

HEAD OF STUDENT WELLBEING - PRIMARY

POSITION DESCRIPTION



Reporting to:	Head of Section - Primary
Teaching:	Ongoing
Employment Fraction:	Full-time
Teaching Fraction:	0.3 FTE
Leadership time release:	0.7 FTE and Homeroom (or equivalent)
Leadership Tenure:	Three years
Leadership Salary:	Level 4
Prepared:	June 2026

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. The School aims to provide its 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 Hume's 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 it does, 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. Hume is a progressive school, not just in the development of buildings and grounds, but also in innovative thinking and advancements in its 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 students. It is not by chance that Hume has young people who readily display warmth, humour and respect for one another and their teachers. After 3 years located elsewhere, in 2011 the School commenced in Mickleham the Prep to Year 12 Freier campus on 10 hectares. In 2019, it opened another Prep to Year 12 campus in Donnybrook on an 8-hectare site. Starting with junior Primary year-levels, this campus will ultimately have an enrolment of 1,596. At Donnybrook, the Primary school has reached capacity with 588 students (as with Freier Primary) and with Secondary commencing in 2023 next year will have 784 Year 7 to 11 students. Each year as additional classes and year levels are added, it will progress to offer Year 12 in 2028. In 2023, the School opened its third campus in Kalkallo, as a Primary and a feeder to the Freier and Donnybrook Secondary schools, it has followed a similar growth pattern to Donnybrook reaching capacity this year with 588 students. In 2027, the School will enrol 3,408 students and expected to employ near 400 staff. The student enrolment at each campus will be at Freier 1,448, Donnybrook 1,372 and Kalkallo 588. Ultimately, by 2029, will have some 3,640 students (Freier 1,456, Donnybrook 1,596 and Kalkallo 588) with a corresponding cohort of teaching and general staff over 400 across its three campuses. It is expected to be one of the largest non-government schools in the State. Recently, the School announced its acquisition of a 10-hectare parcel of land in Wollert for its fourth campus planned to open in 2033. This will comprise two Primary schools and a Secondary school and when it reaches its capacity, will enrol over 2,500 students. In all, Hume Anglican Grammar will ultimately educate over 6,000 students, with plans for further expansion.

Variation to the Role

Due to circumstances surrounding a particular appointment, there may be variations to the role as described at the top of this page. If so, it will be detailed below.

There are no variations to the role.

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 each of the Primary Schools, Prep to Year 2 and Years 3 to 6. The Head of Student Wellbeing works collaboratively with their counterpart, the Head of Teaching and Learning, particularly where student welfare intersects with academic progress.

The Head of Student Wellbeing is a middle leadership position reporting to the Head of Section - 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. The Head of Teaching and Learning – Primary has a Coordinator of Student Wellbeing as a direct report.

Nature of the Role

Due to the supporting nature of the role, it is expected there will be afterschool hours commitments. This includes parent-student information sessions, parent-teacher conferences and attending to the immediate needs of students, parents and teachers. The Head of Student Wellbeing – Primary will be based at their respective campus; however, they will be required on occasion to travel to other campuses.

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 that 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 the Head of Section in the allocation of staff to their class group, and assisting in staff appointments as required
- Making regular contact with the Student Allied Health Services Team and Learning Enhancement Coordinator to ensure that all students can receive the support they need
- Working with the Student Allied Health 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)
- Chairing the case management team for their respective year levels
- Supporting the Head of Section 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 the Coordinator of Student Wellbeing and classroom teachers
- Assisting the 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 communicating with the community highlighting and celebrating key aspects of life in the Primary School
- 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 Head of Section and Director of Student Wellbeing in overseeing the professional involvement and conduct of staff with respect to student welfare initiatives
- Actively contributing 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 Year 12 student wellbeing curriculum that aligns with the Australian Curriculum, The Vision for Student Wellbeing, and incorporates student voice
- Developing a sequential curriculum that enhances social emotional skills, promotes positive mental health and ensures students are empowered in 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, Head of Section – 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

- Proactively maintaining close collaboration with colleagues and counterpart roles across campuses to ensure consistency, the sharing of best practice, and alignment with our whole-school approach to wellbeing
 - Providing regular guidance and feedback to direct reports and facilitating the Annual Reflection Discussion
 - Undertaking the duties of a teacher as defined by the Position Description for a Teacher
 - Carrying out other duties as directed by the Principal
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Qualifications, Skills and Experience:

Essential

- Breadth and depth of understanding in contemporary student wellbeing practices
- Demonstrated experience leading student wellbeing initiatives or programs
- Proven ability to lead teams or staff in the implementation of student wellbeing programs, policies, or practices
- Demonstrated leadership in responding to student wellbeing needs, including case coordination

Desirable

- Post graduate qualifications in educational management, wellbeing and/or leadership
 - Involvement in professional communities
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Personal Qualities

- Outstanding communication and interpersonal skills, with the ability to build strong, respectful relationships with students, staff, and families
 - Demonstrated ability to lead and motivate staff, while promoting positive student engagement and behaviour across the school
 - Well-developed skills in facilitation, mediation, and conflict resolution
 - Strong commitment to ongoing professional learning, self-reflection, and continuous improvement
 - Highly organised, with strong planning, strategic thinking, and analytical capabilities
 - Genuine pastoral approach, demonstrating empathy, compassion, and care for the wellbeing of others
 - High levels of initiative, enthusiasm, and personal energy
 - Resourceful, collaborative, and inclusive team member, able to mentor others and contribute to a positive staff culture
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Key Selection Criteria

1. Outstanding communication and interpersonal skills to support students, lead staff, and work in partnership with parents
2. Demonstrated understanding of contemporary best practice in student wellbeing, with the ability to nurture and support young people within a structured and caring environment
3. Highly developed organisational, planning, and analytical thinking skills

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