

HEAD OF STUDENT WELLBEING - PRIMARY

POSITION DESCRIPTION



Reporting to:	Assistant Principal - Primary
Teaching:	Ongoing
Employment fraction:	Full-time
Teaching fraction:	0.6 FTE
Leadership time release:	0.4 FTE and Homeroom (or equivalent)
Leadership tenure:	Three years
Leadership salary:	Level 4
Last modified:	August 2023

Position Context

Hume Anglican Grammar is an independent, multi-campus, co-educational and Anglican Diocesan School offering education from Prep to Year 12 in the Northern growth corridor of Melbourne. We aim to provide our students with an education that prepares them for the challenges of life, equips them to contribute to the community in an environment based on Christian values and at a cost affordable to as many families as possible. It is our fundamental belief that young people who are genuinely happy will engage, aspire and thrive within our learning community. By establishing high standards in all that we do, every student is encouraged and supported to discover and fulfil their unique potential.

Hume Anglican Grammar has an open enrolment policy so educates children from many faiths and with a diverse range of backgrounds and abilities. It has a strong sense of inclusivity and a community-minded focus. We are a progressive school, not just in the development of buildings and grounds, but also in innovative thinking and advancements in our approach to teaching and learning. This is led by a group of dedicated and expert teachers who practise their craft with skill, and by building the strongest of relationships with our students. It is not by chance that we have young people who readily display warmth, humour and respect for one another and their teachers.

Since 2011, the School has occupied the Mt Ridley P-12 campus of 10 hectares, this site will ultimately have some 1,400 students. In 2019, it opened an 8-hectare second campus in Donnybrook. Commencing with junior primary, each year additional classes and year levels are added so the campus will ultimately have an enrolment of 1,600 from Prep to Year 12. At Donnybrook, the first cohort of Year 7 have commenced, so inaugural secondary students.

In 2023, the School opened its third campus in Kalkallo, as a Primary (P-6) school and as feeder to the Mt Ridley and Donnybrook Secondary schools, it will follow a similar growth pattern to Donnybrook with eventually some 600 students.

This year, the school has 2,287 students and employs some 240 staff - 163 teaching and 77 non-teaching. Currently, the student enrolment at each campus is: Mt Ridley 1,400, Donnybrook 672 & Kalkallo 215.

The school is on a growth trajectory and in 2024 is projected to increase to 2,573 students (Mt Ridley 1,400, Donnybrook 840 & Kalkallo 305) and ultimately have some 3,600 students (Mt Ridley 1,400, Donnybrook 1,600 and Kalkallo 600) with a corresponding cohort of teaching and general staff on its three campuses with plans for further expansion.

Purpose of the Position

Hume Anglican Grammar acknowledges the critical role of school leaders in developing a wellbeing culture across the school community, which draws links between student wellbeing and improved learning outcomes.

The Head of Student Wellbeing ensures the pastoral needs of students are met and the Classroom

teachers within their year level group deliver a relevant, stimulating and effective pastoral care program. With knowledge of contemporary student wellbeing practices, the Head of Student Wellbeing will create a safe, stimulating and challenging environment, whilst promoting the School's vision, values, policies and procedures.

The Head of Student Wellbeing is recognised and respected by colleagues, parents and community members, as an exemplary teacher. They have demonstrated consistent and innovative student wellbeing practices and the ability to initiate and lead activities that focus on improving educational opportunities for all students.

They are well respected in their ability to implement and to have oversight of innovative and effective student wellbeing programs. They continue to seek ways to improve their own practice and to share their experience with colleagues. They are skilled in mentoring teachers, using activities that develop knowledge, practice and professional engagement in others. They promote creative, innovative thinking and practice among colleagues.

Hume Anglican Grammar has two Heads of Student Wellbeing in the Primary Schools, Prep to Year 2 and Years 3 to 6. The Head of Student Wellbeing operates in collaboration with their peer leader; Head of Teaching and Learning - especially in regard to student welfare as it impacts academic progress.

The Head of Student Wellbeing is a middle leadership position reporting to the Assistant Principal - Primary in establishing a holistic student wellbeing curriculum and creating a 'culture of care'. The Head of Student Wellbeing has the closest of relationships with the Director of Student Wellbeing supporting them in the operational implementation of the strategic approach to the student wellbeing curriculum.

Responsibilities and Duties

Subject to the discretion of the Principal, the Head of Student Wellbeing is responsible for managing student wellbeing, the social/emotional and child safety curriculum, and behaviour management, for students within their respective year levels.

Pertaining to their year level group, responsibilities include:

Student management

- Creating a culture which is safe and secure, where students are active participants in enhancing their own wellbeing
- Managing student conduct, keeping accurate records, maintaining high standards, promoting, developing and supporting excellence in building positive student relationships
- Managing individual students with more significant wellbeing and behavioural issues to receive the appropriate support using targeted interventions
- Supporting their Assistant Principal in the allocation of staff to their Class group, and assisting in staff appointments as required
- Making regular contact with the Psychological Services Team and Learning Enhancement Coordinator to ensure that all students can receive the support they need
- Working with the Psychological Services Team and the Learning Enhancement Coordinator to support all NCCD students across the respective year levels
- Case managing individual students with more significant wellbeing needs to receive the appropriate support they need (social emotional and/or learning)
- Chair the case management team for their respective year levels
- Supporting their Assistant Principal in developing and implementing an effective Student Leadership program, based on student engagement and best practice
- Organising and promoting key community events that enhance and complement the student wellbeing program within their respective year level group (including assemblies)
- Managing the relevant camping program in collaboration with their Assistant Head of Student Wellbeing and Classroom teachers
- Assisting Admissions Manager to plan and implement transition and orientation programs for new and existing students

- Liaising with the Co-curricular Coordinator regarding student participation, involvement and conduct in the Co-curricular program
- Forming strong connections with parents through regular and thorough communication
- Facilitating a program of Parent Information events designed to address age and stage appropriate wellbeing and behavioural issues
- Regularly contributing to the School Newsletter highlighting and celebrating key aspects of life in the Primary School Leadership and staff development
- Building staff capacity by providing professional development and keeping staff informed of contemporary educational research to enhance student wellbeing and behaviour management
- Providing regular opportunities to meet as a Primary Wellbeing Leadership Team
- Supporting their Assistant Principal and Director of Student Wellbeing in overseeing the professional involvement and conduct of staff with respect to student welfare initiatives
- Actively contribute to leadership groups, including Primary School Leadership Team, Primary Wellbeing Team and the Student Wellbeing Leadership Team and other committees as required
- Providing regular reports on matters associated with the administration and program / curriculum delivery in relation to particular year levels

Student wellbeing curriculum

- Working with the Director of Student Wellbeing and the Student Wellbeing Leadership Team to assist in writing and then implementing a developmental evidence-based Prep to Year12 student wellbeing curriculum that aligns with the Australian Curriculum and incorporates student voice
- Develop a sequential curriculum that enhances social emotional skills, promotes positive mental health and ensures students are empowered about their rights in accordance with child safe standards
- Supporting, mentoring and training Homeroom teachers for the effective delivery of the student wellbeing curriculum
- Working with the Director of Student Wellbeing to develop and implement preventative programs that respond to the emerging trends from the year level
- Evaluating the impact of interventions that enhance child safety, the student wellbeing curriculum and behaviour management, in consultation with Homeroom teachers, Assistant Principal – Primary and the Director of Student Wellbeing.
- Investigating, implementing, managing and evaluating initiatives that enhance the pastoral care and behaviour management programs within their respective year level groups
- Supporting and mentoring Classroom teachers in the effective implementation of pastoral care, wellbeing programs and behaviour management

Other duties

- Undertaking the duties of a teacher as defined by the Position Description for a Teacher
- Carrying out other duties as directed by the Principal

Qualifications, Skills and Experience

Essential

- Breadth and depth of understanding in contemporary student wellbeing practices
- Leadership experience

Desirable

- Post graduate qualifications in educational management and leadership
 - Involvement in professional communities
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Personal Qualities

- Outstanding communication and interpersonal skills to build relationships with key stakeholders
 - Ability to motivate staff and influence student behaviour
 - Facilitation, mediation and conflict/dispute resolution skills
 - Commitment to professional learning and continuous improvement
 - Outstanding organisational skills, planning, analytical and strategic thinking capabilities
 - Pastoral skills and personality which demonstrates a concern for the wellbeing of others
 - Personal sense of initiative, enthusiasm and high energy
 - A resourceful team member who can operate in a mentoring, collaborative and inclusive manner
 - Demonstrated interest in ongoing personal professional development.
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Key Selection Criteria

1. Outstanding communication and interpersonal skills to support students, lead staff and guide parents
2. Demonstrated understanding of best practice in student wellbeing practices exhibiting the ability to nurture young people in a supportive and structured environment
3. Highly proficient organisational skills, planning, and investigative thinking capabilities

This Position Description may be altered from time to time to meet the operational needs of the School.