

## Leader of Wellbeing and Engagement (Coordinator)

### ROLE DESCRIPTION

SCHOOL	[School]
REPORTS TO	Principal

### CONTEXT

The Catholic Schools Office (CSO) is responsible for the leadership, operation and management of systemic schools which educate more than 20,000 students in 44 primary schools, 11 secondary schools, one K–12 school, one flexible learning centre and one special school in the Catholic Diocese of Maitland-Newcastle.

The incumbent commits to working within work health and safety guidelines and code of conduct at all times whilst employed by the Catholic Diocese of Maitland Newcastle. The Diocese of Maitland-Newcastle is committed to safeguarding children and vulnerable adults, preventing those in our care from suffering abuse or neglect. The Diocese is committed to being compliant with the National Principles for Child Safe Organisations and the National Catholic Safeguarding Standards. All employees are required to undergo a National Police Check, retain a valid NSW Working with Children Check and ensure compliance with our safeguarding policies, the Diocesan Safeguarding Commitment Statement and the Codes of Conduct.

### PURPOSE

The Leader of Wellbeing and Engagement works in collaboration with the school leadership team and colleagues to ensure the promotion of student wellbeing in accordance with contemporary evidence-based principles.

Across the school they will:

- ensure the highest standards of student wellbeing and learning engagement
- establish and maintain a culture of care and ensure proactive support for students and families
- work with Leaders of Learning to develop and implement quality learning and wellbeing programs that support engagement and learning outcomes
- establish a culture of collaborative and reflective practice
- support individuals in identifying new experiences for their continual professional development

### VISION AND VALUES

Catholic schools educate from and for vibrant, welcoming and diverse communities with a particular commitment to the poor; for justice, integrity and peace; and with hope for the future. The Catholic Schools Office educates from and for the community of faith, from and for excellence in learning, and in a rigorous, creative and critical pursuit of truth.

- Our Vision: At the heart of everything there is always Jesus Christ
- Our Focus: Service to Schools, Leadership in Learning, Justice for All...together in Christ
- Our Values: Justice and Equity, Quality and Excellence, Professionalism, Collaboration, Openness to Change, Respect for All and Hope in the Future

### CRITERIA/EXPERIENCE

1. Must be practising Catholic with an ability to articulate a clear understanding of and a personal commitment to Catholic education and the mission of the Church through Catholic school

2. Possess a comprehensive understanding of evidence-based engagement and learning principles, , with demonstrated ability to effectively utilise data to optimise educational outcomes
3. Demonstrated success in creating and leading effective professional learning and building the capacity of teachers as leaders of student engagement and wellbeing
4. Deep knowledge of wellbeing programs, practices and strategies to enhance the social and emotional growth of students
5. Demonstrated capacity to ensure a culture of continuous improvement; to think and act strategically; t; and to support the Principal in leading the mission of the school
6. High level communication and interpersonal skills with the capacity to maintain confidentiality; and develop and sustain constructive and respectful relationships within and beyond the school community
7. Prior leadership experience (Desirable)

## QUALIFICATIONS/ACCREDITATIONS

- ▶ Four-year trained teacher classification and at least four years successful teaching experience consistent with the Australian Professional Standards for Teachers
- ▶ Postgraduate study in education (e.g. Master of leadership, pastoral care and wellbeing) (Desirable)
- ▶ NESA Teacher Accreditation
- ▶ Current paid NSW Working with Children Check (WWCC) number
- ▶ Completion of anaphylaxis training

KEY WORKING RELATIONSHIPS	
<b>STAFF DIRECTLY REPORTING TO ROLE</b>	School staff
<b>INTERNAL</b>	Principal Assistant Principal(s) School staff CSO staff and designated Assistant Director
<b>EXTERNAL</b>	School and CSO networks Family and community partners Relevant agencies e.g. Office of Safeguarding, Department of Communities and Justice, NESA, ACARA, etc.

## LEADERSHIP FRAMEWORK

The Leadership Framework captures the characteristics and behaviours of effective leadership articulated through six leadership capabilities that staff at all levels can practise and develop.



## RESPONSIBILITIES

Guided by Gospel values, the Leader of Wellbeing and Engagement is responsible for the following:

<b>LIVE YOUR FAITH</b> <i>By giving witness to Catholic faith and cultural tradition and setting an example of faith, hope and love in word and action</i>	
<b>RESPONSIBILITIES</b>	<b>EXAMPLES OF IMPACT</b>
<ul style="list-style-type: none"> <li>Developing own faith and supporting the School Leadership Team to promote Catholic faith and mission in all facets of school life, including school improvement</li> <li>Actively promoting the integration of Catholic values within their wellbeing programs</li> <li>Promoting and embedding system and school wellbeing policies and actively participating in formation programs</li> </ul>	<ul style="list-style-type: none"> <li>Modelling Catholic values and appropriate professional and ethical behaviour</li> <li>Leading innovative wellbeing practices that support student learning outcomes and embed Catholic values</li> <li>Supporting the sacramental, liturgical, ritual and prayer life of the school</li> </ul>
<b>LEAD TEACHING AND LEARNING</b> <i>By promoting a shared understanding and clarity around how and what to teach</i>	
<b>RESPONSIBILITIES</b>	<b>EXAMPLES OF IMPACT</b>
<ul style="list-style-type: none"> <li>Collaborating effectively with the Leaders of Pedagogy and Faculty colleagues to identify best practice that supports and promotes improved teaching, learning and engagement outcomes</li> <li>Coaching and modelling through use of high impact teaching strategies and skills in assessment for, as and of learning as part of an ongoing improvement cycle</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from School Leadership Team regarding effective collaboration with Leaders of Pedagogy and colleagues</li> <li>Teachers are discussing and effectively using data to inform their practice and differentiate appropriately</li> <li>Teaching programs include impactful evidence based pedagogical strategies (including digital learning) that develop knowledge, skills and attributes for learning</li> <li>Compliance with CSO and NESA curriculum requirements</li> </ul>
<b>LEAD IMPROVEMENT INNOVATION AND CHANGE</b> <i>By working purposefully to support a shared system and school vision and the delivery of improvement initiatives</i>	
<b>RESPONSIBILITIES</b>	<b>EXAMPLES OF IMPACT</b>
<ul style="list-style-type: none"> <li>Working collaboratively with colleagues to identify and implement best practice that supports whole school goals and promotes improved student wellbeing, learning and engagement outcomes</li> <li>Working collaboratively with colleagues in the development, review and evaluation of wellbeing programs and in promoting a culture of wellbeing for students</li> </ul>	<ul style="list-style-type: none"> <li>Implementing initiatives to support and improve students learning and engagement</li> <li>Student feedback re support in accessing the curriculum; managing behaviour; appropriate referral</li> <li>Stakeholder feedback on policies, training programs and practices which promote the safety, self-esteem and welfare of staff and students</li> <li>Feedback data demonstrating quality teaching and learning programs and use of</li> </ul>

<ul style="list-style-type: none"> <li>Facilitating professional learning opportunities for staff to support the School's Wellbeing Program</li> </ul>	<p>varied teaching and learning strategies to meet the needs of all students</p>
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### MAINTAIN FOCUS ON EVIDENCE AND IMPACT

*By identifying and implementing evidence-based strategies to deliver improved student outcomes and engaging with the community to focus on what matters most*

RESPONSIBILITIES	EXAMPLES OF IMPACT
<ul style="list-style-type: none"> <li>Collaborating with Leaders of Pedagogy in working with teachers to critically analyse and use student data as a means of identifying and monitoring students at risk and to inform intervention programs</li> <li>Participating in and contributing to regular focused and data informed professional learning meetings where best practice in teaching, wellbeing and engagement are evaluated, monitored and shared</li> </ul>	<ul style="list-style-type: none"> <li>Supporting colleagues in the analysis, recording and use of internal and external data to identify, learn from and improve student learning outcomes, e.g. attendance data</li> <li>Development of safety plans; assisting staff to effectively implement mental health/safety/support plans</li> <li>Supporting colleagues in collaborative planning and monitoring of the effectiveness of learning for students and the recommendation of appropriate action to support increased student engagement</li> </ul>

### DEVELOP SELF AND OTHERS

*By demonstrating commitment to building capacity through self-reflection, own professional learning and supporting the professional learning of others*

RESPONSIBILITIES	EXAMPLES OF IMPACT
<ul style="list-style-type: none"> <li>Inducting and building the teaching and engagement capacity of wellbeing team members through a strong professional learning community</li> <li>Supporting team members to develop leadership capacity through the provision of ongoing formal and informal feedback and through facilitating effective management of the PP&amp;D process</li> </ul>	<ul style="list-style-type: none"> <li>Establishing effective and collaborative professional learning communities that focus on student wellbeing and engagement</li> <li>The PP&amp;D process and professional learning is having an impact on teaching practice and the learning and engagement outcomes of all students</li> <li>Teachers actively engaging with and effectively utilising the Australian Professional Standards for Teachers</li> <li>Student wellbeing survey data</li> </ul>

**ENGAGE AND WORK COLLABORATIVELY WITH THE COMMUNITY**

*By building and maintaining respectful relationships with students, colleagues, families, parish and external agencies and considering the impact actions and decisions have on others*

<b>RESPONSIBILITIES</b>	<b>EXAMPLES OF IMPACT</b>
<ul style="list-style-type: none"> <li>• Developing strong professional networks and partnerships in order to share best practice and deliver improved student learning and engagement outcomes</li> <li>• Planning and leading initiatives that enable student voice and engage families in meaningful partnerships that enhance student learning and wellbeing outcomes</li> <li>• Participation and attendance at network meetings and relevant professional learning activities</li> <li>• Supporting the implementation of a comprehensive student wellbeing and discipline policy</li> <li>• Collaboration with diocesan/non diocesan schools regarding the transition of students between settings</li> <li>• Facilitation of enrolment interviews, transition programs, etc.</li> <li>• Supporting the needs of students, families and carers from communities facing complex challenges</li> </ul>	<ul style="list-style-type: none"> <li>• Engagement with the CSO system of schools and external providers to deliver continuous improvement, share learnings and build school professional expertise regarding learning and engagement</li> <li>• Effective liaison with external wellbeing agencies to support students and families, e.g. psychologists, CAMHS, CatholicCare, Headspace etc.</li> <li>• Facilitation of confidential student/parent/teacher meetings</li> <li>• Effective communication, problem solving and decision-making processes with students, colleagues, families and community members</li> <li>• Reduction in numbers and severity of behavioural issues</li> <li>• Survey data showing levels of awareness of students, families and staff regarding wellbeing and behaviour management policies</li> </ul>

**MANAGE RESOURCES EFFECTIVELY**

*By implementing and supporting structures and processes that contribute to the effective management of school and system resources and policies*

<b>RESPONSIBILITIES</b>	<b>EXAMPLES OF IMPACT</b>
<ul style="list-style-type: none"> <li>• Complying with government, legal, school and system policies and procedures to minimise risk; ensure compliance; and a strong safety culture</li> <li>• Maintaining effective systems for review and compliance processes</li> <li>• Contributing effectively to School and System Improvement priorities and key priorities relevant to own area of responsibility</li> <li>• Manage and maintain records of information relating to allocated students</li> <li>• Collaborate with Ministry Coordinator and colleagues to provide opportunities for students to develop socially, emotionally and spiritually</li> </ul>	<ul style="list-style-type: none"> <li>• Ensuring effective communication and implementation of system policies and procedures to minimise risk and build a strong safety culture</li> <li>• Working collaboratively with colleagues across the school to support and contribute to the school's strategic focus for learning, and school improvement plan</li> <li>• Stakeholder feedback regarding planning and administration of allocated duties</li> <li>• Demonstrating clear understanding of role of Department of Justice and Communities, the Office of Safeguarding and the CSO Student Wellbeing team</li> </ul>

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|  | <ul style="list-style-type: none"><li>• Supporting the organisation and facilitation of orientation days, camps, retreats and community/reflection/leadership days</li></ul> |
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## FUNCTIONAL REQUIREMENTS

- Sedentary to light physical work
- Frequently sits or stands at an issued desk
- Stands and walks frequently around the teaching spaces to teach the class, monitor and interact with young people and to provide individual support to pupils
- Occasional bending, lifting, pulling or carrying, bending, squatting or crouching, stretching and twisting
- Occasional to frequent repetitive neck, upper body, wrist, hand and finger movements may be required
- Occasional stretching, climbing and twisting may be required
- Voice used extensively while communicating, instructing and supervising students