



Wellbeing Learning and Data Leader

Marist-Sion College Warragul

Position Description

Position Information	
POL Classification Level	POL 3 under the DOSCEL Schools and Secretariat Agreement 2022
Strategic Pillar and Organisational Strand	Child Safety and Wellbeing
Team Membership	Student Wellbeing Strategic Leadership Team Student Wellbeing Team
Reports to	Directors of Student Wellbeing Head of House
Time-release minutes per fortnight cycle	540 minutes

Our College

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.

Our mission is to provide an innovative education which integrates faith, learning and life in a welcoming community.

Our vision 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.

Leadership Statement

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.

Leaders at Marist-Sion College:

- Are visionary and inspire a learning culture of high expectations.
- Build a team-based culture that is self-reflective and build positive relationships with others.
- Adopt an evidence-based approach, supporting targeted professional learning and monitoring progress in school improvement.
- Create a sustainable future by working with data to change, adapt and grow.

Leaders at Marist-Sion College are living witnesses to the Gospel who activate:

- **Improvement:** Leaders inspire team members to support the pursuit of school improvement.
- **Growth:** Helping others to flourish, promoting a climate of challenge, support, and effective learning.
- **Learning:** Engaging in continuous professional learning and development.
- **Reflection:** Fostering staff wellbeing to enable/encourage others to shine through reflective practice.

“Everyone’s talents and involvement are needed” (Pope Francis – Laudato Si’ 14)

Capabilities and Responsibilities

Leading Catholic Identity	<ul style="list-style-type: none"> • 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. • Communicate, embed and enhance the House charism and identity.
Leading Student Engagement for Connectedness and Belonging	<ul style="list-style-type: none"> • Support the College’s vision and mission, Strategic Improvement Plan and Annual Improvement Plan to foster collaboration among teaching teams. • Provide leadership for the House Tutors and House Support Staff. • Promote opportunities for belonging through College and House events including the Benefit Mindset Challenge, the Growth Mindset Challenge and the Strengths Spotting Challenge. • 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.
Leading Expert Teacher Practice	<ul style="list-style-type: none"> • Lead the Development of Expert Teacher Practice through the College’s Student Wellbeing Program. • Champion the activate student voice and student leadership across the College. • Be an ambassador and role model for the principles of the College Expectations.
Leading the Whole School Approach to Positive Behaviour Support	<ul style="list-style-type: none"> • Provide for fair, compassionate and supportive standards of student wellbeing for students to ensure the College Expectations are consistently met. • Provide leadership and influence culture through the Positive Behaviour Team.
Leading Strategy and Culture	<ul style="list-style-type: none"> • Ensure a shared vision, cohesive efforts, and measurable maximum impact. • Embed Positive Education principles, Restorative Practices and visible wellbeing strategy using data informed methodology. • Provide coaching support to the Heads of House and other staff to embed Positive Education principles, Restorative Practices and the visible wellbeing strategy within the College. • Foster a culture of positive relationships where students are taught the skills of wellbeing through a wide range of differentiated evidence-based interventions. • Measure the impact of strategic work through the Assessing Wellbeing in Education (AWE) survey tool, Insight SRC data and other school-devised tools.

Selection Criteria	
Catholic Identity	<ul style="list-style-type: none"> • Ability to promote and uphold the Catholic Identity of the College. • 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.
Skills and Attributes	<ul style="list-style-type: none"> • Ability to lead the people and lead the work in alignment with the Marist-Sion College Strategic Implementation Plan and Leadership Statement. • Lead the activation of staff voice in student outcomes and school improvement. • Displays a professional mindset and character to effectively lead staff to cater for the diverse needs of learners. • Ability to lead collegial teams underpinned by a team-based culture. • Inspiring and motivating team members towards achieving shared goals and objectives. • Building staff capacity through coaching and mentoring, promoting a culture of continuous improvement and learning. • Effective verbal and written communication abilities, encompassing.
Education and Experience	<ul style="list-style-type: none"> • Victorian Institute of Teaching (VIT) full registration. • An appropriate qualification in education. • Demonstrated understanding and experience of the learning and teaching pedagogy associated with the Victorian Curriculum.
Child Safety	<ul style="list-style-type: none"> • Experience working with children. • Commitment to and understanding of child protection and child safety issues in schools. • Demonstrated understanding of appropriate behaviours when engaging with children. • Be a suitable person to engage in child-connected work. • Demonstrated understanding of Mandatory Reporting.
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