

Student Wellbeing Officer

POSITION DESCRIPTION

POSITION: Student Wellbeing Officer

ORGANISATIONAL UNIT: Student Support

POSITION STATUS: Part time or full time.

CLASSIFICATION: TBC

POSITION OVERVIEW:

The Student Wellbeing Officer's role is to facilitate face-to-face individual support sessions with students who have been referred to the Student Wellbeing Team and refer on where appropriate. The Student Wellbeing Officer maintains detailed case-notes, summary notes for relevant stakeholders, assists in the creation of preventative programs aimed at larger student cohorts (to be delivered by teaching staff and/ or Student Wellbeing Officers), and facilitates small group support interventions for students. The Student Wellbeing Officer works closely with other members of the Student Wellbeing Team and broader Student Support Team, as well as key staff such as the Heads of Year and Heads of School.

This position contributes to:

- Providing an effective support service to the school community that enhances and promotes student wellbeing
- Providing consultation and advice on matters involving potential risk arising from mental health and other complex issues arising within a school context, including child safety concerns.

KEY DUTIES & TASKS

1. General Duties

- Conduct face-to-face individual support sessions as per the service structure with students from years Prep to 12 to:
 - Identify presenting issues Provide appropriate support /strategies relative to the expertise of the position.
 - Assess whether further assistance or referrals are required. .
- Refer to external support agencies or health care professionals where required.
- Liaise with relevant internal stakeholders (including but not limited to classroom/ tutor group teachers, Heads of Year, Heads of School) and other allied health professionals regarding students for whom issues have been identified which are detrimentally impacting their wellbeing and school engagement.
- Maintain detailed session notes and provide summary notes for relevant external support where appropriate/ required.
- Maintain accurate, confidential documentation as required.
- Provide feedback and support to parents, caregivers, and those staff members with a role in the student's school life as appropriate.
- Participate in and/ or facilitate meetings with parents/ students/ staff as needed to support students in matters pertaining to attending school and general wellbeing.
- Work with fellow Student Wellbeing Team members to build staff capacity around student wellbeing issues.
- Liaise with members of the Learning Support Team where relevant on matters pertinent to supporting the wellbeing of students.
- Record contact and interventions on the school's student information system.
- Provide written reports as required for referral, support of funding applications as required.



- Provide student group support and interventions when required.
- Contribute to the development of programs and initiatives that develop and enhance student wellbeing within the school community.
- Liaise with community agencies, private mental health practitioners, community services and other allied health professionals regarding students as required.

2. Child Safety

- Have a thorough understanding of and comply with the school's child-safe policy and code of conduct, and any other policies or procedures relating to child safety.
- Assist in the provision of a child-safe environment for students.
- Demonstrate duty of care to students in relation to their physical and mental wellbeing.

3. Social and Emotional Learning Program Development

- Support and collaborate with the Heads of Year and Heads of School in their role as the primary contact for students and parents in the overall management of students.
- Contribute to building capacity and provide support to Heads of Year and Heads of School regarding wellbeing matters.
- In collaboration with the Deputy Principals or delegates, provide Heads of Year and Heads of School with appropriate opportunities for professional development.
- Liaise with relevant staff members, including the Learning Support Team, regarding students' individual emotional and learning needs and work in collaboration to create Individual Support Plans where appropriate.
- Develop and deliver evidence-based group programs to support and foster strong mental health and wellbeing in students.
- Contribute to system-level programs for students in areas including but not limited to transition, peer support, study skills, stress management, conflict resolution, grief and loss, cyber-safety, and anti-bullying.
- Contribute to the building of resources that promote students' help-seeking behaviours and positive wellbeing.
- Write items for the school's community-facing publications on relevant issues and available resources.
- Clearly articulate the role of the Student Wellbeing Officer to staff and the broader school community.

4. Critical Incidents and Emergency Management

- Assist with school-wide management of, and response to, critical incidents and emergencies.
- Liaise with external service providers where necessary.
- Support school staff and parents within managing their own responses where appropriate.

5. Professional competence and continued Professional Learning

- Practice in accordance registering body where appropriate.
- Maintain awareness and competence through continuing professional development and engage in opportunities to further develop professional capacity.
- Remain current with legal obligations as per legislation and other guidelines.
- Engage in peer consultation and supervision.
- Be familiar with and comply with the School's Child Safe Code of Conduct, PROTECT Four Critical Actions for Schools: Responding to incidents, disclosures, and suspicions of child abuse, and any other policies or procedures relating to child safety.
- Assist in the provision of a child-safe environment for all students.
- Demonstrate duty of care to all students in relation to their physical, emotional, and mental wellbeing.
- Complete all School assigned learning by the required due date.

6. Managing Self & Professional Skills

- Manage own behaviour in accordance with the Staff Code of Conduct.
- Adhere to and comply with Child Safe Standards regulations and Child Safe Code of Conduct.
- Adhere to and cooperate with all OHS policies and procedures and relevant legislation.
- Comply with legal, regulatory, ethical, environmental and social responsibilities and requirements.
- Manage own development and professional learning relative to this position.



7. Working with People

- Contribute as an enthusiastic, proactive and effective member of a vibrant professional services team, whose activities integrate and promote the organisation's values.
- Participate in meetings as required in an active and constructive manner.

8. Other duties

- The incumbent can expect to be allocated duties, not specifically mentioned in this document, but within the capacity, qualifications and experience normally expected from persons occupying positions at this classification. This may include, for example, supervision of students within the school yard and attendance at parent information evenings and seminars.

ORGANISATIONAL RELATIONSHIPS

Reporting directly to: Deputy Principal- Head of Student Wellbeing

Direct reports to this position: n/a

Internal Relationships: Students and all staff.

External Relationships: external providers, other schools, parents, guardians, next of kin, etc.

WORK DIRECTION/ SUPERVISION

The Student Wellbeing Officer is responsible for ensuring that wellbeing support services are accessible to all students within the school community and that interventions and information management meet the highest standards set by the school and Victorian Teaching Professionals Code of Conduct. Recommendations and decisions are made in collaboration with the Deputy Principal – Head of Student Wellbeing and the Principal.

KEY SELECTION CRITERIA

Qualifications/Licences

- Post-secondary qualifications in related discipline (e.g., Student Wellbeing, Social Work, Mental Health Counselling and Human Services).
- Working with Children Check (employment card).
- National Criminal Police Check.
- Must hold membership to relevant registering bodies.

Demonstrated Experience and Skills

- Understanding and commitment to Bacchus Marsh Grammar's philosophy and ethos of education.
- Ability to enthusiastically and independently engage with relevant stakeholders within the school community and beyond toward defined outcomes.
- Highly developed capacity to assess and analyse student wellbeing issues impacting upon student social emotional wellbeing and educational engagement.
- Suitable experience in the initiation, development and implementation of programs/intervention that foster resilience in young people that address their physical, social and emotional needs.
- Demonstrated broad understanding of mental health, including general understanding of early intervention, health promotion and community development approaches.
- Strong communication skills and excellent interpersonal skills, including the ability to engage with a diverse range of students, staff and other community members in formal and informal contexts.
- A proven passion for improving the wellbeing and experience of students in a primary and secondary school environment.
- Demonstrated strong computer skills and a sound knowledge of Microsoft Office package.
- Demonstrated organisational skills and time management skills, with the ability to work with supervision according to defined priorities, meet deadlines and take initiative as required.



- Ability to respond to competing demands in a dynamic environment and re-prioritise student-centred tasks as required throughout the workday,
- Proven ability to conduct research and analyse data to inform student wellbeing strategies.

AUTHORISATION

PRINCIPAL APPROVAL

_____ Date: _____
Debra Ogston, Principal

STAFF AUTHORISATION

I have read and agree to abide by the requirements of this position description.

Staff Name: _____

Signature: _____ Date: _____