

ROLE DESCRIPTION
Leader of Wellbeing

ACCOUNTABLE TO: Vice Principal
ROLE DEVELOPED: August 2016
ROLE REVIEWED: July 2020

Role Outline

The Leader of Wellbeing shares responsibility for the Catholic identity of the College and spiritual and faith leadership within the College Community, informed by the charism of Saint Marcellin Champagnat as an expression of the Gospel message of Jesus. The Leader of Wellbeing articulates the mission, ethos and educational goals of Newman College, and gives witness to the distinctive educational, moral and social purpose of the College within the evangelising Mission of the Church.

The Leader of Wellbeing is responsible to the Deputy Principal Secondary, for the leadership of a specific year group and for the development and maintenance across the College Community of a shared understanding of, and commitment to, the enhancement of student learning, faith and wellbeing. This role contributes actively as a member of the Middle Leadership Team to key strategic policy and management decisions relating to the learning and wellbeing of all students. It seeks to embed a culture of inclusion, high expectations for student achievement and student gains. Student resilience and wellbeing are understood as essential for both academic and social development and this is optimised by the provision of safe, supportive and respectful learning environments for students and staff in a College environment characterised by trust, respect and confidence. Confident, resilient students with a capacity for emotional intelligence perform better academically and are better able to maintain healthy relationships and responsible lifestyles.

The Leader of Wellbeing provides significant pastoral and academic leadership within the College. They are responsible for the effective operation of a Year Group and co-responsible for the overall wellbeing, learning and faith development of the students in the cohort. Central to the role of Leader of Wellbeing is knowing the students and their families, monitoring, challenging and advising students informed by the College's Vision for Learning, Ministry Plan and Strategic Plan. Growth and Development plans would be targeted at developing this effectiveness.

In being both proactive and responsive to changes in the College's operating environment, the Principal may, from time to time, require the performance of other duties.

Key Accountabilities

1. Key Accountability One – Leader of Catholic Identity and Mission

The Leader of Wellbeing is co-responsible for developing Catholic Identity and the educational mission of the College.

- 1.1. Gives personal witness to Catholic values in carrying out the day to day duties of the role and engaging students, staff and broader community in the Mission of Newman College as a Catholic school.
 - 1.2. Actively leads prayer and works to promote the charism of Saint Marcellin Champagnat and the mission and life of the Catholic Church within the College.
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- 1.3. Works with the Leader of Mission and Catholic Identity in leading and supporting the prayer, sacramental and liturgical life of the College at meetings and assemblies and liaises and collaborates with the Campus Minister on Year group activities.
- 1.4. Works with the Leader of Youth Ministry and Advocacy in the promotion of community outreach programs and social justice initiatives underpinned by Catholic Social Teaching and the Groome (1998) Praxis Model of See, Judge and Act.
- 1.5. Works with the Senior Leadership Team and Middle Leaders to develop and implement an effective plan for the spiritual and professional development of staff particularly in regard to faith formation, service ministry, social justice and liturgy.
- 1.6. Seeks or maintains Accreditation to Teach Religious Education consistent with Catholic Education Commission Western Australia (CECWA) policy.
- 1.7. Supports and contributes to the development of the Marist Association of St. Marcellin Champagnat in Western Australia.

2. Key Accountability Two – Leader of Learning

The Leader of Wellbeing is responsible for building the capacity of the team to lead contemporary learning and teaching in safe and growth-promoting learning environments.

- 2.1. Promotes and gives leadership to the College's Vision for Learning and its guiding principles.
- 2.2. Works with the Deputy Principal Secondary in the leadership of the school wellbeing program in collaboration with the College Counselling Team and Pastoral Care teachers.
- 2.3. Works collaboratively with Leaders of Learning and classroom teachers in managing and monitoring student performance, attendance, learning attitudinal data, educational needs, learning pathways and course selections through the target and goal setting processes.
- 2.4. Identifies, refers, monitors and supports students at risk and those with challenging behaviours.
- 2.5. Models and facilitates contemporary pedagogy and effective classroom practices.
- 2.6. Contributes to the student reporting process and follow-up that needs to occur after a reporting period.
- 2.7. Engages with parents in a meaningful partnership regarding the welfare and education of students.
- 2.8. Seeks accreditation to teach Religious Education consistent with the Catholic Education Western Australia Ltd (CEWA Ltd) Accreditation Framework.

3. Key Accountability Three – Develops Self and Others

The Leader of Wellbeing demonstrates and develops in others effective interpersonal skills.

- 3.1. Participates actively with the Vice Principal, Deputy Principal Secondary and Middle Leaders in the development and maintenance of Professional Learning Communities focused on faith and learning.
- 3.2. Contributes to the induction, mentoring and performance management processes within the Wellbeing Team.
- 3.3. Engages with professional networks and associations and builds productive links in the area of wellbeing.
- 3.4. Maintains a shared understanding of the realities and complexities of the contemporary Catholic workplace with processes in place for the development, monitoring and management of staff culture, morale and wellbeing.

- 3.5. Works in collaboration with the Senior and Middle Leadership Teams to support harmony between the academic program and the day to day organisation of spiritual and faith experiences for students and staff.

4. Key Accountability Four – Leader of Strategic Thinking, Improvement, Innovation and Change

The Leader of Wellbeing contributes actively to change for the future, works strategically, influences policy and the identification of contemporary approaches to wellbeing and co – constructs new opportunities for wellbeing within the College Community.

- 4.1. Contributes to the improvement in the capacity of the Secondary Teaching Team to generate new ideas, think and plan strategically, and create a culture and practice of continual improvement, transformation and sustainability with a focus on learning gains for all students.
- 4.2. Seeks out professional learning opportunities which deepen personal capacity for strategic thinking, innovation and change management.
- 4.3. Participates actively in sharing leadership of effective improvement and change.
- 4.4. Contributes to the development of the College Strategic Plan and aspects of the College's Annual Improvement Plan and Annual Report relevant to wellbeing.
- 4.5. Engages with others to ensure best practice in utilising relevant measurement and reporting data including NAPLAN and WACE to inform learning.

5. Key Accountability Five – Leading the Management of the College

The Leader of Wellbeing exercises an astute understanding of change processes and stewardship of the College resources.

- 5.1. Oversees the coordination of specific year groups including the management of pastoral care teachers.
- 5.2. Plans, prepares and resources learning experiences for students that meet the requirements of the Child Safe Framework and Child Protection Curriculum.
- 5.3. Coaches and mentors newly appointed teachers to ensure good systems, policies and processes for wellbeing and the effective management of the College.
- 5.4. Establishes and maintains effective lines of communication and follow-up processes that support the information needs of the Senior Leadership Team, colleagues, parents and students.
- 5.5. Works with the Deputy Principal Secondary to maintain a vibrant student leadership program.
- 5.6. Exercises good stewardship of College resources.
- 5.7. Serves as Chairperson of nominated committees and working parties.

6. Key Accountability Six – Engaging and Working with the Community

The Leader of Wellbeing contributes to the development and maintenance of a College culture characterised by the safety of all, collaboration, consultation and engagement within and external to the College Community.

- 6.1. Models behaviours and attitudes which contribute to a safe College where students and all College Community members are dealt with individually and in groups with respect and in an environment free of any form of discrimination on the basis of gender, race or academic ability.
- 6.2. Develops and maintains structures and strategies for effective liaison, consultation, collaboration and partnership with parents with a focus on student wellbeing, safety and resilience.
- 6.3. Understands the broader community within which the College resides and is aware of the cultural, social and political characteristics that inform the needs of students, families and carers and the challenges they face.

- 6.4. Effectively leads and contributes to parent engagement forums on contemporary faith and learning initiatives.
- 6.5. Works closely with parishes, community and other agencies in promoting the health, safety and wellbeing of students and families.