

Position Description: Director of Wellbeing

ROLE TITLE	Director of Wellbeing
LOCATION	St Francis Flexible Learning Centre, West Moonah
POSITION REPORTS TO	Principal
POSITION SUPERVISES	Teaching and Support Staff as directed by the Principal
DOCUMENT DATE	September 2023

Aboriginal and Torres Strait Islander People are encouraged to apply, we are an Equal Opportunity Employer and value diversity.

Foundation Statement

Edmund Rice Education Australia (EREA) seeks to respond to the needs of young people disenfranchised and disengaged from education through the provision of a safe place that provides an opportunity for them to re-engage in a suitable, flexible learning environment.

Flexible Learning Centre's seek to build honest and authentic relationships with young people, their families and communities, through valuing, supporting and celebrating the uniqueness and dignity of each person.

EREA Flexible Learning Centres are guided by the vision of Edmund Rice, and the empowering service of education, so that young people may achieve personal and community liberation through educational experiences that enable transformation.

Background

The Flexible Learning Centre is an initiative of Edmund Rice Education Australia. EREA services including Flexible Learning Centre's (FLCs), offer a full-time and multiyear secondary education and social inclusion program for young people who have disengaged from mainstream structures. Young people may express a broad range of complex education and social needs and the EREA services respond with a variety of flexible and innovative social inclusion and learning experiences.

St Francis services provide young people with a varied and holistic set of learning experiences, supporting them to identify and pursue an individual transition to adulthood, employment, further education and training, and social connectedness.

Indigenous and non-indigenous young people who attend are usually disengaged from mainstream education for a range of reasons that may include those:

- who have had contact with the juvenile justice system;
- in the care of the Department for Education, Children and Young People
- with a history of trauma;
- with a history of extended periods of unexplained absences;



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- who are highly mobile;
- with mental illness or at risk of engaging in self-harming behaviours or substance abuse;
- who have been excluded or repeatedly suspended from school;
- who are homeless;
- who are young parents;
- with a generational history of early school leaving; and/ or
- with a generational history of unemployment.

See www.ereafsn.edu.au - Publications for further information.

Principles of Operation

The four principles of operation that all Flexible Learning Centre's operate under are Respect, Participation, Safe and Legal and Honesty.

This framework is a significant point of difference from mainstream schooling. The principles establish a "common ground" among staff, young people and families where the means to resolve conflict, negotiate learning, recognise rights and responsibilities are modelled and explored, both within the group and individually.

A primary responsibility for this role is to maintain fidelity to Operation by Principle::

<https://www.ereafsn.edu.au/wp-content/uploads/2017/09/v1n1-Operation-by-Principles-121106.pdf>

EREA Charter and Touchstones

Edmund Rice schools strive to offer a liberating education, based on a gospel spirituality, within an inclusive community committed to justice and solidarity. The Charter describes our distinct identity as Edmund Rice schools and provides a practical expression of this identity. The Charter uses four touchstones to describe the culture of a Catholic school in the Edmund Rice tradition. These touchstones give us ideals authentically linked with the Charism which underpins the ministry in our schools and educational endeavours. They help us set our direction and define our goals as, following Edmund Rice's vision, we continue to reflect and to seek to make the Gospel a living reality in our communities. The Charter and Touchstones can be accessed from the EREA website: <https://secure.erea.edu.au/Publications/EREA-Charter/docs/EREA-Charter.pdf>

Primary Role

The Director of Wellbeing reports to the Deputy Principal and/or the Principal. The role has delegated responsibilities in developing and maintaining the education, wellbeing and social inclusion responses of the school.

The Director of Wellbeing provides leadership to the workers and the young people, working collaboratively with the Principal and Deputy Principal. This position includes:

- Planning, preparation and delivery of effective learning, teaching and wellbeing programs for young people in secondary education.
- Contributing to the development and implementation of the FLC's objectives and planning.
- Contributing to the establishment and maintenance of a supportive school environment.
- This role will model innovative wellbeing practices in both the best interest of young people and for the benefit of the professional development of the team.



Duties and Responsibilities

Typical duties and responsibilities include but are not restricted to:

1. **Maintain fidelity to and model best practice in Operation by Principles and other key practices as articulated in our Framework.**
2. **Lead engagement and wellbeing practices**

- Support the school to operate within the framework of 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.
- Lead the implementation of best practice trauma informed whole school wellbeing programs
- Facilitate regular senior wellbeing meetings with relevant leaders that consults on the most at-risk young people, and continually develops/implements wellbeing programs as required for the school community;

Support staff to plan and prepare access to a range of programs/activities during the school holidays to maintain connections for vulnerable young people.

- Collaborates with the team to support a socially inclusive program that responds to the physical, intellectual, social, spiritual and cultural needs of young people.
 - Working collaboratively with school staff to support/develop cultural links and community and family connections which will support the engagement and connection of young people to their learning and the wider community;
 - Establishing and maintaining communication, rituals, the calendar and celebrations for young people and staff;
 - Participates in the daily routines and activities of the FLC e.g. morning meetings, lunch, electives, outings, camps.
 - Alongside the Leadership team, develop and implement a parent/guardian/carer engagement strategy
 - Alongside Leadership team, develop and implement a school wide community contribution program that supports young people to contribute to the school community and local community.
3. **Support the programs in delivery of individual support plans for the most at-risk young people**
 - Support workers in developing engagement and personal learning plans for young people most at-risk of disengagement.
 - Run professional development with staff members around working with and supporting the particularly vulnerable young people.
 - Participate in suicide postvention planning meetings and implementation if required.
 - Provide secondary consults to staff working with the most at-risk young people.
 - Participate in Student Support Group meetings for young people as requested by the Principal or Deputy Principal.
 4. **Develop and coordinate services to enhance program provision within the FLC**
 - Support university research/clinical development services.
 - Develop, support and coordinate university student placements within the School.

5. Team participation/multidisciplinary practice

- Develop and lead a culture of professional supervision.
- Participates in probation, performance review and support processes for staff.
- Support workers in their professional development through informal and formal processes.
- Leading regular whole team reflective practice sessions including daily staff debrief.

6. Staff supervision, support, and professional development

- Lead regular reflective practice sessions.
- Support new staff induction processes as required, ensuring all new staff are provided the appropriate training include trauma-informed practice, and training in the Operation by Principles approach.
- Coordinate professional supervision with staff as per the EREA guidelines.
- Participates in regular professional supervision meetings with the nominated supervisor.
- Implement and monitor new staff reviews and annual staff appraisals;
- Participates in professional development activities relevant to the School Program and personal growth in the work.

7. Enrolments

- Ensure that all new enrolments are enrolled as per specified processes.
- Organise ongoing support for new enrolments until such young people are comfortable with the school environment or the role can be handed over to other school staff.

8. Support and comply with Child Safeguarding Practices according to policy:

- Abide by EREA's [Child Protection Policies](#), [Code of Conduct](#), and [Child Safe Code of Conduct](#).
- Abide by EREA's Child Safety Policy and Code of Conduct.
- In consultation with the Leadership team provide support to young people and families dealing with issues of child safety.
- Ensure legal and mandatory reporting obligations are met, consistent with the FLC's 'Procedures for Responding to and Reporting Allegations of Child Abuse' within the FLC's 'Child Protection Program'.
- Provide a referral point for young people and families to appropriate support services.
- Support EREA's adherence with Child Safeguarding legislation, including applicable record keeping and reporting requirements.

9. Other duties as reasonably directed by the Principal and/or Deputy Principal

10. Ensure that all Safety WHS and general school procedures and protocols are followed

Selection and Review Criteria

Qualifications	Skills and Attributes
<ul style="list-style-type: none"> • Tertiary Qualification in Youth Work, Social Work or related discipline • Ability to obtain and maintain a Working with Vulnerable People Check • Hold appropriate Australian Work Rights • Valid First Aid Certificate or willingness to obtain. • Valid Australian Driver's Licence and willingness to drive school vehicles when required. 	<ul style="list-style-type: none"> • Be able and willing to uphold and role model the schools' principles of operation of Respect, Participation, Safe and Legal, and Honesty • Exemplary leadership skills • Well-developed understanding of the developmental needs of young people from a disadvantaged or disengaged perspective • Demonstrated excellence in leading whole school wellbeing initiatives that promote proactive wellbeing focussed opportunities for young people that enhances positive social outcomes and re-engagement in education. • Demonstrated skills, knowledge and experience in analysing complex situations and implementing appropriate strategies to promote protective factors and positive outcomes when working with the most at-risk young people • Demonstrated leadership experience in staff support, development and professional supervision in education within collaborative multidisciplinary team settings. This should include experience in facilitating reflective practice sessions for staff and critical incident debriefs for staff • Excellent time management and organisational skills and the ability to work to deadlines • Experience and confidence when engaging with parents, and is competent in managing complex situations • Well-developed written and verbal communication skills • Demonstrates drive to achieve the best outcomes for students, parents, carers and the school • Collaborative team player with the ability to build quality working relationships • Resilient and able to develop resilience in others with a high level of emotional intelligence • Ability and willingness to travel to school sites and for professional development • as required
<p>Physical Requirements: This role will involve frequent sitting and standing, walking or moving within a school and office environment across multiple levels, complete fine motor skills such as typing or writing, and requires auditory and visual ability. Some lifting of supplies and materials may be required from time to time, practicing safe manual handling.</p>	