

# Junior School Student Engagement and Wellbeing Leader

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## *Position Description*

**Position Level**

Leading Teacher

**1 Position**

Middle Years (Years 7, 8 & 9)

### Selection Criteria

KSC1 Demonstrated high level written and verbal communication skills and high level interpersonal skills including a capacity to develop constructive relationships with students, parents and other staff and contribute to the leadership and management of the school.

KSC2 Demonstrated commitment and capacity to actively contribute to and lead whole school improvement initiatives, manage major curriculum or student activities and a commitment to ongoing professional learning for self and others to enable further development of skills, expertise and teaching capacity.

KSC3 Demonstrated ability to lead and oversee student engagement and wellbeing and the building of high performance professional teams.

### Introduction

The Junior School Student Engagement and Wellbeing Leader will primarily be responsible for the student engagement, management and wellbeing of the middle years (7-9). The role will be proactive in the development of Year Level Leaders (7-9) and the Wellbeing Team of the College. The Leading teacher position will involve the promotion of the student management policies and programs at the College and will be proactive in ensuring that correct policies and procedures are followed and support is provided to students who do not uphold the College values, who are not performing to the best of their abilities or who are undergoing difficulties.

### It is expected that the Leading Teacher performing this role will:

- Provide high level educational leadership in the school community and beyond.
- Provide significant presence as a member of the School's Leadership Team.
- Support the Administration of the College and all other leaders; in particular Year Level Leaders (YLL) and staff of the College in ensuring all school polices are implemented.
- Build and maintain collaborative teams and develop cooperative working relationships that produce excellence in teaching and learning.

- Demonstrate exemplary classroom teaching skills and successfully employ a range of suitable approaches that assist students to reach their full potential.
- Provide high level professional assistance to other teachers and to participate in, actively promoting and supporting the College Performance and Development Process; including opening your classroom to other teachers, carrying out observations and walkthroughs and providing critical and constructive feedback.
- Actively contribute to and support a broad range of extra-curricular activities including: EXPLORE Evening, Parent Information Evenings, Pastoral Care Programs, College celebrations and other events.
- Demonstrate high level communication skills and professional behaviour when interacting with parents, students, colleagues and the wider community.
- Show a strong commitment to developing their own ICT skills and actively use and encourage the use of ICT by others within the classroom.
- Actively contribute to the implementation of the Strategic Plan, Annual Implementation Plan, along with a broad range of other activities.
- Adopt a flexible attitude to the Leadership position description and complete other duties as required by the College Principal.

#### **Duties Specific to this Position of Leadership:**

##### ***Build school capacity and learning culture of high expectations through the development of school policies, procedures and clear and reasonable consequences***

- Provide transformational leadership in the ongoing development and implementation of the school's wellbeing and engagement policies and procedures (Year 7 -9).
- Actively promote and continue to develop the use of Compass amongst the College Community (staff, students, parents and other key stakeholders).
- Actively promote and continue to embed our school culture of positive psychology.
- Support the development and implementation of evidence based and data driven programs for improved attendance and learning outcomes of all students.
- Embed the Restorative Practices approach into everyday practice of all staff of the College.
- Lead the school (Yr. 7 -9) in developing processes to build staff capacity and parent capacity to support student achievement, improved learning outcomes and engagement.
- Support the development, implementation and review of the Pastoral Care Program (Yr. 7 -9) with the Curriculum Assessment and Reporting Leader.
- Oversee the Year Level Assemblies; the content and value of these at the Year 7 to 9 level.

- Lead and drive our Whole School Approach to Discipline for the Junior School.
- Lead the transition process for Year levels of the Sub-School, including Grade 6 into Year 7 transition.

### ***Build student capacity***

- Be a key member of the Student Wellbeing team that monitors and follows up students at risk and assists with the development of Individual Education Plans and Behavioural Support Plans for all students who require them.
- Relentlessly pursue high expectations of all students; but most particularly those who consistently display inappropriate learning or social behaviours and ensure that every possible support and all appropriate consequences have been provided.
- Actively seek out and develop additional supports and structures to ensure all students have opportunities to succeed academically, behaviourally and socially.
- Liaise with the Curriculum, Assessment and Reporting Leader to develop and implement the College Exam timetable (Yr. 7- 9).

### ***Build teacher capacity***

- Oversee and support the work of the Year Level Leaders (YLL) 7 to 9 in following up students at risk behaviourally, socially and academically.
- Provide professional development for YLL 7 -9 in order to ensure their growth in the role and in leadership capacity.
- Ensure that all staff across the College are implementing the Greensborough College whole school approach to discipline.
- Support YLL 7 – 9, Student Wellbeing staff and the Student Services Officer in following the attendance policy and procedures for students who are at risk due to attendance.
- Work with the Pedagogy and Staff Development Leader and the Student Outcomes and Enrichment Leader to provide coaching to teachers in building the learning behaviours of their students.
- Work with the Student Outcomes and Enrichment Leader to analyse data regarding student outcomes. Ensure that a focus is on all groups of students: academically at risk, “cruisers” and high achievers.
- Work with the Student Outcomes Leader, the Senior School Student Engagement and Wellbeing Leader and the Careers and Pathways staff to ensure successful transition for all students at all year levels.

### ***Build parent and community capacity***

- Develop and implement strategies to build parent capacity to support and assist their student in improving their learning outcomes and decreasing absence from school.
- Ensuring appropriate and frequent contact is made with parents by staff for academic, behavioural, attendance and achievements.
- Continue to build our school positive climate for learning and strong connections with parents.
- Support the use of Compass as a whole school communication tool, including developing parent use.