



Marist-Sion College – Warragul

Position Description

Wellbeing Learning and Data Leader

'Known and Loved: Dignity for All'

Every student is known, valued and loved as an individual here at Marist-Sion 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**.

STATEMENT OF DUTIES	
<p>Position Summary</p>	<p>The Wellbeing Learning and Data Leader is appointed by the College and is responsible to the Deputy Principal: Wellbeing Partnerships and Safety and Principal.</p> <p>As a member of the Student Wellbeing Strategic Leadership Team, the Wellbeing Learning and Data Leader supports the Deputy Principal: Wellbeing Partnerships and Safety with realising the College's Mission, values and strategic intent to activate visible wellbeing through the tenets of positive emotion, engagement, relationships, meaning, accomplishment and health.</p> <p>FTE & Position Type: Full time and ongoing as a Teacher Classification level: POL 3 Time Release: 9 periods per cycle Campus Location: Warragul Award: Victorian Catholic Education Multi-Enterprise Agreement 2018</p>
<p>Organisational Relationships</p>	<p>Reports to: Director of Student Wellbeing Direct Reports: N/A Internal Liaisons: Deputy Principal: Wellbeing Partnerships and Safety, Deputy Principal: Student Learning Culture and Growth, Director of Student Wellbeing, Directors of Learning, Director of School Administration, Heads of House and Staff. External Liaisons: Members of the College Community, DOSCEL schools and General Public.</p>
<p>Responsibilities</p>	<ul style="list-style-type: none"> Strengthen and enhance the College's approach to visible wellbeing through Positive Education. Actively promote and enable the Whole School Approach to Positive Behaviour Support (WSAPBS) focusing on prevention, instruction and use of evidence-based practices. Create a welcoming and inclusive environment for all staff to seek opportunities to develop their expertise. Produce, evaluate and analyse wellbeing data to inform strategic direction.
<p>Child Safety</p>	<ul style="list-style-type: none"> Lead in the provision of a child-safe environment for students. Comply with the College's child-safe policy and code of conduct, and any other policies or procedures relating to child safety. Demonstrate duty of care to students in relation to their physical and mental wellbeing.

STATEMENT OF DUTIES

Professional Development	<ul style="list-style-type: none"> • Be actively engaged in professional development in your area of work. • Be actively engaged in researching areas of interest relevant to directions provided in the school's strategic plan. • Continue to develop ICT skills on platforms to support work. • Commit to completing or maintaining current accreditation in Youth Mental Health First Aid.
General Duties	<p>General Leadership</p> <ul style="list-style-type: none"> • Actively support the Catholic identity and mission of the College. • Lead in a manner consistent with the College's Catholic identity with truth, charity and constancy. • Energetically contribute to the realisation of the strategic intent of the College. • Foster a culture of collaboration, connection and belonging. • Be a contributing member of the Student Wellbeing Strategic Leadership Team. • Model a leadership style and presence that reflects the vision of leadership articulated by the Principal and DOSCEL. <p>Duties Specific to the Role</p> <ul style="list-style-type: none"> • Foster the learning and growth of the whole person through the provision of a hope-filled student-centred learning environment. • Contribute to positive professional dialogue among staff including sharing and celebrating effective practice in relation to visible wellbeing. • Contribute to the development of a positive culture of visible wellbeing across the College informed by Positive Psychology, including realising a student culture which fosters: <ul style="list-style-type: none"> ○ positive emotions ○ positive relationships and a sense of connection and belonging ○ self-awareness, purpose and direction ○ acknowledgement of accomplishments ○ the promotion of physical health • Work collaboratively with the Learning and Teaching Team to enhance visible wellbeing by embedding wellbeing strategies in all areas of teaching and learning. • Lead and coordinate the Wellbeing Program including: <ul style="list-style-type: none"> ○ developing and continually improving the wellbeing curriculum and resources in a collaborative manner ○ ensuring staff have access to professional learning to lead wellbeing lessons ○ organising excursions/incursions for wellbeing lessons • Participate in the College Student Wellbeing Strategic Leadership Team. • Strive to bring about improvement in student outcomes with a focus on improving student engagement in learning, student emotional wellbeing and student teacher relationships. • Regularly review the College's visible wellbeing strategy using data informed methodology. • Lead the design of the professional learning program for staff in relation to visible wellbeing. • Lead the development and implementation of the Wellbeing Program including the Mindfulness Program. • Support the College's implementation of the Whole School Approach to Positive Behaviour Support. • Embed Positive Education principles and Restorative Practices within the College and provide coaching support to the Heads of House and other staff. • 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. • Champion and activate student voice and student leadership.

STATEMENT OF DUTIES

	<ul style="list-style-type: none"> • Work with student leaders and staff to provide content for the whole College assemblies. <p>Administration</p> <ul style="list-style-type: none"> • Oversee the budget and booklist for the Wellbeing Program. • Contribute to the positive promotion of our visible wellbeing practices through social media and Emmaus (the College newsletter). <p>Compliance</p> <ul style="list-style-type: none"> • Contribute to a healthy and safe work environment for yourself and others and comply with all safe work policies and procedures. • Attend staff meetings and after school services/assemblies, sporting events, Mass, community and faith days as required by the Principal. <p>Other</p> <ul style="list-style-type: none"> • Other duties as outlined by the Principal consistent with the skills and experience required for this position.
<p>Skills/Attributes</p>	<ul style="list-style-type: none"> • Ability to lead staff formation and professional learning. • Ability to lead the development and implementation of the Wellbeing Program. • Excellent interpersonal, communication and negotiation skills. • Ability to handle sensitive and confidential information appropriately. • Ability to contribute to the broad strategic intent of the College. • Ability to set and monitor high standards. • Ability to use digital technology effectively.

Updated August 2022

Selection Criteria

Wellbeing Learning and Data Leader

SELECTION CRITERIA	
1. General	<ul style="list-style-type: none"> • Possess the skills, experience and qualifications to perform the duties and responsibilities of the position. • Ability to have a positive influence on the culture of the College through an innovative, collaborative and curious disposition. • Ability to champion visible wellbeing across the College. • Proven experience in leading teams, building capacity in others, and working as part of a team. • Commitment to the implementation of College policies and procedures. • Ability to handle sensitive and confidential information appropriately. • Ability to contribute to the broad strategic intent of the College. • Excellent interpersonal, communication and negotiation skills. • Ability to set and monitor high standards. • Commitment to safe work practices.
2. Commitment to Catholic Education	<ul style="list-style-type: none"> • A demonstrated understanding of the ethos of a Catholic school and its mission. • Commitment to supporting the Catholic identity and mission of the College.
3. Commitment to 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.
4. Education and Experience	<p>Essential:</p> <ul style="list-style-type: none"> • Victorian Teachers Registration (VIT). • An appropriate qualification in education. • Demonstrated experience in educational leadership in visible wellbeing and positive education. <p>Highly Desirable:</p> <ul style="list-style-type: none"> • Accreditation to Teach in a Catholic School (the Diocese will provide this Accreditation if necessary). • Accreditation to Teach Religious Education or Lead in a Catholic School (the Diocese will provide this Accreditation if necessary). • A minimum of Certificate 2 in First aid (the College will provide this training if necessary).
5. Teaching Expertise	<ul style="list-style-type: none"> • Compassion for students and a sense of optimism. • Strong skills in student management and behaviour management using restorative practice. • Strong understanding of Positive Psychology principles as applied to Positive Education. • Well-developed communication including ability to work as an effective team member. • Ability to encourage, support, lead, provide formative feedback and, when appropriate, challenge members of staff.

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| | <ul style="list-style-type: none">• Record of teaching excellence, including at the relevant year levels, ideally across more than one subject.• Ability to promote the use of data to inform teaching practices.• Excellent interpersonal and communication skills, including the ability to work as an effective team member.• Well-developed organisational skills and a record of reliability in completing tasks.• Ability to use information and communication technologies to enhance student learning.• Knowledge of contemporary educational issues and developments.• Completion of the Youth Mental Health First Aid Certificate or commitment in the first year to complete this qualification. |
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