



Kilbreda College

LEADER OF STUDENT WELLBEING MIDDLE YEARS (7 – 9)

AUGUST 2025

ROLE DESCRIPTION

Kilbreda College is governed by Kildare Ministries and administered by the Kildare Education Ministries Board.

Position of Leadership	Leader of Student Wellbeing: Middle Years (7 – 9)
Tenure:	3 years (2026 -2028)
Remuneration:	POL 4
Time Allocation:	14 periods
Reports to:	Assistant Principal: Wellbeing and Engagement Principal
Key Internal Liaisons	Leader of Student Wellbeing: Senior Years (10 – 12) Leader of Learning: Middle Years (7 – 9) Transition Leader Year Level Leaders Homeroom Teachers Counselling Team College Nurse Engage Ed Coordinator Head of Learning Diversity Attendance Officer

All staff members of Kilbreda College are expected to support Catholic education in the Brigidine tradition as expressed in the College's vision and mission statements. Leaders are expected to reflect the values of Kildare Ministries in the way that they perform their leadership role and in the relationships they form with all members of the College community. Each staff member's role is designed to contribute to the best possible educational outcomes for all students, enhance the community's strengths and ensure careful stewardship of the College's resources.

The **Leader of Student Wellbeing: Middle Years (7 – 9)** will work in conjunction with the Leadership Team, Student Wellbeing Team, Counselling Team, Homeroom teachers, families and external agencies to provide students with a set of cognitive, social, behavioural, spiritual and emotional skills that will enable them to successfully navigate a more complex world.

An integral part of the mission of Kilbreda is the care of each member of our community. The Leader of Student Wellbeing: Middle Years will work as a member of a dedicated Student Wellbeing Team to support this mission.

Child safety: It is an expectation that every staff member be familiar and comply with, the College's Child Safety and Protection Policy, Child Safeguarding Codes of Conduct and any other policies or procedures relating to child safety..

KEY RESPONSIBILITY AREAS

1.0	Educational and College
1.1	Work with the College Leadership Team to actively and publicly promote the Catholic, Kildare Ministries and Brigidine ethos of the College
1.2	Provide leadership by actively and publicly supporting the College's Vision and Mission Statement and in implementing the College's Strategic Plan and Annual Action Plan
1.3	Embed high expectations of staff and students in the pursuit of excellence
1.4	Develop authentic relationships with students, staff and parents, promoting collegiality and open dialogue
1.5	Be a positive role model for colleagues and students and demonstrate a commitment to life-long learning
1.6	Work collaboratively with the Assistant Principal: Wellbeing and Engagement to identify student wellbeing priorities, and to design and develop plans to address them in accordance with the goals of the strategic plan
1.7	Work collaboratively with the Assistant Principal: Wellbeing and Engagement and members of the Learning Leaders Team to deepen understanding of the connection between wellbeing and learning, and to foster a culture committed to continuous improvement, dedicated to enhancing the wellbeing and learning experiences for students
1.8	Engage in ongoing professional learning to ensure a robust and up-to-date understanding of the latest practices and policies relating to wellbeing
1.9	Contribute to the development, implementation and review of College policies on wellbeing related matters, in particular our Child Safeguarding program
2.0	Educational Leadership
2.1	Lead at least one initiative during the tenure of the role that enhances student agency, promotes active learning, and fosters personal excellence in Years 7-9
2.2	Collaborate with the Student Wellbeing Team to drive strategic direction, innovation, and continuous improvement in wellbeing across Years 7-9
2.3	Provide leadership and guidance to Year Level Leaders (7-9) in responding to student wellbeing issues, fostering consistent and effective practices
2.4	Work closely with the Transition Leader to design, implement, and evaluate transition initiatives that support students' successful entry and progression through the Middle Years
2.5	Meet fortnightly with the Junior Student Wellbeing Team to plan proactive approaches to wellbeing, including targeted interventions, student leadership opportunities, and the pastoral program
2.6	Partner with the Counselling Team and Head of Learning Diversity to establish robust case management systems and implement tailored strategies to support students with identified needs
2.7	Represent the Student Wellbeing Team at Parent Consultation Meetings (PCM) for students under case management in Years 7 - 9

- 2.8 Contribute to the monitoring and review of NCCD processes within the College.
- 2.9 Provide timely guidance, feedback, and follow-up to students, parents/carers, and staff regarding wellbeing matters
- 2.10 Maintain regular communication with the Assistant Principal: Wellbeing and Engagement regarding events, emerging issues, and concerns
- 2.11 Develop positive, supportive relationships with students and their families, monitoring and responding to wellbeing needs at both individual and cohort levels
- 2.12 Use SIMON to consistently monitor student progress in both learning and wellbeing, ensuring appropriate actions are communicated to relevant staff, including Homeroom and Subject Teachers
- 2.13 Monitor attendance and behaviour, implementing targeted supports for students with ongoing physical, social, or emotional needs
- 2.14 Chair attendance committee meetings, coordinating attendance interventions and follow-up actions
- 2.15 Oversee engagement programs such as *Engage Ed*
- 2.16 Lead the implementation of the Positive Behaviour for Learning (PB4L) framework, fostering a safe, inclusive, and respectful school culture
- 2.17 Ensure discipline practices reflect Restorative Justice principles, upholding the dignity, rights, and responsibilities of all involved
- 2.18 Support Year Level Leaders and the Assistant Principal: Wellbeing and Engagement in planning and facilitating parent evenings, community events, and celebrations that promote student wellbeing

3.0 Pastoral Care Program

- 3.1 In partnership with the Year Level Leaders and the Assistant Principal: Wellbeing and Engagement, consciously foster a culture where every student is known, valued, and supported by a collaborative team of teachers – with the care of each student recognised as a shared responsibility
- 3.2 Collaborate with Year Level Leaders and the Assistant Principal: Wellbeing and Engagement to ensure the College's Pastoral Care Program is age- and stage-appropriate, informed by positive psychology principles, and designed to cultivate resilience, purpose, engagement, and optimism for the future
- 3.3 Lead the consistent and effective implementation of the Pastoral Care Program, ensuring its regular review, evidence-based refinement, and continuous improvement
- 3.4 Facilitate cross-year level activities and challenges that promote connection, teamwork, and a sense of belonging within the College community
- 3.5 Promote Student Wellbeing visibly and actively across Years 7–9 through displays, events, College presentations, and lunchtime activities that celebrate student strengths and contributions
- 3.6 Work with the Assistant Principal: Wellbeing and Engagement and the Assistant Principal: Learning and Teaching to maintain an effective system for monitoring, recording, and celebrating student participation, engagement, and achievement
- 3.7 Ensure students are active partners in the design and delivery of school programs and policies, creating genuine opportunities for student voice, agency, and leadership in shaping wellbeing and learning initiatives

4.0	Student Leadership and Voice
4.1	In partnership with the Transition Leader and Leader of Student Wellbeing: Senior Years, coordinate the Peer Support Program and Big Sister Program, fostering connection, belonging, and positive role modelling across year levels
4.2	Develop approaches to student voice and leadership that empower students as authentic partners in school improvement, encouraging active participation in shaping the College's culture and direction
4.3	Facilitate and promote student leadership within Years 7–9, contributing to the growth of the whole-school Student Leadership Program in alignment with the College's Vision, Mission, Values, and Strategic Plan
4.4	Support the creation of leadership opportunities that help students explore and embrace diverse leadership challenges, with particular emphasis on experiences that foster service to the community
4.5	In collaboration with the Assistant Principal: Wellbeing and Engagement, oversee the implementation of the Student Leadership Program, including • Managing the nomination and election process for student leaders • Attending and contributing to Student Leadership meetings, including SRC. • Collaborating regularly with staff overseeing specific leadership areas (e.g. Director of Catholic Identity and Mission, Learning Leaders, Student Wellbeing Leader 10– • Ensuring clear and effective communication with staff and students about Student Leadership activities and initiatives. • Work with the Assistant Principal: Performance and Development to design, deliver, and evaluate professional learning that builds staff capacity, responds to identified needs, and reflects the College's strategic wellbeing priorities
5.0	Other Duties
5.1	Undertake other duties related to the role as directed by the Principal and/or the Assistant Principal: Wellbeing and Engagement
5.2	All staff holding a Position of Leadership will be required to participate in professional learning programs arranged by the College which may be scheduled outside normal teaching hours/days
6.0	General Accountability for all Staff
6.1	Demonstrate alignment and support for the Catholic, Kildare Ministries and Brigidine ethos of the College
6.2	Support and enact the Vision, Mission and Values of the College
6.3	Commit to and actively support the College's agenda for continuous improvement as outlined in the Strategic Plan and participate in school improvement planning
6.4	Be well informed and comply with all College policies and procedures, including obligations in relation to the Child Safe Standards and processes for reporting suspected abuse
6.5	Demonstrate duty of care to students in relation to their physical and mental wellbeing
6.6	Demonstrate professional and collegial relationships with colleagues
6.7	Adhere to the College's professional dress code for staff

- 6.8 Attend all relevant staff meetings, assemblies, College masses, College Open events, information evenings, community days etc. and professional learning days / sessions

This statement of duties is not intended to be an exhaustive or exclusive list of duties assigned to the position. They are intended as a guide as to the responsibilities of the role. The position is subject to review and modification by the Principal (or nominee), in negotiation with the appointee, in response to the evolving needs of the College, and experience and expertise of the appointee.

Any significant additions to the responsibilities may be requested by the Principal (or nominee) through consultation and mutual agreement with the appointee.

SELECTION CRITERIA

- Demonstrated commitment to Catholic Education and an understanding of the importance of charism and spiritual tradition in the life of an order-owned Catholic school.
- Experienced and highly effective teacher in secondary education, with a strong understanding of the developmental and wellbeing needs of adolescents.
- Demonstrated capacity for proactive leadership in student wellbeing, with highly developed skills in leading initiatives that strengthen pastoral care, positive behaviour, and a culture of inclusion.
- Comprehensive knowledge and understanding of the curriculum, policies, and requirements associated with the Victorian Curriculum in the Middle Years (Years 7–9), with a focus on student engagement, wellbeing, and smooth transitions into and beyond the middle years.
- Experience in the use of wellbeing, engagement, and attendance data to inform practice, monitor student needs, and implement strategies that enhance resilience, belonging, and success.
- Demonstrated capacity to uphold high expectations of staff and students that foster respectful relationships, student safety, and a positive, supportive learning environment.
- Articulates and leads a future-focused, innovative vision for student wellbeing that inspires staff, engages students, and strengthens a culture of care, inclusion, and growth throughout their tenure