

Mental Health and Wellbeing Leader – Junior School (Prep to Year 6)

Emmaus College is a proudly co-educational Catholic college, established in 1980 through the amalgamation of St Thomas More College, a Christian Brothers' school for boys (1969 – 1979) and Chavoin College, a Marist Sisters' school for girls (1966 – 1979). The next stage of the amalgamation in 2025 was with Holy Saviour Primary School, Vermont South and St Timothy's Primary School, Vermont. The College operates over multiple campuses in Vermont South, Vermont and Burwood. One campus is dedicated to Years 7, 8, 10, 11 and 12, another campus is designated to the Year 9 program, Y9@E, and another is a dedicated Junior School K to Year 6. All staff at Emmaus may be required to work at any of our campuses.

Our school motto: To Know Christ

College Vision: To foster a community that nurtures the full flourishing of each learner, inspiring excellence as they come 'To Know Christ' on their own road to Emmaus

College Mission: Emmaus College, as a Christ centred Community, has fundamentally at the heart of its spirituality, the person of Jesus Christ. The story of the Walk to Emmaus in the Gospel of Luke and from which the College is named, nourishes our spirituality. Students are encouraged to live by the key core values of faith, community, respect, excellence, integrity and service and to empower them to achieve their best academically. Emmaus aims to ensure that learners acquire and utilise the knowledge and skills to be future-ready. Our mission as a Christ-centered community provides a caring and supportive environment that enables students to develop their full potential in all areas of life. Pastoral care is a key focus of the College and promotes and enhances student wellbeing of a personal, social, physical, emotional, cognitive and spiritual nature.

EXPECTATIONS OF STAFF IN A CHILD SAFE SCHOOL

Emmaus College is committed to creating and maintaining a child-safe school environment. Students' care, safety, and welfare are embedded in policies and procedures that ensure a commitment to zero tolerance of child abuse. All actions and programs will maintain high ethical standards and work according to child safety standards and child protection reporting guidelines. All employees have a shared legal responsibility to contribute to a safe working environment for staff and students in their area. Emmaus College is an equal-opportunity employer.

Teachers at Emmaus College

Teachers at Emmaus College work together in a spirit of cooperation with the best interests of all students at the forefront and within the confines of College policies and procedures to achieve the goals of the College.

Role Context

The Royal Commission into Victoria's Mental Health System highlighted that primary schools provide opportunities to identify children with mental health and wellbeing challenges, who can then be referred to treatment, care and support.

The [Mental Health in Primary Schools initiative](#) is being expanded to every government and low-fee non-government primary school in Victoria. Scaling up across the state from 2023, by 2026, every primary school will be able to employ a Mental Health and Wellbeing Leader to implement a whole-school approach to wellbeing.

DE piloted the Mental Health in Primary Schools -initiative in Victorian schools between 2020 and 2022 in partnership with the Murdoch Children's Research Institute and the Faculty of Education at the University of Melbourne. Evaluation of this pilot program showed that 95 per cent of Mental Health and Wellbeing Leaders consider the Mental Health in Primary Schools model improved their school's capacity to support students' mental health and wellbeing needs.

Participating schools receive funding to employ a Mental Health and Wellbeing Leader, a qualified teacher, to work across the school to implement a whole-school approach to mental health and wellbeing for students, based on a broad knowledge of the needs of the school community.

The role of the Mental Health and Wellbeing Leader is to:

- build the capability of the whole school about mental health and wellbeing (identification, promotion and prevention)
- provide support to staff to better identify and support students with mental health needs
- establish clear pathways for referral for students requiring assessment and intervention and monitor and evaluate student progress

The role provides a proactive focus for the promotion and prevention of mental health and wellbeing through assessment and implementation of context-relevant programs, approaches and initiatives based on a broad and extensive knowledge of the needs of the school.

The Mental Health and Wellbeing Leader role is not a clinical role and is not designed for direct intervention. The role is seen as a key conduit in creating referral pathways once a teacher or other staff member identifies a concern in the classroom.

Mental Health and Wellbeing Leaders are provided training in mental health literacy, supporting emerging needs, and building school capacity and receive ongoing support and professional development through structured and regular Learning Communities. Training is developed and facilitated by the Faculty of Education at the University of Melbourne, supported by Murdoch Children's Research Institute.

Key Responsibilities and Duties

- promoting a whole school approach to mental health and wellbeing to students, staff and families
- supporting teachers and school staff in expanding their capacity to embed evidence-based mental health strategies, interventions and programs and build mental health literacy to identify and support primary school students with mental health concerns.
- collaborating with school staff to inform, influence and provide input into teaching and learning relating to mental health and wellbeing.
- providing support to school staff and classroom teachers to build their capabilities to embed mental health into the classroom.
- working with school leadership and wellbeing teams to embed whole school approaches to mental health into school planning and strategic processes.
- coordinating clear referral pathways internally (within school) and externally (to community services) for students identified as requiring further assessment and intervention.
- proactively working with staff, school wellbeing and leadership teams, teachers, parents/carers and other external agencies to coordinate targeted mental health support for primary school students.
- contribute to the school's existing wellbeing team
- Monitoring school attendance and implementing strategies to improve student attendance and engagement

Additional Duties:

- involvement in co-curricular programs of the College is expected
- contributing appropriate articles to the College newsletter, other school publications and the wider community as required, paying particular attention to regular communication via the College's Instagram and Facebook feeds
- attendance at evening functions and meetings of a general nature concerning the College is expected
- actively role model effective teaching and differentiation
- preparation and presentation to the School Advisory Council, where required
- developing and maintaining, at all times, collegial and professional relationships with colleagues
- contributing to a healthy and safe work environment and ensuring the safety of our community by attending to OH&S issues in an appropriate and timely manner
- supporting a performance and development culture
- modelling a professional approach for all staff, this includes conduct, professional dress, and dealing with all members of the school community
- attending meetings as required, this may mean more meetings per week than for non-POL holders
- being available as needed for consultation with other staff and parents in addition to class and scheduled meeting times
- following the College's financial requirements in relation to budgeting, record keeping, ordering and deliveries
- contributing to the life of the College by participating in College functions, events, camps, excursions, etc.

- undertaking other duties as required by the Principal or Director of the Junior School from time to time

Accountability

- The Mental Health and Wellbeing Leader is accountable to the Principal via the Director of the Junior School.

Committees, Teams and Meetings

The Mental Health and Wellbeing Leader is a member of the following committees and/or teams and, as such, is required to attend all associated meetings and action items arising from the minutes accordingly:

- Junior School Coordinators Team
- Regular meetings with the Director of the Junior School
- Such other committees may be required from time to time

Skills and Qualities required:

- ability to inform and influence the work of others involved in the engagement, mental health, wellbeing or learning of children and young people
- ability to input into the development, implementation and evaluation of processes and strategies relating to mental health, wellbeing or learning
- ability to support a student's mental health, wellbeing or learning by developing and maintaining connections with external services
- demonstrated high-level interpersonal and communication skills
- demonstrated high-level capability to establish and maintain collaborative relationships with students, parents, other employees and the broader school community to focus on student learning, wellbeing and engagement
- ability to influence and negotiate by gaining buy-in and ownership for ideas, gaining agreement to proposals, or involving experts or other third parties to strengthen a case
- an understanding of the school's culture and context, with the ability to develop strategies that will support and enhance its development
- demonstrated instructional leadership, with the ability to model evidence-informed pedagogical practice aligned with the College Instructional Playbook
- the ability to interpret and use student learning data to inform decision-making and drive improvement
- a positive approach to reflective practice and continuing professional growth
- a commitment to equity and inclusion, ensuring all learners are supported to achieve personal academic excellence

Essential Qualifications and Accreditations

Full registration with the Victorian Institute of Teaching, including a current National Criminal Record Check,

Hold and maintain *Accreditation to Teach and Lead in a Catholic School* or upon employment to be working towards such accreditation within a five-year period. Professional learning opportunities for this purpose will be provided.

Terms and Conditions

This is a government-funded role at the College that provides 2 full days of time release to perform the role.

Professional Review

This Position Description is intended as a framework for professional review.

This position statement is a guide only and is not intended to be an exhaustive or exclusive list of the duties attached to this position. It is subject to review and modification by the Principal in response to the changing needs of the College and the development of skills and knowledge.