WELLBEING COORDINATOR (WBC)
ROLE DESCRIPTION

POL LEVEL: 2.5
TIME ALLOWANCE: 16 periods per rotation
TERM: 2017 – 2018

PURPOSE OF ROLE

A Wellbeing Coordinator (WBC) agrees to share in the Principal’s leadership and represent the Principal in discharging the duties as outlined below. This is a POL 2.5 position, with a time allowance of 16 periods.

WBCs are part of the Wellbeing Forum and work closely with the Deputy Principal – Student Wellbeing, the Educational Support Coordinator, College Counsellor, and Homebase Teachers. They are required to provide proactive, high quality leadership of their year level and play a key role in the facilitation of the College’s strategic and development plans that aim to promote the wellbeing and learning outcomes of our students.

“The wellbeing landscape of the Catholic school incorporates all aspects of school community life from students’ physical, intellectual, and spiritual wellbeing and development to the safe and supportive environment in which they learn.” (Wellbeing Strategy, CEM.)

WBCs have specific responsibility for their year level, but are expected to work collaboratively to support other WBCs, Homebase Teachers and subject teachers.

In collaboration with the Principal, Deputy Principals and staff, he or she will undertake duties and responsibilities as listed below.

FAITH COMMUNITY

1. Develop an informed understanding of Church teaching and Catholic traditions, and communicate this understanding to others in the school community.
2. Have an appreciation of and clearly articulate a contemporary Catholic faith point of view.
3. Promote the knowledge of the rich traditions of the Catholic Church.
4. Initiate, develop and implement strategies to promote the Catholic identity of the school in their area of responsibility and broader community.
5. Initiate and support programs that teach and reinforce the Catholic ethos and the Core Values of the College.
6. Organise prayer for year level assemblies and other year level-related activities.
7. Liaise with the Federation and College Faith Development Coordinators to embed the recommendations from the ECSI 2015.

VISION FOR THE WHOLE COLLEGE

1. Develop strong collaborative teams that share common values and goals that are aligned with the whole school plan.
2. Lead, direct and participate in promoting a Wellbeing Framework that focuses on primary prevention and early intervention, and a development of positive relationships between staff and students.
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3. To assist with the implementation of the School Improvement Framework in the Student Wellbeing Sphere.

4. Establish specific year level goals and communicate these to the staff, students and parents.

5. Represent the College at Information Evenings, Establishment Day and other College events in a professional manner.

6. Interact with parents, students and staff in a professional manner and which reflect the College’s Core Values.

7. Be a proactive and loyal member of the Wellbeing Forum and broader leadership team of the College.

8. Support and model the innovative use of digital tools and applications.

9. Improve connections across the whole school community including promoting discourse within Domains and between Domains.

10. Support the development of appropriate methods of feedback (formative and summative) that promote continuous learning for students.

YEARS LEVEL COORDINATION

The Year Level Coordinator is required to:

1. Be responsible for the overall wellbeing and learning of all students in their year level by fostering and facilitating student wellbeing strategies that underpin improved student learning outcomes.

2. Support the implementation of the Annual Action Plan for the Student Wellbeing sphere.

3. Promote strategies that support students’ social, emotional, intellectual learning and mental health.

4. Work collaboratively to update student wellbeing documentation, policies, cohort notes and transition files as required.

5. Create safe and supportive environments that maximise teaching and learning opportunities.

6. Oversee the overall learning progress of students within the year level and liaise with Domain Leaders, subject teachers and parents as required.

7. The WBC will oversee the educational program of students with special needs and or at-risk students in conjunction with the Educational Support Coordinator.

8. Encourage and provide support and assistance to staff in the wellbeing, learning and discipline of students.

9. To develop and lead a case management approach to support students with complex wellbeing, learning and discipline issues.

10. To utilise the Intranet to manage and record student wellbeing, learning and discipline issues, and the Parent Portal to collect and use data to track student progress over time.

11. Attend, recommend and facilitate professional development in the areas of Student Wellbeing and Student Management.

12. Manage procedural aspects, e.g. Detentions (letters and preparation of materials for detention), Concerns Forms, Time Out and Suspension.

13. Develop the leadership capacity of students within the year level, including working with the Student Representative Council (SRC) students from the year level.


15. To support the Connections Program at their Year Level.

16. Manage the Year Level resources which will include budget, equipment and rooms.

17. Prepare Homebase class lists and rotation groups for the next year.
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Duties:

1. Foster the development of year level teams.
2. To meet weekly with Homebase Team.
3. To provide the Principal and the Deputy Principal – Student Wellbeing with a weekly summative report on wellbeing matters for their year level.
4. To mentor and support the new Homebase Teachers and teachers new to the year level.
5. Promote and model quality teaching and learning, and classroom management.
6. Ensure students and parents are aware of College policies and expectations in relation to uniform, punctuality, and completion of work; and support the Homebase Teachers in following up students who breach these expectations.
7. Coordinate Parent Information Nights for their respective year level, including drafting order of proceedings in consultation with the Principal and Deputy Principal; preparation of year level newsletter; and liaison with the Principal and Deputy Principals, Homebase Teachers, Domain Leaders, subject teachers and any other staff regarding presentations at and arrangements for the Information Night.
8. To take an active role in promoting and facilitating Wellbeing initiatives such as Mother’s and Father’s Day Breakfasts.

PEOPLE AND RESOURCES

1. Liaise with the Deputy Principal – Student Wellbeing, the Educational Support Coordinator, College Counsellor and other staff on a regular basis on matters relating to student wellbeing.
2. To have a knowledge of the Child Safe Standards and the protocols for reporting in line with Ministerial Order 870 to ensure the safety and wellbeing of all students.
3. Organise and facilitate Parent Interviews, Suspension of interviews or other parental and staff interviews as required.
4. Be part of the process for new enrolment interviews and re-enrolment interviews where necessary.
5. On a regular basis to meet with members of the Teaching and Learning Forum to foster links and develop case management processes to support the wellbeing and learning of students.
6. During the term of the appointment the WBC will engage in a review and feedback process. This may involve self-reflection, feedback from students and staff and a feedback opportunity from the Deputy Principal – Student Wellbeing.
7. To take a leading role in promoting a performance and development culture within the year level. This may include providing mentoring, recognition and feedback via the Annual Review Meeting (ARM) process and or Collegial Conversation Project.

COMMUNITY

1. Ensure that all communications to teachers, students and parents are of the highest quality.
2. Write regular newsletter articles to inform parents of year level related activities, and issues impacting on students, e.g. Cyber bullying, Body Image, Mental health issues.
3. Foster school community partnerships that link staff, students and parents at the school to engender support for the development and wellbeing of young people and their families.
4. To liaise with external agencies that may be able to support students in need, e.g. CEM – Student Wellbeing Team, Good Shepherd Foundation, DHHS, Orygen, Headspace, CAMHS.
5. To keep up to date with CECV Policies and Government initiatives related to student wellbeing.
6. Interact with parents, students and staff in a professional manner which reflects the College’s core values.

### ADDITIONAL DUTIES

1. Modelling collaborative, compassionate and empathic leadership.
2. Actively supporting the College’s Mission and Vision Statement and Core Values of Faith, Respect, Compassion and Resilience.
3. Attend Year Level Reflection Days and Homebase Masses where possible.
4. Communicate concerns regarding student attendance and learning progress and follow-up Interim and Semester Reports when students are under performing.
5. Ensure the appropriate dissemination of information to staff, students and parents through newsletters, the College intranet, letters, and the College Yearbook.
6. Any other duties as required by the Principal or Deputy Principal – Student Wellbeing.

### SPECIFIC AREAS OF RESPONSIBILITY

There are additional areas of responsibility for some year levels, listed below but not limited to:

- **Year 7:** Grade 6 to Year 7 Transition, NAPLAN, Year 7 Camp
- **Year 8:** Community Day; Year 8 Program
- **Year 9:** NAPLAN, Year 9 Camp; VCE/VET Transition, Subject Selection, Year 9 Exams
- **Year 10:** VCE/VET Transition; Year 10 Exam, Year 10 Dinner; Year 10 Graduation Mass

### ACCOUNTABILITY

**Reports to:** Deputy Principal – Student Wellbeing, Principal

**Internal Liaisons:** Leadership Team, WBCs, Educational Support Coordinator, College Counselor, Homebase Teachers, subject teachers, general staff, students

**External Liaisons:** CEO – Student Wellbeing, Good Shepherd, Orygen, DHHS.

**Conditions:** This is a two-year designated POL 2.5 position with a time release of 16 periods per cycle.

It is recognised that the position encompasses participation in decision-making processes and other activities relevant to the role, which may require involvement outside the currently designated school hours.

### KEY SELECTION CRITERIA
1. Excellent interpersonal skills and the ability to communicate with colleagues in order to implement specific goals and to encourage critical reflection.
2. Proven ability to work collaboratively to develop and lead strong and effective teams.
3. Capacity to work collaboratively as part of the Student Wellbeing Forum.
4. High level of knowledge of Wellbeing research, including Positive Psychology, Growth Mindsets, Neuroscience, Child Safe Standards and current Wellbeing Frameworks and practices, especially CEOM Pastoral Care policies.
5. High level of knowledge of current wellbeing practices in relation to the education of adolescent boys and girls.
6. A strong interest in and demonstrated ability to develop connectedness and develop positive relationships with students in relation to their wellbeing and learning.
7. High level organisational, administrative and technological skills.
8. Broad understanding of contemporary educational issues with a specific focus on the link between curriculum (learning) and student wellbeing.
9. High level of current knowledge of current Catholic teachings and practice.
10. Accreditation to teach in a Catholic School or currently in the process of completing the accreditation

Role Description authorised by:  

Greg Wade, Principal

Date: 24 June 2016