

Director of Student Wellbeing

POSITION
DESCRIPTION



Reporting to:	Principal
Teaching:	Ongoing
Employment:	Fulltime
Teaching Fraction:	0.2FTE
Leadership time release:	0.8FTE plus Homeroom or its equivalent
Leadership Tenure:	Five years
Leadership Salary:	to be negotiated
Prepared:	October 2024

Position Context

Hume Anglican Grammar is an independent, multi-campus, co-educational and Anglican Diocesan School offering education from Prep to Year 12 in the Northern growth corridor of Melbourne. We aim to provide our students with an education that prepares them for the challenges of life, equips them to contribute to the community in an environment based on Christian values and at a cost affordable to as many families as possible. It is our fundamental belief that young people who are genuinely happy will engage, aspire and thrive within our learning community. By establishing high standards in all that we do, every student is encouraged and supported to discover and fulfil their unique potential.

Hume Anglican Grammar has an open enrolment policy so educates children from many faiths and with a diverse range of backgrounds and abilities. It has a strong sense of inclusivity and a community-minded focus. We are a progressive school, not just in the development of buildings and grounds, but also in innovative thinking and advancements in our approach to teaching and learning. This is led by a group of dedicated and expert teachers who practise their craft with skill, and by building the strongest of relationships with our students. It is not by chance that we have young people who readily display warmth, humour and respect for one another and their teachers.

Since 2011, the School has occupied the Mt Ridley P-12 campus of 10 hectares, next year this campus will have 1,448 students. In 2019, it opened an 8-hectare second campus in Donnybrook, with 1,036 students in 2025, it will ultimately have an enrolment of 1,596 from Prep to Year 12. At Donnybrook, the Secondary school commenced in 2023, with 448 Year 7 to 9 students in 2025, each year as additional classes and year levels are added, it will progress to offer Year 12 in 2028.

In 2023, the School opened its third campus in Kalkallo, as a Primary (P-6) school and as feeder to the Mt Ridley and Donnybrook Secondary schools. It will have next year 476 students and will follow a similar growth pattern to the other two primary schools with eventually 588 students to be reached in 2027.

In 2025, the School will have 2,960 students and employ some 290 staff - 195 teaching and 95 non-teaching. The student enrolment at each campus will be at Mt Ridley 1,448, Donnybrook 1,036 and Kalkallo 476.

The School is on a growth trajectory and ultimately have some 3,640 students (Mt Ridley 1,456, Donnybrook 1,596 and Kalkallo 588) with a corresponding cohort of teaching and general staff totalling 350 across its three campuses. It is expected to be one of the largest non-government schools in the State with plans for further expansion.

Purpose of the Position

The Director of Student Wellbeing is a significant leadership role operating from Prep to Year 12 across all campuses. They develop, implement and lead a whole of school progressive and positive Student Wellbeing program to assist students in their academic, social, emotional, physical, psychological and spiritual growth. They are responsible for delivering the Student Wellbeing Strategy and the implementation of the Strategy including common practices, processes, and reflective evaluation to enhance the quality of pastoral care across the School.

The Director of Student Wellbeing is responsible for championing the School's goal to build a holistic supportive, caring, and inspiring community where all students can thrive. Consistent with the School's Strategic Plan, Vision, Mission and Values, the Director of Student Wellbeing leads the development and implementation of a holistic pastoral care curriculum.

The Director of Student Wellbeing fosters a 'culture of care' that develops respectful, responsible and resilient young people and is in control of developing and implementing best known contemporary practices in pastoral care, management of behavioural development and welfare to enhance the overall wellbeing of students.

Utilising current knowledge of pastoral care programs and contemporary approaches to enhancing student wellbeing, the Director of Student Wellbeing adopts an evidenced-based approach to decision making derived from or informed by benchmarked objective data. They encourage and maintain the growth of a high-performance culture of continuous improvement and individual merit. They promote Student Wellbeing as the core business of the School, facilitating, and fostering a positive and productive community for staff and students.

Members of the School's student wellbeing leadership team report to the Director of Student Wellbeing in respect to the strategic development and enactment of the Vision for Student Wellbeing and the implementation of the pastoral care curriculum. School student wellbeing leaders report to their respective Head of Section on the operational day-to-day management of students, general pastoral care matters and the direction of class/homeroom teachers. The Director of Student Wellbeing leads and chairs the Student Wellbeing Leadership Team comprising Heads of Student Wellbeing – Primary and Secondary, and the Head of Secondary (Donnybrook).

Hume Anglican Grammar is committed to supporting the educational needs of all students. As such, the Director of Student Wellbeing is responsible for the School's approach to creating an inclusive educational environment through strategic oversight and monitoring vulnerable students, those at risk, and those with additional needs. In this capacity they oversee the School's counselling and psychological services, titled Student Allied Health Services. The Director of Student Wellbeing has as direct reports the School Counsellors and School Psychologists and oversees the whole school approach to social and emotional welfare of students.

The Director of Student Wellbeing supports and promotes the School's child safety culture. Under the direction of the Deputy Principal, they support strategies to embed a culture of child safety, monitor performance of individuals in their charge in achieving this, and periodically review the effectiveness of the strategies employed. The Director of Student Wellbeing is particularly attuned to the protection and behaviours of children who might be vulnerable or at risk.

To fulfil the Director of Student Wellbeing's mission to set the strategic direction for the School's approach to pastoral care and student wellbeing, they form close relationships with all other student wellbeing leaders. As a member of the Senior Leadership Team, the Director of Student Wellbeing reports to the Principal in respect to the strategic development and enactment of the pastoral care curriculum and student wellbeing program across the School and works with the Deputy Principal for its operational implementation.

Nature of the Position

Upon commencement, the Director of Student Wellbeing will be based at the Mt Ridley campus, with the need to travel to the other campuses in their private vehicle as required. In the future there may be the requirement to perform part or all this role at other locations.

Responsibilities and Duties

The Director of Student Wellbeing's responsibilities include:

Leading Student Wellbeing

- Researching, developing, implementing, embedding, and monitoring a high-quality school-wide approach to Student Wellbeing, underpinned by a strong commitment to best-practice, reinforcing a supportive culture from Prep to Year 12 across all campuses
- Implementing the *Vision for Student Wellbeing* across the School and ensuring it continues to be a vibrant, relevant and effective framework
- Striving to create a culture that promotes a positive sense of wellbeing and self-worth that equips students with confidence and qualities so they may be valuable, caring and respectful members of the community
- Overseeing the development, application and review of the School's approach to Student Wellbeing including policies and practices to ensure consistency with School philosophies
- Researching, developing, employing, and evaluating improvement strategies which creates a safe and nurturing community that provides for the developmental needs of each student
- Developing programs that teach service leadership to encourage an aspirational mindset and willingness for personal improvement
- Developing best-practice strategies in all aspects of the School's Student Wellbeing programs with a focus on benefiting students with diverse social and emotional needs
- Planning and overseeing whole school Student Wellbeing professional development and managing the associated budget
- Advising and making recommendations to senior leadership regarding student welfare and pastoral care curriculum matters
- Ensuring alignment and sequencing of programs and services across the campuses

Quality Assurance and Improvement

- Maintaining a scope and sequence of a pastoral care syllabus across the School, in accordance with best practice and in collaboration with the Deputy Principal, Heads of Campus, Heads of Section, Director of Teaching and Learning, Chaplains, and Student Allied Health Services
- Ensuring the required elements of the ACARA general capabilities under the Australian Curriculum, specifically personal and social capability, are effectively embedded into the Student Wellbeing program.
- Investigating, designing, implementing and monitoring quality assurance processes regarding Student Wellbeing, staff professional learning and pastoral care curriculum development
- Coordinating and leading a teacher professional improvement and growth program
- Promoting quality performance and challenging underperformance by promoting effective teacher intervention, corrective action, and follow-up
- Producing and implementing clear, evidence-based improvement plans and policies that promote and sustain positive school progress
- Gathering, processing and analysing psychometric data and other related information to inform school improvement and decision making
- Collaborating with other key stakeholders including, but not limited to, the Heads of Campus and Heads of Section to ensure appropriate structures are in place, student support services with regards to students at risk, and student wellbeing leaders in respect to the implementation of the strategy
- Reviewing existing and recommending future human resources and capability requirements necessary to deliver the required outcomes of the Student Wellbeing program
- Publishing professional articles and reports to teaching and pastoral care support staff on all matters relating student wellbeing
- Creating and conducting a parenting program presenting education workshops and publications offering advice based upon evidenced based research.
- Generating reports, and presenting findings to leadership as required

General responsibilities

- Supporting the Director of Teaching and Learning in the compilation of reports associated with the Nationally Consistent Collection of Data (NCCD), and other related surveys and reviews
- Forming the strongest of connections with parents through regular and comprehensive communication on approaches to student wellbeing and related matters
- Chairing and managing the Student Wellbeing Leadership Team
- Undertaking the duties of a teacher as defined by the Position Description for a Teacher
- Carrying out other duties as directed by the Principal

Qualifications and Experience

Essential:

- Post-graduate qualification in education
- Demonstrated experience in leading teachers in the development of their approach to pastoral care
- Senior leadership experience within the student welfare domain
- Demonstrated experience in collaborating, devising and implementing positive differentiated strategies that support a widespread approach to student wellbeing
- Background in the production and presentations of formal professional reports and assistance to stakeholders
- Current registration, or immediate eligibility for registration with the Victorian Institute of Teaching

Desirable:

- Experience in the development and implementation of a whole-school Student Wellbeing strategy
- Experience as a teacher of students with diverse educational needs.
- Post-graduate qualification in educational leadership and/or management
- Experience in a coeducational Prep to Year 12 multicampus school
- Involvement in relevant professional communities

Personal Qualities

- Excellent leadership and interpersonal skills to build relationships with key stakeholders
- Effective communication skills and the ability to work collaboratively with colleagues
- Ability to motivate and support teachers to effectively enhance their approach to pastoral care
- Outstanding organisational skills, planning, analytical and strategic thinking capabilities
- Ability to lead teachers in the implementation of strategies and programs
- Commitment to professional learning and continuous improvement
- Personal sense of initiative, enthusiasm, and high energy
- A resourceful team leader who can operate in a mentoring, collaborative, and inclusive manner
- Demonstrated interest in ongoing personal professional development.

Key Selection Criteria

1. Far-reaching understanding and the ability to create strategic initiatives and plans, and then expertly develop, implement, deliver and evaluate programs based on these plans.
2. A sound understanding of contemporary research and best-known practice in the development and application of pastoral and welfare management practices that enhance the overall wellbeing of students.
3. Proven experience leading educators in the implementation of student wellbeing practices which caters for a broad spectrum of students with diverse needs.

This Position Description may be altered from time to time to meet the School's operational needs.

Student Wellbeing 2025

