

POSITION DESCRIPTION

Director of Wellbeing Programs

Context

Padua College is a coeducational Catholic secondary school serving the Mornington Peninsula through a dedicated multi-campus model. Grounded in our Catholic heritage, Padua College embraces a holistic approach, nurturing academic excellence, formation in faith, compassion, moral responsibility, and emotional maturity in every young person. We believe that every child is important and uniquely gifted, created in the image and likeness of God. In unlocking their potential and discovering their talents, we inspire students to live purposefully, become lifelong learners, and make a positive impact on their world through service and justice.

Motivating Every Purpose

Our “why” at Padua College is grounded in our Catholic identity and shaped by our Franciscan and Mercy charisms. Through education, we seek to recognise the dignity and potential of every person, inspire a love of learning, nurture the growth of the whole person, build relationships founded on compassion and respect, and encourage each person to use their gifts in service of others.

This is at the heart of *Motivating Every Purpose* and gives direction to our vision, decisions, and actions.

Together, we are committed to supporting every person to:

- discover and develop their God-given gifts and talents;
- grow as a learner and as a person, striving to become all they are called to be; and
- use their gifts, knowledge, and character to make a positive difference in the lives of others and in the world.

Our Core Values

- We **welcome** and affirm
- We inspire **growth of the whole person**
- We create a **love of learning**
- We build **positive relationships**
- We embrace **diversity**
- We show **compassion** for those in need
- We reconcile and **forgive**
- We work for a just and **peaceful world**

Those in positions of leadership on each campus shape and drive the development of a College-wide attitude that engenders the Padua College Mission and Values.

Overview of the Role

The Director of Wellbeing Programs is at the forefront of the implementation of our Mission and Vision as expressed in our Educational Strategic Plan. In conjunction with the Pastoral Executive, they set the direction for student wellbeing programs and strategies across all year levels on the Campus, ensuring every student's opportunities for success are maximised.

This role reflects the College's commitment to creating the conditions in which effective teaching and learning can flourish. *Evidence shows that learning improves when students feel safe and expectations are clear. Respectful behaviour, consistent routines, and shared*

expectations contribute to better student engagement while enabling our staff to perform at their best (MACS Vision for Engagement p. 3).

This position forms part of the College's senior leadership structure and, in partnership with other senior College leaders, shares responsibility for the strategic, educational, operational, and pastoral leadership of the College, grounded in and guided by the Mission of the College. The role requires a high degree of professional judgement, adaptability, and initiative to navigate complex and evolving circumstances. As a senior leader, this position is expected to contribute beyond the immediate scope of their portfolio, actively support whole-of-College priorities, and undertake additional leadership functions as required to support the effective operation of the College, recognising that stewardship of the broader interests of the College is an inherent responsibility of senior leadership.

The Leader of Student Wellbeing Programs reports to the Vice Principal – Students and is a key member of the Pastoral Executive under the direction of the Vice Principal – Students.

Professional Leadership Responsibilities

As a Position of Leadership Level 4, teachers should be at a 'Lead' career stage. Position of Leadership Level 4 Teachers in the role of Director of Wellbeing Programs are expected to specifically:

- Lead colleagues to select and develop teaching strategies to improve student learning using knowledge of the physical, social, and intellectual development and characteristics of students. Standard 1.1.4
- Evaluate and revise school learning and teaching programs, using expert and community knowledge and experience, to meet the needs of students with diverse linguistic, cultural, religious, and socioeconomic backgrounds. Standard 1.3.4
- Develop teaching programs that support equitable and ongoing participation of Aboriginal and Torres Strait Islander students by engaging in collaborative relationships with community representatives and parents/ carers. Standard 1.4.4
- Lead colleagues to evaluate the effectiveness of learning and teaching programs differentiated for the specific learning needs of students across the full range of abilities. Standard 1.5.4
- Initiate and lead the review of school policies to support the engagement and full participation of students with disability and ensure compliance with legislative and/or system policies. Standard 1.6.4
- Lead initiatives to assist colleagues with opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures, and languages. Standard 2.4.4
- Demonstrate exemplary practice and high expectations and lead colleagues to encourage students to pursue challenging goals in all aspects of their education. Standard 3.1.4
- Demonstrate and lead by example inclusive verbal and non-verbal communication using collaborative strategies and contextual knowledge to support students' understanding, engagement, and achievement. Standard 3.5.4
- Initiate contextually relevant processes to establish programs that involve parents/ carers in the education of their children and broader school priorities and activities. Standard 3.7.4
- Demonstrate and lead by example the development of productive and inclusive learning environments across the school by reviewing inclusive strategies and exploring new approaches to engage and support all students. Standard 4.1.4
- Initiate strategies and lead colleagues to implement effective classroom management and promote student responsibility for learning. Standard 4.2.4
- Lead and implement behaviour management initiatives to assist colleagues to broaden their range of strategies. Standard 4.3.4

- Evaluate the effectiveness of student wellbeing policies and safe working practices using current school and/ or system, curriculum and legislative requirements and assist colleagues to update their practices. Standard 4.4.4
- Implement professional dialogue within the school or professional learning network(s) that is informed by feedback, analysis of current research and practice to improve the educational outcomes of students. Standard 6.3.4
- Model exemplary ethical behaviour and exercise informed judgements in all professional dealings with students, colleagues, and the community. Standard 7.1.4
- Identify, initiate, and build on opportunities that engage parents/carers in both the progress of their children's learning and in the educational priorities of the school. Standard 7.3.4

Major Areas of Responsibility

The Director of Wellbeing Programs' major areas of responsibility include but are not limited to:

- managing the development, implementation and evaluation of student wellbeing programs, strategies, and policy to maximise student health, wellbeing, learning, and engagement across the College;
- in consultation with the Pastoral Executive, leading and implementing the whole school approach for the weekly eXcel pastoral lesson for the development of the social-emotional learning program at the College;
- in collaboration with the Pastoral Executive, fostering initiatives to promote the personal development of each student;
- developing and leading the implementation of the Social Emotional Learning (SEL) Branch of Padua Capability Units;
- in collaboration with the Vice Principal - Staff, Strategy and Development, implementing and leading whole school staff professional learning in relation to Wellbeing and Social-Emotional Learning;
- leading the social and emotional learning dimensions of the Respectful Relationships curriculum, ensuring students develop the capabilities needed for safe, respectful, and healthy relationships with the focus remaining within the Respectful Relationships curriculum and the Personal and Social Capability, while the Catholic contextualisation of this learning is led by the Catholic Identity Leader (RE Curriculum);
- in collaboration with the Pastoral Executive, developing and implementing the student leadership program; and
- performing other day-to-day duties and implementing decisions as requested by the Principal or the College Improvement Team.

Statement of Duties

The following duties are aligned with the Director of Wellbeing Programs' major areas of responsibility:

Student Wellbeing Programs

The Director of Wellbeing Programs manages the development, implementation and evaluation of student wellbeing programs, strategies, and policy. The Director of Wellbeing Programs:

- develops and implements a whole-school holistic approach to student wellbeing programs that supports continuous school improvement and development;
- assists the College in the implementation of relevant education wellbeing frameworks and initiatives, including the Catholic Education Melbourne eXcel Wellbeing Framework, as explicit and practical guides to inform pedagogical practice, curriculum design,

	and College policies, to strengthen student wellbeing, engagement, and learning outcomes; • uses analytical tools to audit existing wellbeing programs and components of the curriculum and ensure the key competencies of social-emotional literacy are embedded in the curriculum, including drug education, positive education, respectful relationships, and cyber-safety; • regularly profiles student wellbeing priorities and actions to staff, students, and parents/guardians to build understanding and ensure pastoral care needs of students are identified and supported; • facilitates processes that ensure collaborative consultation, effective communication, sensitivity, and respectful responses to student needs; and • proactively monitors and supports student wellbeing to help identify key factors contributing to students' sense of safety, connectedness, and resilience.
eXcel Pastoral Lessons	In consultation with the Pastoral Executive, the Director of Wellbeing Programs leads and implements the whole-school approach to the weekly eXcel pastoral lesson to develop the social-emotional learning program. The Director of Wellbeing Programs: • plans, implements, and evaluates the delivery of the weekly resources for the pastoral program and assists teaching staff in developing their professional knowledge and understanding of social-emotional literacy; • assists and guides teachers' effective teaching practices, especially in the area of Social and Emotional competencies to ensure they are embedded as a part of delivering quality pedagogy in all lessons; and • builds the capacity of all staff to improve the social and emotional outcomes of the students and to provide peer support and collegial advice that assists staff to reflect on ways to build engagement, connectedness, and positive student-teacher relationships.
Wellbeing Framework	In collaboration with the Pastoral Executive, the Director of Wellbeing Programs fosters initiatives to promote the personal development of each student. The Director of Wellbeing Programs: • supports the implementation of national, state and MACS wellbeing, health, and safety initiatives, including but not limited to: • National Safe Schools Framework (NSSF); • Horizons of Hope; • eXcel: Wellbeing for learning in Catholic school communities; • eSafety Commission; • Respectful Relationships; • Positive Education • Bullying No Way • BeYou etc. • leads and implements, with the collaboration of the Pastoral Executive, a whole school approach for Year Level eXcel days; • in collaboration with the Vice Principal - Mission, Formation and Social Justice and the Mission Identity Team, leads the planning, development, implementation and evaluation of all year level eXcel Days, ensuring that each program incorporates a meaningful retreat, faith formation and reflective experience aligned with the College's

	Catholic mission, values and formation goals and that eXcel Days operate as integrated wellbeing and retreat experiences that foster student faith development, reflection, resilience and personal growth; • collects relevant data and reports on student wellbeing issues to the Pastoral Executive, and implements strategies which address areas of concern to promote a healthy and positive learning environment; • liaises with outside agencies and MACS Wellbeing to assist in the provision of high-quality wellbeing initiatives, including Fit2Drive, Teenagers Road Accident Group, Keys Please, Breaking the ManCode/HerCode, and Brainstorm Productions; • works collaboratively with the Wellbeing Team and the Pastoral Executive to develop inclusive programs targeting specific needs in response to the relevant data collection and monitoring of the key indicators of student wellbeing at the College; • provides professional learning to staff in the area of wellbeing frameworks and Student Wellbeing Initiatives; and • regularly reports on student wellbeing initiatives to the College Community, including parents and students.
Developing and leading the implementation of the Social Emotional Learning (SEL) Branch of Padua Capability Units	The Director of Wellbeing Programs manages the development, implementation, and evaluation of the Social Emotional Learning (SEL) Branch of Padua Capability Units. The Director of Wellbeing Programs: • collaborates with curriculum specialists and educators to develop and lead the implementation of the Social Emotional Learning (SEL) Branch of Padua Capability Units, ensuring that it aligns with the school's goals and student needs; • creates, plans, implements, and evaluates the resources for the Social Emotional Learning (SEL) Branch of Padua Capability Units, using evidence-based strategies and approaches to support students' emotional and social development; • provides ongoing guidance and support to teachers, offering effective teaching practices and strategies to embed social and emotional competencies into their pedagogy, with a focus on building positive student-teacher relationships and fostering engagement and connectedness within the classroom; and • ensures the curriculum for all the Social Emotional Learning (SEL) Capability learning areas is of a high standard and accessible via the College's online learning management system and conducts course and program evaluations and recommendations using multiple sources of evidence, data, and feedback.
Implementing and leading whole school wellbeing professional learning	In collaboration with the Vice Principal - Staff, Strategy and Development, the Director of Wellbeing Programs leads and implements the whole school staff professional learning in relation to Wellbeing and Social-Emotional Learning. The Director of Wellbeing Programs: • plans, implements, and evaluates the delivery of the targeted professional learning opportunities that assist the staff in developing their professional knowledge and understanding of social-emotional literacy and student wellbeing; • builds the capacity of all staff to improve the social and emotional outcomes of the students and to provide peer support and collegial

	advice that assists staff to reflect on ways to build engagement, connectedness, and positive student-teacher relationships; • facilitates professional development workshops and training sessions for teaching staff, equipping them with student wellbeing strategies and the necessary knowledge and understanding of social-emotional literacy to integrate these competencies effectively into their teaching practices; • leads high-quality professional learning opportunities for colleagues using the AITSL Standards and Padua's Learning and Teaching Framework that focus on improved professional practice, connecting student wellbeing and learning to improved student outcomes; • generates further professional learning opportunities for staff by circulating reading and encouraging attendance at applicable seminars and workshops; • demonstrates a commitment to ongoing professional development and personal health and wellbeing to effectively manage the complexities of the Director of Student Wellbeing program's role; • conducts and leads professional and constructive conversations with campus staff regarding performance, conduct, and capacity matters, providing guidance and support to those staff; and • maintains their teaching competencies and currency of knowledge of relevant research and evidence-based practices in student wellbeing and actively attends and participates in appropriate professional learning.
Respectful Relationships	The Director of Wellbeing Programs: • leads the delivery of Respectful Relationships learning in social and emotional capabilities, including emotional literacy, personal strengths, positive coping, problem solving, stress management and help-seeking; • aligns this learning with the Victorian Curriculum Personal and Social Capability across Years 7 to 12; • refers matters of Catholic contextualisation to the Catholic Identity Leader - RE Curriculum, remaining mindful of the Catholic character of the College in all delivery and communication; • supports staff to deliver social and emotional learning confidently, consistently, and pastorally; • monitors student wellbeing data and program feedback to evaluate and refine delivery; • contributes to whole school planning, evaluation, and reporting in relation to Respectful Relationships; • upholds the Victorian Child Safe Standards through the delivery of the curriculum; and • remains mindful of the Catholic context in which the Respectful Relationships curriculum is delivered and works in partnership with the Catholic Identity Leader to ensure a consistent approach.
Student Leadership	In collaboration with the Vice Principal - Students, Heads of Campus and Pastoral Executive, the Director of Wellbeing Programs develops and implements the student leadership program. The Director of Wellbeing Programs:

- instigates and supports various initiatives that encourage and amplify student voices within the College and creates a platform for student agency;
- collaborates with the Pastoral Executive to identify and nurture potential leaders across all campuses and implements strategies to enhance the leadership capabilities of current and aspiring student leaders;
- develops diverse and meaningful leadership opportunities for students to enhance their skills and competencies;
- cultivates a positive and inclusive leadership culture within the College; and
- regularly assesses the effectiveness of the student leadership program and seeks feedback from students and staff to continuously enhance the program's impact and relevance.

Expectations

The Director of Wellbeing Programs is expected to:

- demonstrate a commitment to the broader life and educational priorities of the College, including availability to support College events, critical incidents, emergencies, student and staff wellbeing matters, operational requirements, and emerging College needs as they arise;
- exercise flexibility, responsiveness, and a willingness to contribute beyond defined areas of responsibility, including acting on behalf of colleagues, supporting College-wide priorities and operations, and undertaking additional leadership responsibilities where these are consistent with the seniority, complexity, and accountabilities of the role;
- be available outside of normal campus hours to assist with College events, the Daily Organiser (as and when required), and emergencies, and is expected to have the flexibility required of a senior Position of Leadership Level 4;
- provide students with a child-safe environment and demonstrate a duty of care to students in relation to their spiritual, physical, and mental wellbeing;
- utilise best practice research to promote the development of appropriate policies and programs to support wellbeing and child safety initiatives, including, but not limited to, Ministerial Order 1359: "Implementing The Child Safe Standards – Managing The Risk Of Child Abuse In Schools And School Boarding Premises";
- have or be working towards attaining Lead Teacher National Certification during the tenure;
- attend planning days prior to the start of school each year and up to the gazetted date for the end of the school year if required;
- be familiar with and comply with Padua College's Child-Safety and Wellbeing Policy and Code of Conduct, and any other policies or procedures relating to child safety;
- be familiar with and comply with legislated Occupational Health and Safety practices and participate in consultative processes to ensure workplace safety for staff and students;
- maintain currency of all relevant legislated and required College Occupational Health and Safety modules, and all First Aid and CPR Qualifications;

- undertake regular professional learning to maintain a high level of awareness of current and best practice in the major areas of responsibility associated with the role;
- attend College and Campus Staff Meetings as requested by the Principal or his/her nominee; and
- perform any other day to day duties as requested by the Principal or Vice Principal – Students or their nominee.

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 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 the 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.

Child Safety

Padua College is committed to the safety, wellbeing, and inclusion of all our students. The College has zero tolerance for child abuse and is committed to the protection of all children from all forms of child abuse. Particular attention is paid to the most vulnerable children (Aboriginal and Torres Strait Islander children, children from culturally and/or linguistically diverse backgrounds and children with a disability). In this context, Padua College implements a regular and comprehensive Child Safety and Protection program across the entire community.

All staff at Padua College take an active role and are well informed of their obligations in relation to Child Safety under Ministerial Order No. 1359 "Implementing the Child Safe Standards – Managing the Risk of Child Abuse in Schools and School Boarding Premises". Employment at Padua College is subject to College policies, including the Child Safety Policy, Child Safety Code of Conduct and Child Protection – Reporting Obligations Policy, being read, understood, and adhered to by being proactive in reporting any concerns or identified risks. Where students are under staff care, there is an obligation to take all practical steps to protect students where a risk to students' safety has been identified. All staff are also required to understand and meet their obligations under mandatory reporting requirements, the Reportable Conduct Scheme, and the failure to disclose and failure to protect offences under the *Crimes Act 1958 (Vic)*.

Key Organisational Relationships

INTERNAL	EXTERNAL	COMMITTEES
Principal College Improvement Team Vice Principal – Staff, Strategy & Development Vice Principal – Students Heads of Campus AHoC Learning & Pedagogy AHoC Student Wellbeing & Growth House Coordinators Teachers and Students School Counsellors	Parents/Guardians Support Agencies MACS Student Wellbeing Leaders Network	Pastoral Executive

Criteria For Effective Leadership

The effective performance of the Director of Wellbeing Programs will be due to their capabilities across a comprehensive range of the following:

Attributes & Dispositions

- commitment to the Mission, Vision, and Catholic identity of Padua College
- perseverance, sensitivity, compassion, and patience in the face of complex and difficult situations
- high level of discretion when handling confidential and sensitive information
- optimism, confidence, and enthusiasm when motivating staff and students
- collaborative and flexible in professional settings
- openness to change and to learning in all situations
- dependability and reliability
- behaves in ways that respect and advance the profession (VIT Code of Ethics, 2021)
- positive role model in education settings, in the community and online (VIT Code of Conduct, 2021, P.2.1)
- acts with discretion and maintains confidentiality in all communications (VIT Code of Conduct, 2021, P.2.1)

Knowledge & Understandings

- knowledge and understanding of contemporary trends and research into student wellbeing, engagement, and learning outcomes
- knowledge and understanding of student engagement data and its impact on student achievement and wellbeing at Padua
- understanding of the issues that most concern the students and their parents
- knowledge of the appropriate avenues and resources for seeking information to support staff, parents, and students in the well-being of young people
- demonstrated commitment to ongoing learning through postgraduate studies

Skills & Capabilities

- demonstrated record as a Lead Teacher in respect of the Australian Professional Standards for Teachers
- track record of skilfully fostering positive relationships between teachers and students
- demonstrated success in developing, implementing, and evaluating educational policy and practice
- ability to form teams and sustain teamwork
- ability to implement effective and efficient pastoral practices across the team
- excellent capabilities in the application of SIMON (or similar learning management system)
- demonstrated ability to communicate clearly, personably, and effectively
- capacity to maintain professional relationships within the College community and with other organisations on behalf of the College, where necessary
- capacity to reflect on one's own leadership performance and style
- capacity to negotiate
- capacity to multi-task and pay close attention to detail

Tenure, Conditions and Requirements

CLASSIFICATION	POL 4 14 of 39 periods
Tenure	27 January 2027 – 26 January 2030
Appraisals	Annual Review Meeting Formal Appraisal in Semester 2 of the second year of appointment
Entitlements	Entitlements under the <i>Catholic Education Multi Enterprise Agreement 2022</i> (or its successors)
Requirements	Victorian Institute of Teaching – Full Registration Have or be working towards Accreditation to Teach Religious Education in a Catholic School, or have or be working towards VCEA Accreditation to Teach in a Catholic School Completion of OHS Modules

Authorised by: _____
(Principal)

Date: _____

Signed by: _____

Date: _____

Name: _____

Date of Document: September 2026

Date for Review: September 2029

