



School Wellbeing Coordinator

Preshil is a small, secular and progressive co-educational school for children ages 3 and 4 through to Year 12. The students take an active role in their education and develop responsibility for their actions; they are encouraged to ask challenging questions, to know themselves, care for others and achieve excellence on their own terms.

The school's website is a valuable source of information in coming to an understanding of Preshil. The school philosophy is inspired by the work of Margaret J R Lyttle and builds continually on her work and the work of her niece, Margaret E Lyttle and the ideas of other educational theorists relevant to progressive education in 21st century Australia.

We are seeking vibrant, passionate and experienced educators to join our team working to create outstanding programs for every student.

Preshil is an authorized International Baccalaureate Middle Years Program (MYP) and IB Diploma Program (IBDP). While some experience in the IB MYP or IB Diploma programmes is preferred, a willingness to undertake the IB training is essential.

The role of the School Welfare Coordinator is vital in proactively providing for the needs of the children and young adults at Preshil. They are responsible for initiating, coordinating, implementing and evaluating the student development and wellbeing programs as they impact on the educational and personal development of individuals and groups of students.

The school uses a restorative approach to discipline and is looking for outstanding individuals with high levels of experience and capacity. The responsibilities of the position are to be performed in accordance with the provisions of the school's EA and relevant policies. Remuneration will be in determined by qualifications and experience.

General role description

- To take a leading role in achieving the School's strategic goals for the wellbeing of students and staff
- To develop mutually respectful partnership to improve, maintain and promote emotional, social, physical and mental well being to support whole school approaches that encourage life long learning
- To build community partnerships and provide valuable support to students and facilitate connections with outside agencies
- To work in partnership to establish Individual Education, Behaviour or Care Support Plans
- To work in partnership with teachers to plan for students who require curriculum modifications
- To remain informed of legal obligations around the Disability Standards Act for Education
- To work with teachers and support staff to report and collect data annually on students through the Nationally Consistent Collection of Data on School Students with Disability (NCCDSSD)
- To provide confidential counseling and referral of students on a needs basis, across the Junior and Senior School
- To conduct mental health risk assessments
- To maintain comprehensive and confidential student files
- To write, review and coordinate wellbeing policies

- To be involved in the VRQA Child Safe Standards

Learning culture and relationships

- Develop and model strong values-based relationships with students, staff and parents
- Create and manage a caring, supportive, purposeful and stimulating environment which is conducive to student learning
- Follow up with individual students in regard to behaviours that do not align with school values
- Maintain a supportive culture with students and colleagues, safeguarding their health and safety
- Monitor and implement attendance procedures
- Encourage and initiate opportunities for student feedback on their learning and classroom experience
- Commitment to participate in outside activities which promote student wellbeing such as School Camps
- Model exemplary organisation and punctuality

Planning and development of programs and policies

- Participate in all required school meetings, parent evenings and whole school training events
- Contribute to the development and co-ordination of a particular area of the curriculum as required
- Work in partnership with Beyond Blue and Headspace in their Be You program
- Ensure that school policies are reflected in daily practice

Pastoral care and extra curricula – camps and activities

- Participate in and organise co-curricular programs and activities that support the teaching program, such as excursions, social activities, sporting events, open days, performances, displays of student work, activities program and the school camps program
- Actively contribute to the wellbeing of students through mentoring and tracking of individual students, student forums, home groups and individual support

Communication with parents and outside agencies

- Initiate communication and consultation with parents on a regular basis over all aspects of their children's education – academic, social and emotional
- Use a range of communication approaches including Compass, email, phone contact, web platforms and meetings
- Excellent communication skills and a capacity to build a strong sense of trust with students, families and teachers
- Follow up with parents any concerns in regard to engagement, attendance, punctuality and behaviour

Professional development

- To act as a resource for teachers in all matters to do with wellbeing and learning support
- Actively engage in ongoing professional development, maintaining a portfolio of training undertaken
- Identify areas for improvement and development through an individual staff project
- Actively seek feedback on performance from colleagues, students and mentors
- Offer professional development to colleagues within and beyond the school
- Actively work to meet all AITSL professional standards
- Adhere to the school's professional Code of Conduct

Qualifications and Experience

- Previous experience working with children from Early Learning to Year 12, preferably in a school setting
- Tertiary qualifications relevant to this position
- A demonstrated understanding of the emotional needs of children and adolescents
- Experience in conflict resolution, mentoring and mediation

- Previous experience in crisis management

Ensuring the Safety of Children and Young People

Our organisation takes child protection seriously, and as an employee or volunteer of Preshil The Margaret Lyttle Memorial School, you are required to meet the behaviour standards outlined in our Safeguarding Children in Schools Code of Conduct. You can also access a copy of these guidelines via the Preshil website <http://www.preshil.vic.edu.au/why-preshil/policies/>

Therefore as a part of your duties and responsibilities, you are also required to:

- provide a welcoming and safe environment for children and young people
- promote the safety and wellbeing of children and young people to whom we provide services
- ensure that your interactions with children and young people are positive and safe
- provide adequate care and supervision of children and young people in your charge
- act as a positive role model for children and young people
- report any suspicions, concerns, allegations or disclosures of alleged abuse to management
- maintain valid 'working with children' documentation
- undergo periodic 'national criminal history record' checks
- report to management any criminal charges or convictions you receive during the course of your employment/volunteering that may indicate a possible risk to children and young people

Checks

The successful applicant will be subject to a Working With Children Check and Criminal History Records Check where applicable.

Our organisation undertakes several screening processes to ensure the appropriate protection of children in its care. This includes reference checks, identity check, qualification checks and professional registration checks.