

Coordinator of Student Wellbeing

POSITION DESCRIPTION



Reporting to:	Head of Student Wellbeing - Primary
Teaching:	Ongoing
Employment Fraction:	Fulltime
Teaching Fraction:	0.7 FTE
Leadership time release:	0.3 FTE and Homeroom (or equivalent)
Leadership Tenure:	Three years
Leadership Salary:	Level 2
Last Updated:	July 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

This is a fixed-term leadership position for 2027 based at the Donnybrook campus in Years P-2 with potential to extend.

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 Coordinator of Student Wellbeing supports and operates with their Head of Student Wellbeing to ensure the pastoral needs of students are met and the Home/Classroom teachers within their year level group deliver a relevant, stimulating and effective student wellbeing curriculum that supports students at each stage of their development. With knowledge of contemporary student wellbeing practices, the Coordinator of Student Wellbeing will create a safe, stimulating and challenging environment, whilst promoting the School's vision, values, policies and procedures.

The Coordinator 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 curriculum. They continue to seek ways to improve their own practice and to share their experience with colleagues. They are well accomplished in mentoring teachers, using activities that develop knowledge, practice and professional engagement in others. They encourage creative, innovative thinking and practice among colleagues.

Hume Anglican Grammar has two Coordinators of Student Wellbeing in the Primary Schools - Prep to Year 2 and Years 3 to 6. The Coordinator of Student Wellbeing operates in collaboration with other leaders - especially in regard to student welfare as it impacts academic progress.

The Coordinator of Student Wellbeing plays a pivotal role supporting the Head of Student Wellbeing by assisting them to realise their vision for their part of the school. The Coordinator of Student Wellbeing is a junior leadership position reporting to their respective Head of Student Wellbeing.

Responsibilities and Duties

Subject to the discretion of the Principal, the Coordinator of Student Wellbeing is responsible for supporting the Head of Student Wellbeing to manage student wellbeing, the social emotional and child safety curriculum and behaviour management for all students within their respective year level groups.

Pertaining to their year level group, responsibilities include:

Student Management

- Fostering a safe, supportive, and inclusive environment where students are empowered to actively contribute to their own wellbeing.
- Observing classes and collaborating with classroom teachers to:
 - Build positive and inclusive classroom environments
 - Establish strong, respectful student-teacher relationships
 - Promote positive student behaviour and manage conduct effectively
 - Develop and implement differentiated strategies to meet diverse student needs
- Collaborating with their Head of Student Wellbeing to implement and manage initiatives that enhance student wellbeing and behaviour managements across year level groups
- Managing student wellbeing cases, providing appropriate support and interventions, under the guidance of their Head of Student Wellbeing
- Managing student behaviour concerns, following restorative practices under the guidance of their Head of Student Wellbeing
- Implementing targeted wellbeing intervention programs for small groups of students
- Maintaining accurate and confidential student wellbeing records, and providing regular updates to the Head of Student Wellbeing
- Supporting the Head of Student Wellbeing to implement an effective student leadership program
- Working with Head of Student Wellbeing and Learning Enhancement Coordinator to support NCCD students
- Building strong, collaborative relationships within the Wellbeing Leadership Team and contributing to a positive, whole-school wellbeing culture
- Developing effective communication and partnerships with parents, including direct engagement regarding allocated student wellbeing cases

- Strengthening parent engagement skills by participating in parent meetings alongside the Head of Student Wellbeing and/or Head of Section
- Supporting their Head of Student Wellbeing in the planning and coordination of key community events that promote student wellbeing
- Collaborating with their Head of Student Wellbeing and teaching staff to assist in the organisation of the school's camping and outdoor education programs

Student Wellbeing Curriculum

- Assisting their Head of Student Wellbeing in the design, review, and implementation of the school's Wellbeing Curriculum
- Supporting and building the capacity of Homeroom Teachers to deliver the Wellbeing Curriculum through team teaching, classroom observations, and coaching conversations
- Evaluating the effectiveness of wellbeing initiatives, child safety interventions, and behaviour management strategies through observation and reflection, in consultation with the Head of Student Wellbeing
- Guiding Classroom Teachers in the delivery of pastoral care programs and the use of restorative practices to support student development
- Undertaking the full range of responsibilities associated with a teaching role, as outlined in the Position Description for a Teacher
- Carrying out other duties as directed by the Principal

Qualifications and Experience

Essential

- Breadth and depth of understanding in contemporary student wellbeing practices

Desirable

- Leadership experience
- Post graduate qualifications in educational management and leadership
- Involvement in professional communities

Personal Qualities

- Genuine interest and passion in student wellbeing
- Outstanding communication and interpersonal skills, with the ability to build strong, respectful relationships with students, staff, and families
- Demonstrated ability to influence 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

Key Selection Criteria

1. Outstanding communication and interpersonal skills to support students, lead staff and guide parents
2. Demonstrated understanding of best practice in student wellbeing practices exhibiting the ability to nurture young people in a supportive and structured 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.