IMMANUEL LUTHERAN COLLEGE

JOB AND PERSON SPECIFICATION

DIRECTOR OF WELLBEING 7-12

POSITION TITLE: Director of Wellbeing 7-12
SUB SCHOOL: Secondary
LINE MANAGER: Principal
REPORTS TO: Head of Secondary School
TYPE OF APPOINTMENT: Contract PAR
COMMENCEMENT DATE: 1 January 2021
TENURE: Five Years
DIMENSIONS OF POSITION

The Director of Wellbeing 7-12 is responsible to the Principal of Immanuel Lutheran College through the Head of Secondary School. In this role, the Director of Wellbeing 7-12 is to:

- Model servant leadership as shown to us by our Lord and Saviour, Jesus Christ.
- Display the qualities of excellent leadership, management and administration.
- Work closely with the Head of Secondary School and deputise as required.

POSITION OBJECTIVES

The Director of Wellbeing 7-12 will:

(a) Assist the Head of Secondary School in fulfilling the aims and purposes of Immanuel Lutheran College, supporting the philosophy and ethos of the College; and

(b) Accept the delegated responsibility and authority vested by the Head of Secondary School and assume the overall leadership of Student Wellbeing and Pastoral Care in the Secondary School.

ACCOUNTABILITY

The position is accountable to the Principal through the Head of Secondary School.

JOB DESCRIPTION

The following responsibilities and accountabilities will be undertaken by the Director of Wellbeing 7-12.

**General**

1. Actively support the values and ethos of the College;
2. Ensure staff within the Secondary School embed the core Lutheran Education Australia (LEA) values: love, justice, compassion, forgiveness, service, humility, courage, hope, quality and appreciation;
3. Hold appropriate, or be willing to gain, Lutheran accreditation qualifications as required by the Lutheran Church of Australia (Pathways - Accreditation T);
4. Be committed to undertaking out-of-hours activities related to promotional, welfare and educational aspects of the College, and carry out all duties in a spirit of Christian compassion;
5. Perform such other duties as the Principal may assign from time to time; and
6. Fulfil a teaching load of up to 0.5FTE by negotiation with the Principal and/or delegate.

**Leadership**

The Director of Wellbeing 7-12 is responsible for supporting the Head of Secondary School with the day-to-day operation of the Sub-School, with a specific focus on:

7. Assume responsibility for the current and future visioning of the Wellbeing program and its successful implementation;
8. Lead, inspire and mentor the 7-12 Year Level Coordinators and House Coordinators;
9. Strategic leadership of the wellbeing agenda across the secondary school to ensure a holistic education is provided to students, including service learning initiatives;
10. Model qualities of leadership and positive relationships to the College community, and more specifically the Wellbeing Team;
11. Lead sub-school meetings to enact the strategic agenda of the College as it relates to wellbeing;
12. Retain membership and offer direction to the College P-12 Wellbeing Team;
13. Assume the role of Acting Deputy Head of Secondary School as required;
14. Liaise with Outdoor Education Coordinator and House Coordinators to ensure the scope and sequence of wellbeing and pastoral care is supported by and embedded in camp and House programs;
15. Manage relevant operational matters inherent with the role, including sub-school budget development and monitoring, and the preparation of duty rosters as they relate to pastoral and behaviour matters;

16. Support the College Chaplain, Counsellor and Youth Worker in the spiritual and emotional journey of students in the Secondary School;

17. Work closely with the Student Pathways Coordinator to ensure continuity with wellbeing and pathways programs and initiatives;

18. Share with the Head of Secondary School and the Deputy Head of Secondary School in being a presence in the College and wider community; and

19. Oversight and development of the Student Leadership process.

**Pastoral Leadership**

20. Ensure a school environment that is positive and safe for all members, upholding through action the College Code of Conduct;

21. Oversee the Secondary School pastoral care program across Life Skills lessons, House System and Outdoor Education;

22. Plan and coordinate proactive strategies that build character among students and meet the aims, mission and ethos of the College;

23. Embed the aims and detail of the Building Responsible Behaviours framework into the life of the Secondary School, including the promotion and implementation of Restorative Practices across the Secondary School;

24. Manage (as appropriate) escalated student issues with a view to resolving prior to being referred to the Head of Secondary;

25. Lead professional learning and teacher adoption of strategies for growing character through promoting PERMA+, Building Responsible Behaviour principles, and wellbeing;

26. Apply consistent standards of expectation in relation to community relations and interactions, student behaviour, attendance, and dress and appearance;

27. Promote and develop a spirit of excellence, responsibility and co-operation among students across Years 7-12;

28. Chair regular meetings with the Pastoral Leadership Team, with House Coordinators (alongside House Captains), Student Representative Council (alongside the College Captains and Vice Captains), Year Level Coordinators and Students of Concern (SOC) team;

29. Develop transition programs that assist with movements between sub-schools and year levels, including the engagement of parents and staff to support transitions; and

30. Reflect on internal and external data to evaluate the pastoral care program, including but not limited to Developmental Assets, Quality Schools survey, teacher, parent and student feedback.

**Academic Leadership**

32. Contribute to the continued development and achievement of the College’s Strategic Plan, specifically but not limited to wellbeing and pastoral care;

33. Focus on the development of the Secondary School as a Professional Learning Community of the highest quality, and support the implementation of College initiatives across the Secondary School;

34. Promote and foster excellence in teaching and learning, with specific reference to the integration of the academic and pastoral domains;
35. Model and monitor quality teaching practice, with a focus on student learning outcomes, and coaching staff regarding pastoral care and wellbeing implementation;

36. Support the Deputy Head of Secondary School and Student Pathways Coordinator to track academic performance across the Secondary School, lead regular pastoral conversations with students and design appropriate interventions where appropriate;

37. Develop strategies and initiatives based on the connection between student wellbeing and academic progress;

38. Exhibit an understanding and knowledge of current educational trends, issues, policies and directions; and

39. Work in effective partnership with members of the P-12 Wellbeing Team, Secondary Leadership Team, Deputy Head of Secondary School, Student Pathways Coordinator and Heads of Department to inspire and model a holistic approach to student learning and wellbeing.

Given the dynamic environment in which the College operates, the Principal may, in consultation with the incumbent, alter the roles and responsibilities of the Secondary School Director of Wellbeing 7-12 position at his/her discretion in order to most effectively serve the needs of the College.

Equity principles underpin all College policies and procedures. The College is committed to EEO principles and values cultural diversity and recognises that all its employees have a contribution to make in ensuring an equitable and harmonious working environment.
**PERFORMANCE MANAGEMENT**

In relation to setting goals and managing performance, Key Performance Indicators (KPI’s) are mapped against the position description so that performance can be measured and acknowledged.

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<thead>
<tr>
<th>Leadership</th>
<th>Key Performance Indicator</th>
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<tbody>
<tr>
<td>Strategic Plan</td>
<td>Quarterly reports are made against the Strategic Plan relevant to Wellbeing and Pastoral Care. Innovative, well researched and student focussed pastoral, and wellbeing programs are developed and implemented. An annual report provided to HOSS outlining key achievements and proposals for the future.</td>
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<tr>
<td>Curriculum</td>
<td>Relevant material is developed for class teachers including Life Skills programs and professional learning in Wellbeing.</td>
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<tr>
<td>Pedagogy</td>
<td>Support the enactment of the College Teaching and Learning Framework in the Secondary School in collaboration with the Deputy Head of Secondary School – Curriculum and Pedagogy and Head of Secondary School. Research and writing on wellbeing/pastoral care and dissemination of relevant material.</td>
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<tr>
<td>Performance Management</td>
<td>A cyclic review is conducted in consultation with the Head of School of all Year Level and key Wellbeing staff, and subsequent reports are submitted to the Principal. The Director of Wellbeing 7-12 is regularly monitored against Position Description, and professional guidance and feedback is provided as required.</td>
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<td>Ministry</td>
<td>A high level of spiritual leadership is evidenced through daily interactions with staff, students and parents.</td>
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<th>Staff/Students/Parents</th>
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<tr>
<td>Staff Support</td>
<td>The Director of Wellbeing 7-12 provides consistent direction and professional support to ensure all Secondary wellbeing leaders are effective in their role.</td>
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<td>Behaviour Management</td>
<td>All student matters are effectively monitored to ensure the encouragement, support, welfare and safety of each student.</td>
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<td>Student Leadership</td>
<td>Support is provided to the Head of Secondary School to appoint, support and manage student leaders ensuring feedback is given to build capacity in Secondary School leaders.</td>
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<td>Parental Communication</td>
<td>Proactive contact is made with parents to strengthen home/school partnerships, including intervention and support for Classroom Teachers in the areas of pastoral care.</td>
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<td>Communicate</td>
<td>Actively and regularly distribute information to staff using a variety of communication methods.</td>
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<td>College Culture</td>
<td>Information sessions for students relating to College ethos and expectations are facilitated throughout the year.</td>
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<th>Administration</th>
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<td>Policies</td>
<td>Relevant Secondary School policies are identified, updated, implemented and scheduled for review.</td>
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<td>Publications</td>
<td>Secondary School Wellbeing content for College publications is provided as required.</td>
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<td>Budget</td>
<td>Accurate and relevant budgets are prepared relating to Wellbeing in the Secondary School.</td>
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SELECT CRITERIA

SC 1 - Educational/Vocational Qualifications

- A registered teacher with demonstrated excellence in teaching and learning in the classroom
- Demonstrated excellence in delivering pastoral care within a Christian Secondary School context
- Accredited, or seeking to be accredited, as a teacher within Lutheran Education
- Holding academic qualifications in keeping with the level of responsibility and preferably including relevant postgraduate study

SC 2 - Personal Skills, Abilities and Aptitude

- Willing to support the ethos and values of the College through practical action
- Demonstrated effective skills in administration, interpersonal relations, planning and programming
- Conversant and experienced in using digital technologies relevant to the management of a complex portfolio
- Demonstrated ability to lead teams and effect change within an organisation
- Ability to analyse problems and formulate clear and effective solutions
- Superior organisational ability and demonstrated self-motivation in setting goals, prioritising work and managing multiple tasks

SC 3 - Knowledge and Experience

- Relevant or related experience at an appropriate level of leadership
- Experience in the development and implementation of activities and policies
- A visionary approach to wellbeing and pastoral care and its application to a College setting
- A thorough knowledge and understanding of current and emerging trends in wellbeing and pastoral care
- Demonstrated ability to relate effectively to a diverse range of staff and students
- A working knowledge and understanding of the Growing Deep Framework for Lutheran Schools and its application to ministry and care (preferred)

Classification Level

- The Position of Added Responsibility (PAR) of Secondary School Director of Wellbeing 7-12 is classified as a PL2 and in accordance with the Queensland Lutheran Schools Single Enterprise Agreement 2016 and the National Employment Standards, has a time-release of approximately 14 lessons per week

Performance Standards and Review

- A performance review will take place at the midpoint and in the last year of the contract
- Six months before the end of the appointment, the Principal and the incumbent will enter negotiations regarding the arrangements applying at the expiry of the appointment