



Position Information Document

Name:

Position Title:

Head of Wellbeing (Primary Years)

Tenure:

POR 4 for 4 years

St Paul's College, as a Catholic, co-educational College in the Edmund Rice tradition, contributes to the development of young people through education and their formation of Christian virtue and conscience.

Founded in 1959 and governed by Edmund Rice Education Australia Colleges Ltd (EREA), St Paul's College embraces values of Faith, Relationships, Excellence and Diversity in the tradition of our founder Edmund Rice, who used his own gifts and talents to be of service to others and empower the marginalised.

Our College caters for the needs of every individual in a considerate and holistic way, providing learning experiences that are engaging, relevant, innovative, creative and authentic (ERICA). We realise the impact of our community when student experiences are exciting and rewarding, where relationships are supportive and fulfilling, and where our strong Christian values inform every aspect of College life.

The Head of Wellbeing (Primary Years) has a significant responsibility for the social, emotional, and pastoral development of all students in Primary Years, with an unwavering commitment to safeguarding/child protection and safe practices. Proactive wellbeing programs within and beyond usual learning environments, as well as effective processes to respond to wellbeing needs, are essential to this position. Associated wellbeing provisions, such as Counselling Services, are key partnership central to this position.

KEY WORKING RELATIONSHIPS

Internal Relationships: Executive Leadership Team, Primary Leadership Team, Finance Team, Administration Team, ICT Team, HR Manager, Teaching and Non-Teaching staff, and students at the College.

External Relationships: Members of the College Community, Catholic Education South Australia (CESA), Edmund Rice Education Australia Colleges Ltd (EREA), Australian Curriculum Assessment and Reporting Association (ACARA), Australian Institute for Teaching and School Leadership (AITSL).

KEY ACCOUNTABILITIES:

- Act as a positive role model supporting the College as a Catholic School in the Edmund Rice tradition
- Reporting to the Head of Primary Years, and in partnership with the Executive and Primary Leadership Teams, lead and oversee wellbeing initiatives and responses that meet the needs of staff and students in Primary Years
- Lead the pastoral, social, emotional and wellbeing development of all students in the Primary Years
- Support the Executive and Senior Leadership Teams to implement procedures and strategic initiatives across R-12
- Fulfill the duties outlined in the Position Information Document associated with the teaching responsibilities undertaken
- Develop a culture where student initiatives are valued and opportunities for leadership are provided
- Develop and manage effective Student Leadership Programs in Primary Years
- Lead Primary staff and students to participate in wellbeing activities and programs
- Ensure all primary students' academic and pastoral needs/progress are tracked and monitored, with a focus on strategic use of data to identify students at risk. This includes data available on CESA portals, CESA survey data and similar
- Lead teacher, student and parent meetings, reviews, and Restorative Conversations, with the aim of an effective and timely resolution to matters that may arise
- Co-ordinate regular Primary Years Assemblies to celebrate student achievement, prioritising Student Voice in facilitating assemblies
- Coordinate Primary Years celebrations (i.e. End of Year 6 Graduation, Academic/School Awards celebrations)

- Work with relevant teams/colleagues when necessary – Catholic Identity Team, Head of Wellbeing (Years 7-12), and Secondary Wellbeing Team
- Work collaboratively with the Primary Leadership Team and College Counselling Services in the formation and implementation of student Personalised Plans for Learning (PPLs) and their ongoing review, where student wellbeing is cause for adjustment
- Lead primary staff in implementing policies, procedures, and guidelines such as Our Common Ground, Student Code of Conduct, Bullying and Harassment, Restorative Practices, Suspension Procedures and documentation, aiming to maintain a consistent and whole-school approaches (R-12) where possible
- Establish positive relationship with students by attending and participating in a range of activities such as camps, retreats, graduation ceremonies, and co-curricular
- Lead the transition/orientation of all Primary Years students at St Paul's College, especially when receiving Reception students and transitioning Year 6 students to Middle Years
- Oversee the allocation of students to a House upon enrolment in Primary Years
- Engender House spirit within Primary Years and oversee House celebrations (e.g. Shanahan Cup, House Points) in collaboration with the Secondary Wellbeing Leaders
- Assist with the preparation of, and attendance at, parent evenings and functions, including graduations and awards events
- Lead staff in identifying and addressing performance difficulties or concerns associated with student wellbeing, pastoral care initiatives and developing strategies for Personal Responsibility
- Lead primary staff in professional development and effective processes that ensure Restorative Practices and Trauma-Informed Practices are embedded throughout Primary Years
- Lead suspension processes and protocols (e.g. suspension checklist, suspension letter, re-entry letter, SEQTA documentation) for all suspensions
- Lead teaching staff to appropriately document all wellbeing communications using the learning management system (i.e. SEQTA)
- Liaise with Head of Primary Years, Deputy Principal and Human Resources Team regarding staff performance matters
- Support the Head of Teaching, Learning and Diversity (Primary Years) and Head of Primary Years in their work, especially where collaboration is beneficial, or in their absence
- Work together with the Executive Leadership Team and Head of Primary Years to deliver staff professional development programs focusing on best teaching practices
- Lead staff in the use of learning resources to benefit wellbeing
- Engage in professional conversations to maintain staff accountability
- Lead the Primary Years connection to the college's Counselling Services Team, acting as a conduit between this service and the Primary Leadership Team, primary staff, students and families
- Model exemplary, accurate and complete documentation on all matters of wellbeing, while ensuring similar accuracy and completion is achieved by primary staff
- Implement the BSEM and Zones of Regulation Strategies to manage the allocation, creation, and delivery of a meaningful pastoral care program
- Role model excellent teaching practices that are expected of a senior leader
- Role model excellent pastoral care, behaviour management and wellbeing practices for an inclusive education
- Engage in professional development and the AITSL professional standards, strengthening teaching professionalism and practice, ultimately leading to improved wellbeing for staff and students
- Celebrate student achievement wherever possible
- Fulfill the duties outlined in the Position Information Document associated with the teaching responsibilities undertaken
- Tend to any work required outside of school hours and during the term break, where necessary, in order to fulfil the requirements of their role
- Update and create policies, procedures and guidelines to reflect practice
- Work collaboratively with the Head of Wellbeing (Years 7-12) and Secondary Wellbeing Leaders to ensure consistency across the college where appropriate, and including the implementation, maintenance, application and review of the St Paul's College Wellbeing Framework
- Attend to any additional duties outside the scope of this document as requested by the Principal or delegate.

PERSON SPECIFICATION:

- Strong educational philosophy that is centred on equity, inclusion and wellbeing
- Demonstrated understanding of best practice in pastoral care
- High cultural awareness and sensitivity

- Strong verbal and written communication skills
- Demonstrated ability to plan and organise workload to achieve objectives
- Demonstrated skills in conflict management with staff, students, and families, informed by Restorative Practices
- Demonstrated skills in problem solving
- Competent user of ICT for classroom practice and administrative responsibilities
- Working knowledge of relevant external agencies

WORK HEALTH & SAFETY RESPONSIBILITIES

Supports the implementation of a proactive WHS environment through the development and maintenance of a best practice WHS culture within their Workplace.

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
- Encourage colleagues and others on the worksite to adhere to safe work practices.

Reference: Division 4, Section 27 and 28 WHS Act 2012

GENERAL TRAINING AND CERTIFICATION REQUIREMENTS:

- Working With Children Check to work in Catholic Education SA
- Approved Child-Safe Environments Responding to Abuse & Neglect: Education and Care training
- Relevant First Aid Training

Edmund Rice Education Australia and St Paul's College is committed to ensuring the safety, wellbeing and dignity of all children and young people. All staff must have and maintain a commitment to child safety.

CONDITIONS OF EMPLOYMENT

The term of appointment for the position is four (4) years. The salary and conditions entitlement are consistent with that of the current South Australian Enterprise Agreement (as amended or replaced).

ACKNOWLEDGEMENT

I have read and understand the requirements of this position. I acknowledge that this position information document has been designed to indicate the general nature and level of work performed by the incumbent and is not a comprehensive listing of all responsibilities, tasks, and outcomes.

Signed (Principal or Delegate)

Signed (Employee)

Date: / /

Date: / /