



Position Description

Position Title	Head of Wellbeing
Reports to (Position)	Principal
Direct Reports	School Counselling Team
Location	Melbourne, Australia
Employment Status	Full time 0.6 Time Release (0.4 Case Load)

Components of this Position Description	
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This Position Description is a summary of the core responsibilities and expectations of the Head of Wellbeing. The incumbent may be required to perform other functions to support the organisation to achieve its objectives.

1. Organisational Profile

Peninsula Grammar School (PGS) is a coeducational school of excellence, which fosters the full and balanced development of each child. In caring for students and their learning, we encourage them to take up life's challenges both at the School and beyond.

The Principal is the Chief Executive Officer of the School. The Principal leads the School Senior Leadership Team, the members of which play a significant role in developing, implementing, and evaluating school policy. Ultimately the responsibility for the leadership and management of the School rests with the Principal.

All employees of Peninsula Grammar have a responsibility to:

- Reflect and nurture the aims and philosophy of the School in the course of their work
- Through the example displayed in their approach to their work, energise fellow staff, students, and parent by fostering quality relationships and community development.
- Provide effective role modelling using appropriate conflict resolution and negotiation skills
- Maintain strict confidentiality and support for the School
- Maintain professional competence and current knowledge in educational trends
- Maintain a client-centred approach to all aspects of their work.

Employees are appointed by and act under the direction of the Principal, through the School Leadership Team. The appointee to this position will be required to participate in a regular performance review in accordance with the School Professional Review and Development Program.

PGS is committed to promoting diversity and inclusion at the workplace and expects employees to consistently demonstrate its values through the quality of their work performance and conduct.

2. The role

The Head of Wellbeing will play an integral role in leading and enhancing all aspects of student wellbeing across Kindergarten to Year 12. Leading a team of three counsellors, the Head of Wellbeing will work assiduously to provide oversight of exceptional and bespoke wellbeing programs, structures, processes, and procedures within the School. The Head of Wellbeing will source, develop, and implement programs that align with the needs of the School and work in conjunction with the Heads of School to create seamless curriculum initiatives that help support our students in navigating the complexities of their world.



3. Position Objective

At a critical juncture, our school requires someone who is capable of providing outstanding leadership in the development, implementation, and assessment of a high-level, whole school Wellbeing Framework that supports our young men and women across all year levels.

The Head of Wellbeing works closely with the School Executive to establish whole school strategies for student growth and positive student engagement. The capacity to mentor, coach, and train teachers in the delivery of specific programs will be an advantage.

The position requires someone with the fortitude to align the School's strategy with its operational functions and to engage, where appropriate, external resources to enhance our student growth.

4. Key Stakeholders

Internal

- Students
- Principal, Deputy Principal, Director of Educational Operations, and Business Manager
- Heads of Junior, Middle, Pre-Senior and Senior School
- Deputy Head of Junior, Middle, Pre-Senior and Senior School
- Head of Wellbeing and the counsellors
- Wellbeing Coordinators
- Teachers and other staff

External

- Parents and Families
- Members of the School Community
- External providers

5. Core Responsibilities and Accountabilities Wellbeing Framework

Key Outcome – provide outstanding leadership across the whole School that places student wellbeing at the forefront of all we do.

Indicative Responsibilities:

- Lead and complete a rigorous strategic review of all current wellbeing approaches, involving all stakeholders including students, staff, and parents.
- Ensure the School is providing integrated, research-based preventative approaches that support the wellbeing of our students.
- Lead the review, development, and implementation of a student wellbeing framework (K-12) that has a coherent philosophical foundation consistent with the Schools unique identity and culture and Positive Education program.
- Develop and lead the School Wellbeing Team
- Oversee the development, application and review of all School wellbeing policies and practices, including pastoral care structures.
- Oversee the School counselling services.
- Lead a strong community wellbeing education program.
- Mentor and take an active role in various committee, especially the Student Wellbeing Committee
- Develop strategic and sustainable partnerships with organisations and agencies that support the School's Wellbeing strategy
- Develop a system of monitoring students 'at risk'.
- Liaise and consult with parents, staff and students concerning student wellbeing and pastoral needs.



Professional Learning and Team Leadership

Key Outcome

Provide leadership, mentoring and coaching to support staff development, and to promote a high performing wellbeing team.

Indicative Responsibilities;

- Work collaboratively with teaching and co-curricular staff to embed practices that actively support student wellbeing.
- Work closely with colleagues on the Wellbeing Team to develop and implement an effective approach to student wellbeing that is consistently applied across sub schools.
- Provide leadership to our school psychologists.
- Mentor staff and provide constructive and informed feedback to support, promotes, and acknowledge exceptional pastoral care.
- Promote and support relevant professional learning opportunities for staff.
- Provide professional learning presentations for staff where appropriate.
- Submit professional educational articles related to wellbeing for dissemination through the School and other external publications.
- Present at Staff Professional Learning, Parent Information Evenings, and School assemblies, as required.
- Develop relevant documentation including handbooks, course outlines and scope and sequence documentation.

Nationally Consistent Collection of Data (NCCD) Management

Key Outcome

Lead the development, implementation, and assessment of the NCCD framework as it relates to the social and emotional development of students.

- Work collaboratively with the Department of Learning Support to refine the Individual Learning Plans
- Develop a digital database of information pertaining to NCCD data and student growth.
- Refine the systems of data entry as they relate to NCCD information, through a clear process of reporting and relevant documentation updated regularly.
- Liaise with Heads of School regarding students in their specific sub schools and the information on the NCCD database.
- Provide detailed and up to date information to the Principal regarding the NCCD, as required
- Where required represent the School on matters pertaining to student wellbeing in relation to the NCCD.

Other responsibilities

- Other duties as required by the Principal.

Workplace Health & Safety

- Adhere to all health and safety regulations;
- Report any equipment or incident that is hazardous or has the potential to affect the health and safety of the Peninsula Grammar workplace and its people.

Child Safety

- Ensure adherence to all student safety standards and mandatory reporting requirements;
- Attend training to maintain compliance with all child safety legislation, standards, and regulations;
- Complete all mandatory training in a timely manner;
- Escalate and report all matters related to student safety immediately;
- Understand and work diligently to deliver student duty of care accountabilities.



6. Key Selection Criteria

- Demonstrated commitment to achieving excellence in pastoral care, education, and a passion for the development of a holistic wellbeing approach that meets the needs of all students.
- Demonstrated ability to lead, motivate and inspire staff to learn, bringing vision to life and encouraging a culture of innovation, professionalism, and collaboration.
- Demonstrated experience leading change.
- Demonstrated ability to lead the formulation, writing and effective implementation of policy.
- Proven ability to write and develop curriculum documents.
- Experience managing a team of wellbeing professionals.
- Demonstrated commitment to own professional growth.

7. Qualifications, Registrations and Experience

- Qualifications in education and/or health services
- Degree or Master level qualifications in Education or equivalent
- Current First Aid – HLTAID003
- Extensive teaching and leadership experience
- Experience influencing change and adapting programs