

<b>Role Title:</b>	Chaplain
<b>Department/ Team:</b>	Operations
<b>Location:</b>	Various schools across Australian States and Territories.
<b>Reports to:</b>	Field Development Manager

## SU Australia's Vision & Mission

SU Australia is an interdenominational Christian movement committed to supporting children, young people and their families to discover life through the provision of school chaplaincy services, camps, community-based missions, schools ministry, and at-risk youth programs. SU Australia also offers nationally recognised training programs in youth work through the SU Institute of Training (RTO 30548).

SU Australia is part of the worldwide Scripture Union movement, a movement of Christians working with churches to make God's Good News known to children, young people, and families and to encourage people of all ages to meet God daily through Bible reading and prayer. ([su.org.au](http://su.org.au))

SU Australia is a charitable 'limited by guarantee' not-for-profit organisation comprising more than 1,000 staff and thousands of volunteers, working with churches, and serving in communities in all states and territories across Australia.

All SU Australia staff and volunteers are empowered and equipped to champion a child safe culture and are committed to the highest standards of safety and care in our work with children, young people, and families.

## Purpose of Role

The role of a school Chaplain is to provide social, emotional and spiritual support to students, parents and staff, taking into account the specific needs of the school.

Chaplains provide support for a range of day-to-day matters affecting the school community and communicate effectively with a diverse group of people.

SU Chaplains operate from a framework of Christian belief and personally model and own their own faith position. In the course of respectful dialogue, Chaplains respond to questions and may, in good faith, express views and articulate values consistent with their own beliefs, however Chaplains must not take advantage of their position to proselytise, evangelise, advocate for or denigrate a particular view or faith.

You believe that children and young people are precious and you will contribute to nurturing a culture and commitment to their safety within SU.

## Key Relationships

Primary Internal Stakeholders	<ul style="list-style-type: none"> <li>• Field Development Manager</li> <li>• Regional Directors</li> </ul>
Other Internal Stakeholders	<ul style="list-style-type: none"> <li>• Support Hub</li> <li>• People Services</li> </ul>
External Stakeholders	<ul style="list-style-type: none"> <li>• School Principal</li> <li>• Local Chaplaincy Committee (LCC) / Local Support Groups (LSG)</li> <li>• School staff, particularly the School Line Manager and Student Welfare Team</li> <li>• Churches and community groups</li> <li>• Donors and supporters Program volunteers</li> </ul>

<b>Key Accountabilities</b>	
<b>Accountability areas</b>	<b>Responsibilities</b>
1. Social and Emotional Support	<ul style="list-style-type: none"> <li>• Provide pastoral care and personal support for students, staff and parents of the school community within a Christian framework in cooperation with the school's support staff.</li> <li>• Provide pastoral care and support following critical incidents.</li> <li>• Assist in the development and outworking of the school's care programs (including initiatives from the relevant Department of Education (DoE) and anti-bullying strategies.</li> <li>• Provide activities and programs that build a positive school environment and help foster self-esteem and build resilience among students.</li> </ul>
2. Spiritual Support	<ul style="list-style-type: none"> <li>• Provide spiritual guidance to students, staff and families who seek it.</li> <li>• Facilitate voluntary groups and activities for students seeking to explore and/or develop their spirituality.</li> <li>• Encourage students to engage in meaningful dialogue regarding spirituality, religion, values and ethics, with an attitude of respectful inquiry.</li> <li>• Provide an additional dimension to the school's care, guidance and support of students with spiritual and/or religious needs.</li> </ul>
3. Mentoring	<ul style="list-style-type: none"> <li>• Facilitate mentoring programs with and for students (utilising peers and/or volunteers).</li> <li>• Assist students to build positive, supportive relationships with peers, family and adults.</li> <li>• Act as a role model for all students and the school community, demonstrating Christian values and upholding school community standards.</li> <li>• Support the leadership development of students</li> <li>• Provide an additional dimension to the school's care, guidance and support of students with spiritual and/or religious needs.</li> <li>• Act as a role model for students and assist them to develop supportive relationships for, with, and among students.</li> </ul>

<p><b>4.</b> Community Development</p>	<ul style="list-style-type: none"> <li>• Build and maintain a network of support agencies, Churches and community groups who can provide a broad range of services to students and the wider school community</li> <li>• Build partnerships and coordinate the involvement of volunteers, Churches and community groups (under the direction and discretion of the Principal) to facilitate and/or enhance Chaplaincy activities.</li> <li>• Assist the LCC/LSG and SU to build the profile of the Chaplaincy Service in the community and among supporters through newsletters, P&amp;C (and school boards) reports, and speaking at local Churches and other Chaplaincy events.</li> <li>• Enhance the links between the school and its community, working with school-based support staff, community-based youth organisations, Churches and other networks to support students.</li> </ul>
<p><b>5.</b> Educational Support</p>	<ul style="list-style-type: none"> <li>• Implement programs and activities that support the needs of students at risk of disengaging from school.</li> <li>• Facilitate and/or contribute to 'life skills' and personal development programs</li> <li>• Provide assistance in the classroom and contribute to the learning outcomes of all students (in light of the overall purpose of the Chaplaincy Service</li> <li>• Assist with classroom activities (under the direction of a teacher) where involvement by the chaplain provides further social, emotional or spiritual support for those students who may be at risk of disengagement.</li> </ul>
<p><b>6.</b> Extra-Curricular Activities</p>	<ul style="list-style-type: none"> <li>• Participate in general school activities (assemblies, camps, excursions, sports day etc) and contribute to building a positive school environment.</li> <li>• Develop voluntary activities for students that build a positive school culture and enhance personal wellbeing of students.</li> <li>• As a member of the school team, seek to contribute to school events (staff meetings, parent-teacher evenings, awards nights etc) as relevant.</li> <li>• Participate and/or initiate local holiday programs and/or camps</li> </ul>

<b>7. Team contribution</b>	<ul style="list-style-type: none"> <li>• Attend compulsory training, development and SU events (including occasional nights away)</li> <li>• Promote the Chaplaincy Service in the wider community and support LCC/LSG fundraising initiatives</li> <li>• Provide regular reports to the P&amp;C / school boards and LCC/LSG</li> <li>• Develop and follow a Professional Development plan (including further study where required)</li> <li>• Attend Professional Supervision (minimum quarterly)</li> <li>• Participate in wider organisation-based activities and learning opportunities</li> <li>• Participate in the annual Chaplain Development Planning (CDP)</li> <li>• Comply with Health Safety Child Protection policy and procedures (both SU and DoE / DET as relevant)</li> <li>• SU also requires the Chaplain be compliant with all DoE and DET policies, SU Code of Conduct and undertake relevant training as well as mandatory student protection training and school based induction. Contribute to the immediate team and the broader teams in SU</li> <li>• Participate in SU devotion activities including prayer retreats</li> <li>• Contribute at team meetings</li> <li>• Demonstrate behaviour in line with a child safe culture</li> <li>• Comply with WHS requirements</li> <li>• Protect your own health and safety</li> <li>• Protect the safety of others. Report hazards, risks and all incidents.</li> </ul>
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## Qualifications and experience

- *Diploma in Youth Work\* (or equivalent) or higher (Desirable)*
  - *Certificate IV in Youth Work\* (or equivalent) or a Certificate IV in Chaplaincy & Pastoral Care*
- \*Must include the two compulsory units: Respond to client needs (CHCCS016) & Work with people with mental health issues (CHCMHS001).*

## Competencies

Competency areas	Definitions
<b>Christian framework and spiritual support</b>	<p>An understanding of the core teachings of the Bible, an ability to articulate its message appropriately and apply them to real life situations. Chaplains must be committed to working with various Christian denominations and have an appreciation for the theological issues important for working in an interchurch context. They must also have an understanding of other faith and non-faith perspectives, and how to work respectfully with, and support, people from other faith and non-faith perspectives..</p>

<b>Professional knowledge and proficiency</b>	<p>An understanding of the theories and practicalities of providing pastoral care and spiritual support to the school community. A track record of working effectively with children and young people and broad understanding of the issues affecting them. Experience in 'Adventure based learning' and group work facilitation is highly desirable.</p> <p>Valid Working with Children checks in the relevant States or Territories are essential.</p>
<b>Motivational "fit"</b>	<p>Chaplains are often dealing with complex social and emotional issues and should find satisfaction through engaging and relating with people. Effective Chaplains are motivated by compassion for others, striving to support good outcomes for staff, students and their families.</p>
<b>Teamwork (cooperation)</b>	<p>Working collaboratively and respectfully with all stakeholders and partners (Principal, LCC/LSG, teaching staff, student support staff, agencies, Churches, volunteers etc.) for the benefit and wellbeing of students.</p>
<b>Rapport Building</b>	<p>The ability to proactively develop relationships in the school community, with students, staff and parents across all age groups and cultural backgrounds.</p>
<b>Oral communication</b>	<p>An ability to communicate ideas effectively with a range of people in a range of settings, including the ability to communicate faith issues openly and respectfully, remaining sensitive to the faith and belief systems of others.</p>
<b>Written communication</b>	<p>Expressing ideas clearly in any written format (memo, email, and letter) with the appropriate organisation and structure.</p>

## Additional Requirements

SU Australia requires that the incumbent:

1. agree with, and agree to work under, the aims, beliefs and working principles of SU
2. be able to demonstrate a living and personal relationship with Jesus Christ
3. be able to show strong Christian character evidenced by servant leadership, valuing of people in general and marginalised people in particular
4. be a respectable member of a local Christian church we recognise
5. be in receipt of a current positive Working With Children Check for the purposes of child related employment
6. be willing to work under SU Australia's Conduct and Behaviour Standards

<b>Developed by</b>	Operations Department
<b>Approved By</b>	Group Directors, Operations
<b>Effective Date</b>	July 2018