



## LA SALLE COLLEGE ROLE DESCRIPTION

### Leader of Wellbeing

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ACCOUNTABLE TO:	Deputy Principal
EMPLOYMENT CONDITIONS:	WA Catholic School Teachers Enterprise Agreement 2023
LEVEL / STEP:	Category 1, Level 1

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### OUR FAITH AND LASALLIAN VALUES

As a College staff, we've been given the gift of nurturing the young minds and hearts of our students and helping them realise their value, individuality and the positive impact they can have on the lives of others. The teachings and values of Christ underpins everything we do, who we are, what we stand for and the actions we take.

Through our programs, teachings, behaviours and actions, we encourage our College community to discover more about the Catholic faith and inspire them to realise their best self and live not by their fears but by their hopes, not by their words but by their deeds.

### ROLE OUTLINE

The Leader of Wellbeing understands wellbeing as both central to learning and as an outcome of learning, and actively works to promote wellbeing throughout the College community, as characterised by feeling well and functioning well. The Leader of Wellbeing is committed to maintaining an understanding of, and enhancing overall student wellbeing, as guided by Catholic social teachings and the evangelising mission of the Church.

The Leader of Wellbeing provides significant pastoral and academic leadership within the College and is primarily responsible for the effective coordination of a specific year group. Within the role, the Leader of Wellbeing builds strong partnerships with all members of our community based on a foundation of trust, respect and confidence.

The Leader of Wellbeing seeks opportunities to develop the resilience and capacity for emotional intelligence within students and supports staff to develop and maintain a safe, supportive and respectful learning environment. To achieve this, the Leader of Wellbeing seeks to innovate and implement positive change by working strategically, actively contributing to policy and curriculum design, and creating opportunities for others to think innovatively.

In being both proactive and responsive to changes in the College's operating environment, the Principal may, from time to time, require the performance of other duties.

## KEY ACCOUNTABILITIES

### 1.0 CATHOLIC IDENTITY AND MISSION

- 1.1 Gives personal witness to Catholic values in their day-to-day duties and engages students, staff and the community in the mission of the College as a Catholic school
- 1.2 Provides exemplary Christian and professional leadership for all members of the La Salle College Community
- 1.3 Actively leads prayer and works to promote the charism of St John Baptist de La Salle and the mission and life of the Catholic Church within the College
- 1.4 Works with the Deputy Principal, Catholic Identity and Mission in supporting the prayer, sacramental and liturgical life of the College and the Evangelisation Plan
- 1.5 Organises the support and advocacy for at least one Catholic charitable work each year in consultation with the Deputy Principal, Wellbeing and Deputy Principal, Catholic Identity and Mission
- 1.6 Promotes and supports community outreach programs and social justice initiatives underpinned by Catholic Social Teaching
- 1.7 Ensures that wellbeing programs, policies and procedures reflect social justice principles and practices
- 1.8 Have completed or have made progress towards completing Accreditation to Teach in a Catholic School

### 2.0 TEACHING AND LEARNING AS A LEADER OF WELLBEING

- 2.1 Actively promotes the College Vision for Learning as the foundational values and principles for teaching and learning
- 2.2 Creates a performance culture of continual improvement across the College characterised by learning gains for all students
- 2.3 Leads the ongoing development of exemplary contemporary teaching, learning and assessment processes, including the effective use of school data from external assessments and diagnostic testing
- 2.4 Works collaboratively to develop a culture through structured programs and initiatives, where students feel well and function well
- 2.5 Supports students through consultation and collaboration with the Deputy Principals, Counsellors, staff, parents and other stakeholders to ensure students feel well and function well
- 2.6 Maintains a high level of awareness of the changing directions of contemporary pedagogy through research, professional reading and engaging with external networks
- 2.7 Implements whole school and year group strategies and practices that support and promote a positive learning environment
- 2.8 Regularly monitors performance, attendance and behaviour data (e.g. attitudinal, assessment, report etc.) to support teaching and learning
- 2.9 Utilises student data to inform appropriate follow-up procedures
- 2.10 Monitors and guides students' educational needs, learning pathways and course selection process in conjunction with the Vice Principal
- 2.11 Support students to set holistic goals (e.g. academic, wellbeing, behavioural etc.)
- 2.12 Identifies, refers, monitors and supports students at educational risk and those with challenging

behaviours

- 2.13 Models and facilitates contemporary pedagogy and effective classroom practices
- 2.14 Utilises the Australian Professional Standards for Teachers and the National School Improvement Tool to inform and monitor the development and implementation of quality pedagogy

### 3.0 BUILDING THE CAPACITY OF SELF AND OTHERS

- 3.1 Assists and supports colleagues with using positive management strategies in the classroom
- 3.2 As a leader of the College acts as a mentor to other staff to ensure exemplary teaching and learning
- 3.3 Works in collaboration with the Vice Principal, the Senior Leadership Team and other middle leaders to establish and implement priorities for professional learning contained in the College Annual Improvement Plan
- 3.4 Initiates strategies for developing a climate for accepting and providing constructive feedback and recognition of achievement, including student's voice
- 3.5 Engages with professional networks and associations and builds productive links in the area of wellbeing
- 3.6 Maintains a Professional Growth Plan that includes strategies for skilling in the various accountabilities of the role description and supports professional development goals and career path planning

### 4.0 LEADERSHIP WITHIN THE COLLEGE

- 4.1 Actively contributes to the development of a continual improvement culture
- 4.2 Actively contributes to the development and implementation of school improvement initiatives particularly as they relate to wellbeing
- 4.3 Works collaboratively with other leaders to create College-wide structures that deliver educational, learning and faith development outcomes for all students
- 4.4 Coaches and mentors newly appointed teachers to ensure good systems, policies and processes for wellbeing and the effective management of the College
- 4.5 Collaborates with College leaders to maintain a vibrant student leadership program
- 4.6 Undertakes a range of duties supporting the day-to-day running and good order of the College
- 4.7 Maintains the wellbeing and academic records for students in a year group
- 4.8 Exercises appropriate stewardship of College resources
- 4.9 Serves on nominated committees and working parties

### 5.0 INNOVATION AND STRATEGIC MANAGEMENT

- 5.1 Implements whole school and year group strategies that support overall student wellbeing informed by student data and contemporary thinking
- 5.2 Understands, implements and actively reviews policies, procedures and standards to ensure they align with the College's overall wellbeing strategy
- 5.3 Seeks opportunities to work with staff and the wider community to generate ideas and develop innovative improvement in the area of wellbeing
- 5.4 Keeps abreast of contemporary wellbeing ideology and practices within an educational context
- 5.5 Undertakes strategic planning to create a culture and practice of continual improvement,

transformation and sustainability with a focus on the holistic development of students

- 5.6 Engages with others to ensure best practice in utilising relevant measurement and reporting data including NAPLAN and WACE to inform learning
- 5.7 Seeks professional learning opportunities which deepen personal capacity for strategic thinking, innovation and change management
- 5.8 Actively participates in sharing leadership of effective improvement and change
- 5.9 Contributes to the leadership and development of the College Strategic Plan and aspects of the College's Annual Improvement Plan and Annual Report relevant to wellbeing
- 5.10 Collaborates with others in addressing problems that do not have easy answers, modelling the effective management of complexities, ambiguities and dilemmas to enhance wellbeing across the College Community

## 6.0 ENGAGING AND WORKING WITH THE COMMUNITY

- 6.1 Builds and maintains strong working partnerships with students, staff, parents and the wider community focused on student achievement, wellbeing, safety and resilience through structured effective communication and consultation
- 6.2 Acts as a champion for students and foster's a strong sense of community within the year group
- 6.3 Creates opportunities that engage parents in the welfare and education of students and life at the College (e.g. parent engagement forums, information evenings etc.)
- 6.4 Seeks opportunities to highlight and celebrate student achievement (e.g. year group events, commendations etc.)
- 6.5 Role-model exemplary leadership and guides Student Council members within the year group
- 6.6 Develops and manages initiatives to promote student wellbeing and the College to the community
- 6.7 Understands the broader community within which the College resides and is aware of the cultural, social and political characteristics that inform the needs of students, families and carers and the challenges they face
- 6.8 Contributes to the development of a College environment that is welcoming, hospitable, life-giving and just

## SELECTION CRITERIA

The individual appointed to the position of Leader of Wellbeing must:

- Be an active member of the Catholic Church or be free from any impediment to full acceptance by the Church
- Have five years of relevant educational experience and be able to demonstrate a successful record of teaching and administrative experience
- Demonstrated experience in a leadership role that allows for the successful delivery of the Key Areas of Accountability listed
- Possess a high level of interpersonal and communication skills
- Be committed and supportive of, working in an innovative learning environment
- Demonstrate the capacity to work as a member of a team
- Be willing to be flexible within the unique context of a school environment
- Hold and maintain a Working with Children Check and TRBWA registration
- Have completed or have made progress towards completing Accreditation to Teach in a Catholic School

### DOCUMENT CONTROL

Version: 0.0 Reviewed: Aug 2020 Next Review: Aug 2021 Reviewed By: HR