

POSITION DESCRIPTION

Assistant Head of Campus – Student Wellbeing & Growth (Mornington Year 7–9 Campus)

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 Assistant Head of Campus – Student Wellbeing & Growth (Years 7–9) (AHoC – SWAG) provides strategic and visible leadership of student wellbeing, behaviour, and engagement. Grounded in Padua College’s Catholic mission, the role promotes a Campus culture in which students are known, feel they belong, participate fully in learning, and are supported to grow as people.

The role gives effect to the MACS Vision for Engagement through consistent expectations for respectful behaviour, a focus on attendance, positive relationships and coordinated support for students' wellbeing and individual needs. Working with House Coordinators, Homeroom Teachers and other staff, the Assistant Head of Campus builds shared practice and staff capability so that support for students is timely, coherent, and responsive to evidence.

The MACS Vision for Leadership recognises that effective leaders drive both instructional excellence and genuine engagement. The Assistant Head of Campus – Student Wellbeing and Growth works closely with the Head of Campus, the Assistant Head of Campus – Learning and Pedagogy (AHoC – LaP) and other College leaders to connect wellbeing with learning and achievement. As a senior leader and member of the Pastoral Executive, the role contributes to campus operations and broader College priorities, exercising sound judgement in leading people and responding to complex matters.

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 AHoC – SWAG reports to the Head of Campus and is a key member of the Pastoral Executive under the direction of the Vice Principal – Students. Two AHoC – SWAG positions will be appointed to the Campus.

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 Assistant Head of Campus – Student Wellbeing and Growth 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
- 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
- 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
- Review or implement new policies and strategies to ensure the safe, responsible, and ethical use of ICT in learning and teaching. Standard 4.5.4
- Initiate collaborative relationships to expand professional learning opportunities, engage in research, and provide quality opportunities and placements for pre-service teachers. Standard 6.2.4
- 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
- Advocate, participate in and lead strategies to support high-quality professional learning opportunities for colleagues that focus on improved student learning. Standard 6.4.4
- 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
- Take a leadership role in professional and community networks and support the involvement of colleagues in external learning opportunities. Standard 7.4.4

Major Areas of Responsibility

The Assistant Head of Campus – Student Wellbeing & Growth's major areas of responsibility include, but are not limited to:

- leading a positive, inclusive Campus culture that strengthens student belonging, wellbeing, engagement, and participation in learning, consistent with the College's Mission and the MACS Vision for Engagement;
- leading consistent approaches to Positive Behaviour for Learning, respectful behaviour, student responsibility, and the management of complex behaviour matters;
- overseeing a coordinated approach to student wellbeing and pastoral care, including identification of needs, targeted support and effective partnerships with students, families, and staff;
- leading strategies to improve attendance, punctuality, participation, and student growth across Years 7–9, informed by student data;
- developing the capacity and effectiveness of House Coordinators, Homeroom Teachers and other staff through clear expectations, coaching, feedback and professional learning in wellbeing, engagement, and behaviour management;
- providing proactive and visible leadership to support the effective operation, ongoing development, and strategic priorities of the Campus, working closely with the Head of Campus and other College leaders to foster a safe, inclusive, structured, and high-performing learning environment;
- leading student voice, leadership and formation, and coordinating pastoral programs and experiences that strengthen participation, service, and connection to the College community; and
- undertaking other day-to-day duties and implementing decisions as requested by the Principal or the College Improvement Team.

Statement of Duties

The Assistant Head of Campus - Student Wellbeing and Growth's major areas of responsibility include, but are not limited to:

Campus culture, belonging and engagement	The AHoC – SWAG leads a Campus culture in which students are known, valued, and supported to participate fully in learning and College life and: • promotes the College's Catholic Mission, Franciscan and Mercy charisms, and values through relationships, expectations, and daily practice; • leads the implementation of the MACS Vision for Engagement and Positive Behaviour for Learning across the Campus; • makes regular visits to Homerooms and eXcel to support staff and students and reinforce expectations for engagement, uniform, preparation for learning, and prayer; • works with House Coordinators and Homeroom Teachers to make effective use of Homeroom and eXcel for pastoral care, connection, and formation; • leads the pastoral transition and orientation of students entering Year 7 from primary school, and welcomes and inducts students who join the Campus during the year; • works in collaboration with the Senior School to support the pastoral transition and orientation of students entering Year 10; • works with other leaders to plan assemblies, liturgies, information evenings and activities that foster belonging and participation; and • regularly communicates Campus wellbeing priorities and actions to staff, students and families so that pastoral needs and agreed responses are understood.
Positive behaviour and student responsibility	The AHoC – SWAG leads clear, consistent, and educative approaches to student behaviour and: • leads consistent implementation of the College's expectations to Be Respectful, Responsible and Resilient; • supports staff to explicitly teach, model and reinforce expected behaviour in classrooms, Homerooms, eXcel and shared spaces; • guides House Coordinators and staff in responding through appropriate consequences, restorative practices, and family communication; • ensures responses to repeated or escalating concerns are proportionate, graduated, timely and consistently documented on SIMON; • oversees complex conduct matters within delegated authority, including appropriate referral and escalation; and • analyses incident and conduct data to identify patterns and evaluate Campus strategies.

Student wellbeing and pastoral support	The AHoC – SWAG oversees timely and coordinated support for students’ wellbeing and growth and: • guides House Coordinators and Homeroom Teachers in monitoring wellbeing, while remaining available to advise and support students on matters beyond the immediate responsibility of a Homeroom or subject teacher; • works with counsellors, Learning Diversity staff, teachers, families, and external services to coordinate support; • oversees the development, implementation and review of individual wellbeing, behaviour, and re-engagement plans; • ensures appropriate referral, information sharing, communication and documentation through SIMON and approved College processes; • liaises with subject teachers and Learning Leaders when wellbeing affects learning, and attends Program Support Group meetings where appropriate; • works with the Director of Wellbeing Programs and Pastoral Executive to review programs responsive to Years 7–9 needs; • monitors the effectiveness of support using wellbeing information, student feedback, and evidence of progress; • oversees SIMON procedures for monitoring student wellbeing and progress, including timely completion of relevant records by teachers and counsellors and appropriate information sharing among pastoral staff, counsellors, and Learning Diversity; and • collates, analyses and reports wellbeing and engagement data to the Head of Campus and Vice Principal – Students at agreed times and as required.
Attendance and participation	The AHoC – SWAG supports students to attend, participate and grow throughout Years 7–9 and: • monitors attendance and punctuality, ensuring prompt follow-up with students, families, House Coordinators, and staff; • ensures timely follow-up of attendance, incidents, and conduct, with actions and outcomes consistently recorded on SIMON; • works with students, families, and staff to address barriers to attendance and participation; • collaborates with learning and pathways leaders when circumstances affect a student’s learning or engagement; • uses attendance, participation, and student feedback data to evaluate strategies and identify priorities; and • works with the Years 10–12 Campus and relevant leaders to support students’ pastoral transition at the end of Year 9.
Staff leadership and professional learning	The AHoC – SWAG develops staff capacity and shared approaches to wellbeing, engagement, and behaviour. • leads and supports House Coordinators, setting clear expectations for pastoral leadership, communication, follow-up, and data use; • guides House Coordinators and Homeroom Teachers to maintain consistent routines, particularly during Homeroom and eXcel; • facilitates professional learning in Positive Behaviour for Learning, wellbeing, engagement, classroom behaviour management, and restorative practice;

	• uses modelling, coaching, feedback, and professional dialogue to support application of agreed practices; • works with the AHoC – LaP and Instructional Coaches to connect classroom practice, behaviour, and engagement; • supports House teams to use attendance, incident, conduct, and wellbeing data to plan and evaluate strategies; and • conducts and leads professional and constructive conversations with campus staff regarding pastoral practice, performance, conduct, and capacity matters, providing guidance and support to those staff.
Campus leadership and operations	The AHoC – SWAG provides proactive and visible leadership to support the effective operation, ongoing development, and strategic priorities of the Campus. The AHoC – SWAG: • works closely with the Head of Campus and other College leaders to foster a safe, inclusive, purposeful, and high-performing learning environment; • contributes to Campus planning, decision-making, communication and the implementation of College policies, priorities, and improvement initiatives; • acts as Head of Campus when required and exercises sound judgement, discretion, and accountability in delegated matters; • works collaboratively with wellbeing, learning, and student-management leaders to respond to matters affecting student learning, engagement, attendance, and successful transition; • communicates with the Campus Administration Team regarding staffing, deployment, timetabling, emerging needs, and operational priorities; • provides visible leadership at Campus and College events and assists with operational or emergency matters when required; • leads Campus compliance with the Child Safe Standards, Ministerial Order 1359, the College’s Child Safety and Wellbeing Policy and Child Safety Code of Conduct, and models these requirements in practice; and • builds effective relationships with staff, students and families through clear communication, consultation, and timely follow-through.
Student leadership, formation, and pastoral programs	The AHoC – SWAG leads opportunities for students to exercise leadership, contribute to the community and grow through purposeful pastoral experiences. The AHoC – SWAG: • works with the Vice Principal – Students, Director of Wellbeing Programs and Head of Campus to develop and implement a coherent student leadership program; • meets regularly with student leaders and supports their contribution to House, Campus, and College life; • creates opportunities for student voice to inform pastoral programs, wellbeing initiatives, and Campus decisions; • supports current and aspiring student leaders to develop responsibility, initiative, service, and the capacity to work with others; • works with House Coordinators and other leaders to coordinate year level activities, assemblies, liturgies, camps, excursions, parent information evenings, guest speakers, and student social events, ensuring appropriate planning, staffing, and supervision;

	• ensures pastoral activities are purposeful, inclusive, appropriately supervised, and responsive to the needs of Years 7–9 students; and • evaluates participation and student feedback to improve the relevance and impact of these opportunities.
Expectations	The AHoC - SWAGs are 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; • act as the Head of Campus as required; • have or be working towards attaining Lead Teacher National Certification during the tenure; • 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; • 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 his/her 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 – Students Heads of Campus Director of Wellbeing Programs AHoC - Learning & Pedagogy Director of Educational Initiatives Instructional Coaches Teachers Students School Counsellors	Parents/Guardians Support Agencies	Pastoral Executive Year 7-9 Campus Leadership

Criteria For Effective Leadership

The effective performance of the Assistant Head of Campus – Student Wellbeing & Growth (Year 7-9 Mornington Campus) 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

- Passion for teaching and learning
- A vision for student wellbeing and engagement informed by the College's frameworks and the MACS Vision for Engagement
- Determination to achieve the College's student wellbeing and engagement priorities each year
- A high level of motivation to ensure that learning and teaching standards foster student achievement and success
- Approachability as a professional guide, mentor, and coach
- Openness to change and commitment to improvement
- Optimism, confidence, and enthusiasm when leading staff and students and managing change
- 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

- Thorough knowledge of contemporary best practice approaches to teaching and learning
- Awareness of innovations in pedagogy and technologies influencing the learning landscape and learning environments
- Up-to-date knowledge of learning and assessment policy and procedures
- Knowledge of the appropriate avenues and resources for seeking information, support, and clarification in relation to the responsibilities of the role
- Understanding of accountability as a senior pastoral leader and member of the Pastoral Executive
- Demonstrated commitment to ongoing learning through post-graduate studies

Skills & Capabilities

- Demonstrated record as a Lead Teacher in reference to the Australian Professional Standards for Teachers
- Capacity to reflect on one's own leadership performance and style
- The ability to use data to provide feedback and plan for continuous improvement
- Ability to form teams and sustain teamwork
- Track record of skilfully fostering positive relationships between teachers and students
- Clear and personable communication skills
- Excellent capabilities in the application of learning technologies and the use of learning management systems
- Capacity to multi-task and pay close attention to detail
- Ability to keep to timelines and manage multiple deadlines

Tenure, Conditions and Requirements

Classification	POL 4 14 of 39 periods Two positions
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

