



CREST EDUCATION Position Description

POSITION SPECIFICATIONS

Position Title	Mental Health & Wellbeing Leader	Department	Student Wellbeing (Primary)
Location	All CREST Education sites, as required	FTE	Part Time : 0.4
Position Reports to (title)	Deputy Principal – Staff & Students	Status	Fixed Term
Approved by	Executive Principal		

CREST CONTEXT

CREST Education is an organisation which is values based, empowers leaders, enables people to make a difference and has a culture of learning and high performance in a Christian environment. CREST believes that the values, attributes and skills that each staff member brings to the organisation underpin its culture and will ultimately result in the achievement of CREST's Pillars.

OUR FOUR PILLARS



CREST VISION

To be a leading provider of quality Christian Education, delivered by Christian staff, equipping students for a life of faithful service.



OVERVIEW

The Mental Health and Wellbeing Leader (MHWL) is a part-time leadership role working across both CREST Primary campuses. The role operates within the multidisciplinary wellbeing teams and works in close collaboration with the Deputy Principal - Wellbeing (Primary) at each campus, the Director of Wellbeing, the CREST Psychologist, Heads of Campus, and teaching staff to promote a whole-school approach to mental health and wellbeing.

KEY SELECTION CRITERIA

Education/Qualifications

- The position will require registration via the Victorian Institute of Teaching
- 5 + years of full-time teaching experience (or equivalent)
- Prior leadership and/or student wellbeing support experience in an educational context would be an advantage

Knowledge & Skills

- Sound knowledge of child development, mental health and wellbeing frameworks, and evidence-informed practices that support student wellbeing and learning.
- Strategic leadership skills to embed a whole-school approach to wellbeing, inclusion and positive student outcomes.
- Ability to build staff capability, work within a multidisciplinary team to lead wellbeing initiatives, and use data to inform continuous improvement.
- Strong communication and stakeholder engagement skills, with the ability to work collaboratively with students, families, staff and external agencies.
- Commitment to equity, student voice, agency and holistic development.

Other Job-Related Information

- Travel between campuses of CREST Education will be required.
- There may be a requirement to work additional hours from time to time.
- There may be peak periods of work during which taking of leave may be restricted.
- The position will require registration via the Victorian Institute of Teaching (for Teaching roles) or a valid Working With Children Check (for non-teaching roles).

PURPOSE OF THIS POSITION

The Mental Health & Wellbeing Leader's primary focus is supporting students through prevention, early identification, assessment, triage, intervention, and referral for those requiring additional mental health and wellbeing support. The role works directly with students, including through targeted individual and small-group interventions, to address identified needs and promote positive wellbeing outcomes. In addition, the MHWL supports the Deputies of Wellbeing to build staff capacity to respond effectively to student mental



health and wellbeing needs, provides leadership in the implementation of evidence-informed wellbeing initiatives, and supports the development of coordinated internal and external referral pathways.

STATEMENT OF COMMITMENT TO CHILD SAFETY

All children and young people who come to CREST Education Ltd have a right not only to feel safe, but also to be safe. We are committed to providing a child-safe and child-friendly environment, where children and young people can actively participate in decisions that affect their lives.

We have zero tolerance for child abuse and other harm and are committed to acting in children's best interests and keeping them safe from harm. The College regards its child protection responsibilities as of prime importance, so we provide the necessary resources both to ensure compliance with all relevant child protection laws and regulations, and also to maintain a child safe culture.

STRATEGIC REQUIREMENTS

At CREST Education, all roles contribute to advancing our strategic priorities of Instilling Faith, Pursuing Excellence, Nurturing Wellbeing, and Serving Community. Staff are expected to actively support the integration of Christian faith across all aspects of College life, demonstrate a commitment to continuous improvement and excellence in their practice, foster a safe, inclusive and supportive environment that promotes the wellbeing of students and colleagues, and contribute positively to the life of the College and broader community. Through these priorities, each staff member plays a vital role in shaping a Christ-centred culture that enables every individual to flourish and fulfil their God-given potential.

OPERATIONAL REQUIREMENTS

Whole-School Mental Health and Wellbeing Leadership

- Promote a whole-school approach to student mental health and wellbeing across both CREST Primary campuses.
- Collaborate with Primary Wellbeing team to establish and monitor wellbeing goals within the School Strategic Plan and Annual Implementation Plan.
- Support the implementation and evaluation of whole-school wellbeing initiatives that are evidence-informed and responsive to community needs.
- Use wellbeing data, attendance data and student engagement information to inform planning, interventions and continuous improvement



Student Assessment, Triage and Referral

- Support the early identification of students experiencing social, emotional, behavioural or mental health concerns.
- Assess and triage Tier 1 wellbeing concerns through consultation with teachers, families, Heads of Campus and wellbeing staff.
- Under the direction of the Wellbeing team, assist in facilitation Tier 2 intervention group for students requiring additional support
- Work with wellbeing team to review and update student safety and wellbeing plans.
- Monitor referral outcomes and student progress in collaboration with the Wellbeing and Counselling Team.
- Develop and maintain clear and consistent referral pathways across both campuses

Staff Capacity Building

- Deliver professional learning opportunities that strengthen mental health literacy and evidence-based wellbeing practices.
- Share knowledge and resources gained through professional learning, Communities of Practice and current research.
- Work collaboratively with teachers to strengthen student wellbeing outcomes through coaching, consultation and classroom support, enabling the implementation of proactive engagement and inclusion strategies and the integration of social and emotional learning across literacy, numeracy and inquiry programs.
- Encourage the use of evidence-based teaching and wellbeing practices throughout the College.

Research and Implementation of Evidence-Based Practices

- Maintain current knowledge of evidence-based mental health, wellbeing and educational practices.
- Invest in ongoing professional learning, research and training to inform wellbeing initiatives and strategic planning.
- Support the review, evaluation and recommendation of wellbeing programs and interventions suitable for implementation across CREST Primary Campuses.



Collaboration and Community Partnerships

- Work collaboratively with the Deputy Principals - Wellbeing, Director of Wellbeing and College Psychologist to ensure consistent wellbeing practices across both campuses.
- Meet regularly with wellbeing teams to review student needs, referral pathways, emerging concerns and coordinated support for students.
- Contribute as an active member of the Wellbeing and Counselling Team.
- Share resources, knowledge and professional learning with wellbeing team members.
- Participate in professional networks and Communities of Practice to enhance College wellbeing initiatives and remain informed of contemporary practice.
- Liaise with parents and carers to support student wellbeing outcomes and facilitate access to appropriate services.

INHERENT REQUIREMENTS	FREQUENCY			
	Unlikely	Possible	Occasionally	Regularly
Passive				
Sitting - counter / desk				•
Sitting - vehicle			•	
Operating telephone / computer				•
Writing / reading				•
Spiritual				
Leading or taking part in daily devotions with staff and/or students			•	
Leading or taking part in prayer with staff and/or students			•	
Demonstration of our ethos and Fruits of the Spirit: <i>Galatians 5:22</i>				•
Incorporating Biblical theology into curriculum				•
Manual Handling				
Bending / twisting Spine	•			
Working with one or both hands above shoulder height	•			
Lifting (5kg or under p/item)	•			
Lifting (5kg or over p/item)	•			
Requiring low/light application of force	•			
Requiring medium to high application of force	•			
Lifting/holding/restraining children		•		
Exerting force in an awkward posture	•			
Holding & supporting equipment	•			
Agility				
Squatting / kneeling		•		
Looking up / looking down				•
Reaching forwards or sideways				•
Gripping or grabbing equipment		•		
Mobility				
Walking / standing- briefly				•
Walking / standing- extended		•		
Walking on uneven ground			•	
Climb steps/stairs			•	
Climb ladder	•			
Driving – passenger vehicle	•			
Driving – light commercial (regular drivers licence)	•			
Driving – bus (endorsed licence)	•			
Driving – machinery/heavy	•			

commercial				
Sensory				
Hearing – face to face / telephone conversations				•
Hearing – working with loud machinery	•			
Visual – read printed material, signage				•
Visual – computer screen, electronic signs				•
Visual – driving		•		
Visual – watching with vigilance (e.g. school traffic control)		•		
Emotional				
Dealing with complex stakeholders				•
Supporting dependent persons				•
Dealing with conflict				•
Managing complex personal situations				•
Providing empathy				•
Work Environment				
Outdoor – exposed to elements, plant & equipment		•		
Confined spaces	•			
Working alone			•	
Working at heights (greater than 2m)	•			
Exposure to extensive dust	•			
Pollen (or other allergens)		•		
Exposure to polluted odours and/or chemicals	•			
Personal waste	•			



LEADERS ONLY

Our Leadership Capabilities.

The CREST Education leadership capabilities describe the specific knowledge, skills, attributes and behaviours required for future success to help CREST achieve our goals. They are non-technical in nature and are those common aspects applicable to our leadership that describe not what we do, but rather, how we do it. Our capabilities are informed by our purpose and strategic direction.

The capabilities are leveraged from the Future Leadership Capability Framework which is based on 25 years of international research findings and framework development.



Emotional Awareness

The capacity to recognise, comprehend, utilise and regulate emotional information across situations, and to handle interpersonal relationships judiciously and empathetically.



Engagement & Culture

Engages stakeholders inclusively with sensitivity and regard for diversity and facilitates a psychologically safe environment for social or cultural differences affecting behaviour.



Building Capacity

Anticipates future workplace skills and requirements and builds capability personally and across the organisation.



Learning & Growth

Adopts a growth mindset and is motivated to continuously develop one's own knowledge, skills, personal attributes through continued learning.



Adaptability

Demonstrating positivity, curiosity, resilience and the ability to pivot when confronted with change, pressure, adversity and disruption. Anticipates and enhances organisation's capacity to respond quickly to strategic environmental, social and corporate challenges and opportunities.



Direction & Purpose

Leads transformational processes, motivates teams, and influences commitment to a shared purpose that individuals and the workforce will require to enable sustained organisational success. Builds and promotes a culture underpinning the vision, purpose and values the organisation aspires to achieve.