

Job Description

Leader of Wellbeing and Practice

Role Title	Leader of Wellbeing and Practice
Flexible Learning Centre	Edmund Rice Flexi School
Network	EREA Oscar Romero Flexi Schools Network
Location	Elizabeth - SA
Report	Head of Campus/ Network Principal and/or Delegate
Classification	3 year fixed term, ESO – Grade 6 \$103,516
Band/Wage Scale	In alignment with the South Australian Catholic Schools Enterprise Agreement 2017.

Aboriginal and Torres Strait Islander people are encouraged to apply.

Primary Role:

The Leader of Wellbeing and Practice reports to the Head of Campus. He/she has delegated responsibility to develop and maintain the strategic wellbeing and social inclusion responses of the campus. He/she provides operational line management and practice leadership to the youth workers and the young people of the campus, working collaboratively with teaching staff, Head of Campus, Network Deputy/Network Principal and Network team. The Leader of Wellbeing and Practice's key role is to implement and lead the Oscar Romero Wellbeing Framework and whole site strategic wellbeing plan. Other responsibilities will be negotiated at the time of appointment with the Head of Campus and Network Principal.

Qualifications and Experience:

- A minimum of 5 years' experience in the youth work/ social services/ health profession is essential.
- Previous experience in wellbeing programs is desirable.
- Tertiary qualifications in Psychology, Education, Social Work and or related health science essential.
- Post-graduate mental health qualifications highly desirable.
- Experience in working with young people disenfranchised for mainstream education.
- The Leader of Wellbeing and Practice is required to demonstrate leadership, involving self-directed application of knowledge with substantial depth in developing site based wellbeing programs in response to student needs as well as using data to measure success of the program offerings of the school.

Principles of Operation (Respect, Participation, Safe & Legal and Honesty):

A primary responsibility for this role is to maintain fidelity to Operation by Principle and the best practice guidelines as articulated in the EREA Historic Youth+ Foundation Statement and FLC Occasional Papers. (available on the website) www.ereafsn.edu.au

Duties and Responsibilities:

The Leader of Wellbeing and Practice reports to the Head of Campus. Typical duties and responsibilities include but are not restricted to the following:

1. Develop and implement, in collaboration with leadership, wellbeing programs for Young People:

- In collaboration with the team, drive the development, delivery and innovation of programs to support positive educational and wellbeing outcomes for our young people as outlined in the school wellbeing

strategy.

- In collaboration with the team, ensure each young person has a current Student Learning and Wellbeing Plan (SLWP) through which his/her engagement, educational and transition program is negotiated;
- Work collaboratively with the team to ensure program provision is culturally appropriate;
- Work collaboratively with the team to ensure the wellbeing program offers a variety of options to address the wellbeing needs of our cohort and support their inclusion and ability to experience success in our learning environment;
- In collaboration with the team, drive the development and delivery of engaging programs with appropriate differentiation to meet the needs of young people, as identified through various site-based and independent diagnostic assessments; and
- Support the development of SLWP.

2. Participate in, and lead program provision to enhance our Flexi practice in an inclusive learning environment:

- Ensure, in collaboration with the Head of Campus, that the school works within our practice framework of “Common Ground” and Operation by Principles (Respect, Safe and Legal, Honesty and Participation). This includes modelling and supporting practices within this framework, ensuring common ground operation with young people is consistently and genuinely applied;
- Develop and support processes and practices which empower the genuine voice of young people in the operation of the school;
- In collaboration with the team, support young people in their transition into the school;
- In collaboration with the team, support young people in developing pathways to transition to the next phase of life/learning/employment;
- Participate in and lead the daily routines and activities of the school e.g. morning meetings, lunch, electives, outings and camps;
- Undertakes a direct program provision and delivery role with a focus on health, wellbeing and engagement within the school
- Manage and support access to a range of programs/activities during the school holidays to maintain connections for vulnerable young people; and
- Manage, in collaboration with the team, the support and development of cultural links, community and family connections, to assist the engagement and connection of young people to learning, wellbeing and the wider community.

3. Induction of Young People

- In consultation with the Head of Campus, Associate Head of Campus, & other staff, discern the grouping and support plan for each enrolment.
- Manage and support Youth Workers in the induction of a young person into the Flexible Learning environment and their understanding of the four principles and common ground, as per the enrolment process.

4. Community Relationships – Families and Agencies

- Develop supportive relationships and partnerships with families of young people and encourage their connection to the FLC community.
- Engage with local agencies and support services on the provision of programs for young people such as domestic violence, substance abuse, and other health and wellbeing areas.
- Provide support to Youth Workers in implementing timely referrals to agencies and community services.

5. Team participation/multidisciplinary practice:

- In collaboration with the Head of Campus and Network Deputy/Principal develop and lead a culture

of professional support and renewal for youth workers;

- Provide supervision of youth workers and their implementation of the Wellbeing framework and practice;
- Lead regular whole team reflective practice sessions including daily staff debrief.

6. Professional Development:

- Participate in regular professional supervision;
- Participate in performance review and support processes within ORFSN;
- Participate in professional development activities relevant to both the FLC program and his/her own personal and professional growth;
- Provide professional learning opportunities for Youth Workers using strategies such as, professional learning communities, mentoring and coaching; and
- In collaboration with the Head of Campus and Network Deputy/Principal, coordinate/support staff attendance/participation in professional learning and formation, which is aligned to the school's Strategic Plan, Flexi practice, EREA strategic directions, and enhancement of educational and wellbeing outcomes.

7. Ensures child safety procedures are established and implemented according to policy in consultation with the Head of Campus and Network Principal: Whole of ERFS

- Assist staff to work with practice, policy and procedures relating to child protection;
- Submit child protection notifications as required, through the Legislated and EREA processes;
- Provide a support service to staff and young people dealing with issues of child protection; and
- Provide a referral point to school CP and Mental Health triage service through the Leader of Student and Family Engagement

8. Administrative Leadership: DP and ERFS

- Maintain appropriate records, provide written submissions and prepare reports as required;
- In collaboration with Leader of Student and Family Engagement , develop and oversee processes for effective administration of the Flexi School including:
 - Student database operation for attendance, academic and wellbeing outcomes; and
 - Data capture for reporting to various educational and Government authorities.
- Participates in young peoples in-care compliance meetings; and
- Chair and keeps reports of Wellbeing meetings with Youth Workers and all staff, as scheduled.

9. Other identified duties specific to the role in this Flexible Learning Centre

Carries out duties and tasks that may be reasonably assigned by the Head of Campus and Network Principal from time to time.

EREA Flexi School supports the rights of children and Young People and is committed to providing a safe and supportive environment directed at ensuring their safety and wellbeing. All applicants for these positions will be subject to EREA screening procedures.

Selection Criteria:

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Selection Criteria 1

High level of proven wellbeing leadership in the planning, development and evaluation processes that focus on providing wellbeing support for students at risk of disconnection or disconnected from education.

Selection Criteria 2

Proven highly developed collaboration, relational & communication skills, which facilitate a school-wide development of engaging wellbeing programs and youth worker practices with a focus on educational and wellbeing outcomes for disenfranchised young people.

Selection Criteria 3

Proven ability to strategically develop a whole school wellbeing program that delivers bespoke wellbeing programs and services relevant to the various cohorts of disenfranchised young people.

Selection Criteria 4

Experience in implementing school wide wellbeing measures to inform practice and school improvement processes.

Selection Criteria 5

Proven ability to enable student agency aligned with the EREA Flexi Practice commitment to Operation by Principles and Common Ground.

Selection Criteria 6

Demonstrated understanding or ability to acquire an understanding of the Touchstones of Edmund Rice Education Australia as expressed in the Charter. See <http://www.erea.edu.au/about-us/the-charter>

Job Description Acceptance:

I, (print name) have received, reviewed and fully understand the Job Description for the Leader of Wellbeing and Practice. I further understand that I am responsible for the satisfactory execution of the essential functions described therein.

Signature: Date: