



## Director of Student Wellbeing Marist-Sion College Warragul Position Description

Position Information	
<b>POL Classification Level</b>	POL 4 under the <a href="#">DOSCEL Schools and Secretariat Agreement 2022</a>
<b>Strategic Pillar and Organisational Strand</b>	Child Safety and Wellbeing
<b>Team Membership</b>	Student Wellbeing Strategic Leadership Team Student Wellbeing Team
<b>Reports to</b>	Deputy Principal – Wellbeing Partnerships and Safety
<b>Time-release minutes per fortnight cycle</b>	960 minutes
Our College	
<p>Marist-Sion College, Warragul, is a Catholic co-educational secondary school, inspired by the traditions of the Marist Brothers and the Sisters of Our Lady of Sion.</p> <p><b>Our mission</b> is to provide an innovative education which integrates faith, learning and life in a welcoming community.</p> <p><b>Our vision</b> is that students experience an education where they are known and loved, grow as life-long learners, and live as active citizens inspired by the principles of Catholic Social Teaching.</p>	
Leadership Statement	
<p>At Marist-Sion College leaders develop a culture of effective learning and teaching which is future focused and based in a vibrant Catholic learning community. We are impactful leaders, building capacity and driving school improvement.</p> <p><b>Leaders at Marist-Sion College:</b></p> <ul style="list-style-type: none"> <li>• Are visionary and inspire a learning culture of high expectations.</li> <li>• Build a team-based culture that is self-reflective and build positive relationships with others.</li> <li>• Adopt an evidence-based approach, supporting targeted professional learning and monitoring progress in school improvement.</li> <li>• Create a sustainable future by working with data to change, adapt and grow.</li> </ul> <p><b>Leaders at Marist-Sion College are living witnesses to the Gospel who activate:</b></p> <ul style="list-style-type: none"> <li>• <b>Improvement:</b> Leaders inspire team members to support the pursuit of school improvement.</li> <li>• <b>Growth:</b> Helping others to flourish, promoting a climate of challenge, support, and effective learning.</li> <li>• <b>Learning:</b> Engaging in continuous professional learning and development.</li> <li>• <b>Reflection:</b> Fostering staff wellbeing to enable/encourage others to shine through reflective practice.</li> </ul> <p style="text-align: center;"><i>“Everyone’s talents and involvement are needed” (Pope Francis – Laudato Si’ 14)</i></p>	

## Capabilities and Responsibilities

<b>Leading Catholic Identity</b>	<ul style="list-style-type: none"> <li>• Lead a dialogical approach and help move students towards post-critical belief through the leadership of areas such as: prayer, community service, advocacy, and the embedding of the principles of Catholic Social Teaching.</li> <li>• Communicate, embed and enhance the Catholic identity of the College.</li> </ul>
<b>Leading Child Safety and Wellbeing</b>	<ul style="list-style-type: none"> <li>• Actively create and sustain a child safe culture.</li> <li>• Intentionally design inclusive learning and social environments and activities.</li> <li>• Actively support the empowerment of young people.</li> <li>• Promote the safety of young people in physical and online environments.</li> <li>• Understand and commit to the reporting of child abuse using the PROTECT framework.</li> <li>• Inform and involve families in supporting child safety and wellbeing.</li> <li>• Actively promote the needs of young people with all abilities, those from a culturally and linguistically diverse backgrounds, those who are Aboriginal and Torres Strait Islander, those who are unable to live at home, and those who are lesbian, gay, bisexual, transgender and intersex.</li> </ul>
<b>Leading Student Engagement in Learning</b>	<ul style="list-style-type: none"> <li>• Support the College’s vision and mission, Strategic Improvement Plan and Annual Improvement Plan.</li> <li>• Provide leadership and formation for the House Tutors, House Support Staff, House Time and Wellbeing curriculum.</li> <li>• Promote opportunities for belonging through College and House events including the Ken Taylor Inter House Championship, Heritage Day and Valedictory.</li> <li>• Guide and manage the work of the student Attendance Officer in meeting the college’s attendance policy and requirements</li> <li>• Promote student attendance and engagement.</li> <li>• Gather, analyse, and interpret data relating to student attendance and engagement in classes and implement strategies to promote engagement.</li> <li>• Create a culture of connectedness and belonging by actively support student engagement in broader programs and activities.</li> </ul>
<b>Leading Expert Teacher Practice</b>	<ul style="list-style-type: none"> <li>• Lead the development of Expert Teacher Practice through the College’s Student Wellbeing Program.</li> <li>• Champion and activate student voice and student leadership within the House.</li> <li>• Liaise with the Learning Adjustment Leader in matters relating to students with needs within the House.</li> <li>• Liaise with the College Register regarding the transition of students to the College.</li> <li>• Be an ambassador and role model for the principles of the College Expectations.</li> </ul>
<b>Leading the Whole School Approach to Positive Behaviour Support through Targeted Interventions</b>	<ul style="list-style-type: none"> <li>• Explicitly teach fair, compassionate and supportive standards of student wellbeing through the College Expectations.</li> <li>• Champion the implementation of restorative practices and support the facilitation of restorative meetings.</li> <li>• Foster effective parent and community partnerships.</li> <li>• Provide coaching and resourcing for proactive, affirming, and supportive communications with families through staff teams.</li> <li>• Convene student and parent/guardian meetings as needed.</li> <li>• Maintain individual student notes on SIMON and monitor incidences.</li> <li>• Coordinate Tier 3 Intensive Behaviour Support for students and mentor Heads of House with the development of Tier 3 Targeted Positive Behaviour Support.</li> </ul>

## Capabilities and Responsibilities

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|  | <ul style="list-style-type: none"><li>• Work within child safety and wellbeing policies and procedures to implement best practice support for students with a focus on learning inclusion and wellbeing support. This includes support planning, restorative conversations and mediations, engagement projects, students support group meetings, with a focus on Tier 3 (intensive) support.</li><li>• Form part of a Student Support Team for students placed on the Tier 3 Intensive Positive Behaviour Support as required.</li></ul> |
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<b>Selection Criteria</b>	
<b>Catholic Identity</b>	<ul style="list-style-type: none"> <li>• Ability to promote and uphold the Catholic Identity of the College.</li> <li>• Accreditation to Teach RE and Lead in a Catholic school, or a willingness to undertake Accreditation to Teach RE and Lead in a Catholic school.</li> </ul>
<b>Skills and Attributes</b>	<ul style="list-style-type: none"> <li>• Ability to lead the people and lead the work in alignment with the Marist-Sion College Strategic Implementation Plan and Leadership Statement.</li> <li>• Lead the activation of staff voice in student outcomes and school improvement.</li> <li>• Displays a professional mindset and character to effectively lead staff to cater for the diverse needs of learners.</li> <li>• Ability to lead collegial teams underpinned by a team-based culture.</li> <li>• Inspiring and motivating team members towards achieving shared goals and objectives.</li> <li>• Building staff capacity through coaching and mentoring, promoting a culture of continuous improvement and learning.</li> <li>• Effective verbal and written communication abilities, encompassing.</li> </ul>
<b>Education and Experience</b>	<ul style="list-style-type: none"> <li>• Victorian Institute of Teaching (VIT) full registration.</li> <li>• An appropriate qualification in education.</li> <li>• Demonstrated understanding and experience of the learning and teaching pedagogy associated with the Victorian Curriculum.</li> </ul>
<b>Child Safety</b>	<ul style="list-style-type: none"> <li>• Experience working with children.</li> <li>• Commitment to and understanding of child protection and child safety issues in schools.</li> <li>• Demonstrated understanding of appropriate behaviours when engaging with children.</li> <li>• Be a suitable person to engage in child-connected work.</li> <li>• Demonstrated understanding of Mandatory Reporting.</li> </ul>
<b>Last Updated</b>	June 2024