenteeism, SRS, other BI data) to inform pastoral care decisions
- Supporting staff with ESCM
- Attending weekly meeting with other middle leaders and/or College Leadership Team
- End of year consultation regarding class groupings for the following year
- Contributing to the support / guidance of new teachers
- Overseeing construction/editing of report comments (homeroom)
- Maintain appropriate behaviours when engaging with children
- Participating in enrolment interviews
- Regular communications and follow up with Diverse Learning Team regarding identified student engagement issues
- Maintain a budget in consultation with the Business Manager
- Facilitate the prevention of child harm by recognising and responding appropriately
- Accountable and responsible for creating a positive workplace culture and reducing the risks to physical and mental health in the workplace

Essential Duties and Responsibilities

Typical duties performed may include, but are not limited to:

MISSION OF THE CHURCH

- Understands and supports the role of Catholic Education in the Mission of the Church
- Demonstrates a willingness to articulate the implications of the model and message of Christ and the school's Mission Statement in the curriculum
- Committed to the life and practice of one's faith tradition
- Demonstrates a willingness to review and reflect teaching practices in light of the school's mission statement
- Incorporates gospel values in the curriculum
- Actively supports school worship and liturgy
- Nurtures personal spiritual development

LEARNING AND TEACHING

- Develops a relational platform as a basis for learning and teaching
- Understands the nature of the learner and the learning process and tailors teaching programs to meet the diverse needs of students
- Plans and prepares effective, quality learning and teaching programs and practices, which are consistent with the National Professional Standards for Teaching and diocesan and school based learning area plans and policies
- Maintains teaching competency and currency of knowledge of relevant curriculum programs, as required by school and Diocese, including *Accreditation to Teach in a Catholic School and Accreditation to Teach Religion in a Catholic School*
- Creates a nurturing and stimulating learning environment, which is inclusive, learner centred and academically challenging
- Demonstrates effective classroom management, which provides an environment that is conducive to learning
- Provides assistance to students with individual educational needs
- Maintain appropriate behaviours when engaging with children
- Assesses student performance (diagnostic, formative and summative) for developmental feedback and reporting purposes
- Maintains student records and samples of work and reports on student performance to students, parents, the school, diocesan and statutory authorities.
- Exercises professional responsibility in engendering a love of learning and developing lifelong learning
- Effectively uses ICT in learning and teaching
- *(In accordance with National Professional Standards for Teachers, Number 1, 2, 3 & 5)*

PASTORAL CARE

- Facilitates personal development and social participation of the learner
- Demonstrates effective behaviour management practices
- Provides for the physical, social, cultural and emotional well-being and physical safety of students
- Enhances student development towards effective citizenship and responsible adulthood, through participation in planned and extra curricula activities
- *(In accordance with National Professional Standards for Teaching, Number 4)*

PROFESSIONAL GROWTH

- In consultation with the leadership team of the school or a nominated support person, regularly monitors the effectiveness of the teaching / learning program
- Participates in and supports professional learning
- Implements knowledge, skills and strategies gained from professional learning
- *(In accordance with National Professional Standards for Teachers, No 6)*

PARTNERSHIPS

- Participates in collaborative development and evaluation of curriculum, school policies and procedures.
- Establishes and maintains appropriate interpersonal relationships within the school, as well as between the school and community, particularly in regard to the Diocesan 'Code of Conduct'
- Is aware of and actively supports school and Diocesan policies
- *(In accordance with National Professional Standard, Number 7)*

Genuine Occupational Requirements

- Share in the Church as a professional within the school faith community
  - Support the Catholic ethos of our schools
  - Participate in worship and prayer in our schools
  - Develop in students an appreciation and acceptance of Catholic values through teachings and by personal example, integrity and behaviour
- Plan, prepare and implement for effective learning and teaching *(Refer to National Professional Standards for Teachers, Number 1, 2, 3 & 5)*
  - Appropriate knowledge to plan and prepare teaching and learning programs which meet the diverse characteristics, needs and learning styles of students, and are consistent with relevant curriculum and policies
  - Implement effective and inclusive teaching and learning processes, including the use of technology, to establish a challenging learning environment to encourage students to work toward their full potential
- Create and maintain safe, supportive and caring environments *(Refer to National Professional Standards for Teachers, Number 4)*
  - Facilitate the prevention of child harm by recognising and responding appropriately
  - Communicate effectively with students including using appropriate interpersonal skills
  - Plan and apply appropriate behaviour management strategies that contribute to the establishment and maintenance of a safe and supportive learning environment
- Engage in professional learning and reflection *(Refer to National Professional Standards for Teachers, Number 6)*
  - Model continuous learning through participation in professional development activities
  - Review and evaluate personal teaching practices to improve student learning
  - Engage with colleagues to discuss teaching practices to improve educational outcomes
- Engage professionally with colleagues, parents/carers and the community *(Refer to National Professional Standards for Teachers, Number 7)*
  - Comply with professional ethics and understanding
  - Understand the need to work collaboratively with school staff, parents and members of the wider community to establish effective partnerships and achieve educational outcomes
  - Contribute to the school community
- Accountable and responsible for ensuring professional behaviour
- Ability to cope with own emotions and behaviour effectively
- Ability to comply with legislation and professional regulations to reduce the risk of harm to self and others
- Ability to maintain an appropriate level of confidentiality
- Ability to communicate in English both verbally and in writing to meet necessary standards with respect to clarity, accuracy and professionalism appropriate to the position
- Ability to locate appropriate and relevant information from multiple sources and convey, integrate and implement knowledge in practice
- Ability to prioritise workloads and manage multiple tasks with competing timelines
- Ability to accept responsibility for own work
- Intermediate to advanced skills in Microsoft Office applications necessary to demonstrate the required range of skills and tasks
- Competent use of digital technologies necessary to demonstrate the required range of skills and tasks

Physical requirements of the position:

- Work is normally performed in a typical interior office and/or classroom environment
- Work may be performed in an outdoors environment and may involve exposure to elements such as weather (sun/wind/rain), dust, dirt, fumes and/or loud noises
- Manoeuvring within the school environment appropriate to the position
- Frequent use of telecommunication and electronic equipment
- Work environment involves exposure to potentially dangerous materials and situations that requires following safety precautions and may involve the use of protective equipment
- Work environment involves the use of tools, machinery and other equipment that requires following safety precautions and may involve the use of protective equipment

Mandatory Qualifications and Requirements

- Professional qualifications in Education
- Registered or eligible to register with Queensland College of Teachers
- Willingness to achieve Accreditation to Teach in a Catholic School and Accreditation to Teach Religion in a Catholic School (Teachers of Religious Education)
- Willingness to support and participate in the prayer, liturgy and sacramental life of the Church in the school community
- Promote child safety at all times
- Capacity to understand and implement Duty of Care and Workplace Health and Safety requirements
- A strong demonstrated commitment to the objectives, vision and ethos of Catholic Education

Related Documents

- National Professional Standards for Teachers
- Policy – Accreditation to Teach and Accreditation to Teach Religious Education
- Statement of Principles for Employment in Catholic Education
- Code of Conduct for Employees of Catholic Education
- Catholic Employing Authorities Single Enterprise Collective Agreement Diocesan Schools of Queensland

Additional Information

The incumbent will need:

- The appointee to this position will be required to complete a period of 6 months' probation, in accordance with The Fair Work Act 2009.
- Teachers are covered under the Catholic Employing Authorities Single Enterprise Collective Agreement Diocesan Schools of Queensland.
- It is Diocesan policy that, at the end of the first three years, a primary graduate with permanent employment status in a Diocesan primary school, with the exception of Thursday Island, has a compulsory move anywhere in the Diocese.
- An in-depth understanding of and commitment to the mission and objectives of Catholic Education in the Diocese of Cairns.
- A sound working knowledge of the Catholic Education context and an appreciation for Catholic Education issues.