



Bellfield College

K-12 Director of Well-Being

Job Title:	K-12 Director of Well-Being
Reporting to:	As the delegated leader of Student Well-Being and Discipline of the College, the K-12 Director of Well-Being is responsible to the Head of Junior and Senior Schools, and the Head of IHSAN
Direct Reports:	Year Advisors, Stage Coordinators, and Mentors (who also report to the Head of IHSAN (Faith and Mission))
Classification/Salary:	Teacher classification and 3-point Coordinator – Secondary allowance by the Independent Schools NSW (Teachers-Hybrid Model) Multi-Enterprise Agreement 2021- and 0.7-time release

In the context of an Independent Co-educational school, the College's Mission is to educate young Australians in a nurturing and affirming community. And by doing so, promoting academic excellence and social responsibility, providing opportunities for enlightenment, and aspiring to develop people of faith. These high moral standards and integrity are to be maintained and supported by all Staff and brought to life through relationships, actions, and events within this College community.

Purpose of the position

The Director of Well-Being supports the College's Vision of adopting a family-centered approach toward education whereby students will be adept members of society, contribute to, and serve their community. They will infuse the College's Tri-Partnership relationship between Parents, Students, and School in all aspects of their role.

As a newly developed position, the initial focus of the role will:

1. Embed the 2024 Well-Being Organisational Chart
2. Implement the Australian Student Well-Being Framework with IHSAN and Student Voice as a focus
3. Ensure the recording and storage of Student Well-Being information, online and in hard copy, is centralized
4. Ensure Well-Being Policies and Practices are compliant with NESA Registration and Accreditation
5. Develop Support Student Leadership Policies, Practices and initiatives

The Director of Well-Being, working across both the Junior and Senior Schools, is a member of the K-12 College Middle Leaders Teams, with delegated responsibility for the oversight of Student Well-Being practices and procedures within the College.

Role Accountability

1. **As Team Leader, the Director of Well-Being will:**
 - 1.1 Exercise effective team leadership in the development and support of efficient Middle Leaders Teams, in line with the concept of Teams and Team Leadership that underpins the organizational structure of the College
 - 1.2 Work closely with, and support, the College Leadership Team to ensure there is alignment and coherence in Bellfield College as a K-12 School

2. **As the delegated Pastoral Care/Wellbeing Leader (of students):**

To support the College Executive Team the Director of Well-Being will:

- 2.1 Embed the 2024 Well-Being **Organisational Chart** with a focus on the Mentor and Year Advisor Relationship
- 2.2 Implement the Australian **Student Well-Being Framework** with an IHSAN and Student Voice focus
- 2.3 Work closely with the Bellfield Community, and with the College Executive Team to develop a **Student Well-Being definition**, that is understood and owned by the community and that promotes a safe, inclusive, and supportive environment
- 2.4 Ensure the **Framework is consistently applied** across Years K to 12, and aligned to the College's Vision and Mission, and Strategic and Improvement Plans
- 2.5 Work closely with the Bellfield Community, and especially the Stage Coordinators and Year Advisors Teams to **regularly review the effectiveness of the College approach to student Well-Being**
- 2.6 Work with the Learning Support teacher, in collaboration with the Deputy Head of Junior and Senior Schools, about the particular **pastoral support of students with special needs**
- 2.7 Ensure that all **new students and staff are appropriately inducted** into the Well-Being and student management practices and procedures of the College in collaboration with the relevant Stage Coordinators and Year Advisors
- 2.8 Develop Support Student Leadership Policies, Practices, and Initiatives
- 2.9 Work closely with colleagues in the College Executive Team to establish and review the **Student Leadership Development Program** and take responsibility for its implementation across the College from Years K to 12
- 2.10 Planning, mapping, leading, and implementing student leadership initiatives across K-12 College for the parent community
- 2.11 Work with the Head of IHSAN and lead the development of responsibility by staff and students for **stewardship of the College environment**
- 2.12 Ensure Well-Being Policies and Practices are compliant with NSW Registration and Accreditation
- 2.13 Assist in ensuring that all Well-Being activities **comply with relevant statutory requirements** e.g. Child Protection, WH&S, Chemical Safety, etc.
- 2.14 Work closely with the College Executive Team on the application of processes for **student suspension and exclusion** within the College framework of Well-Being
- 2.15 Delegate responsible for associated **child protection issues**
- 2.16 Oversee the **recording of student attendance and the associated documentation (including attendance policy)**
- 2.17 Oversee the development, implementation, and regular review of the **College's approach to student management** including:
 - a. Behaviour management
 - b. Attendance
 - c. Punctuality uniform
 - d. Presentation of safe practices to and from school
 - e. Student Behaviour on School Buses and associated issues

3. **As a delegated Spiritual/ Cultural Leader by:**

- 3.1 Ensure that the **Spiritual dimension of the student's development is given appropriate attention** in line with the College's Vision and Mission
- 3.2 Liaise with the IHSAN Team in key College events regarding prayer gatherings, worship, and Hajj camps
- 3.3 Promote, develop, and protect the **vision, mission and beliefs**, and Islamic educational tradition in every aspect of College life
- 3.4 **Model values** of sincerity, honesty, modesty, respectfulness, humility, courage, compassion, cleanliness, trustworthiness, justice, and forgiveness
- 3.5 Encourage the development of **social conscience** which looks particularly to protecting the weak and marginalised in the community.
- 3.6 Ensure that **College policy and practice are respectful of women and men**, and nurture respect for difference in all its forms – gender, race, talent, religion, culture
- 3.7 Support the provision and priority of **quality Illuminations programs** for students and the expression in prayer and worship at the College

4. **As a delegated Community Leader:**

- 4.1 Create a **climate of Tri-Partnership** care, hospitality, and community service for all branches of the College family
- 4.2 Develop and maintain adequate procedures for the appropriate **ongoing involvement of parents in the well-being programs** of the College and student Personal Development issues
- 4.3 Ensure that **teachers work closely with teachers, Year Advisors**, and in the case of students experiencing difficulty, the **Counsellor** (when appointed) and **parents** as appropriate
- 4.4 Provide support and a resolution, for staff, students, and parents **when parental (and student) concerns around student behaviour are escalated**
- 4.5 Provide opportunities for students and **parents to engage in activities that strengthen their understanding of the College's Student Well-Being Framework** so the community and all stakeholders have an aligned and coherent view of the College
- 4.6 Work with Marketing to **publish and promote positive well-being stories** in the community
- 4.7 Work with the College Executive to create a **positive staff morale**

5. **As a delegated Educational Leader:**

- 5.1 Work closely with the Deputy Head of Junior and Senior Schools to support and build on effective procedures for the **collection/recording of student academic progress information** and access by Stage Coordinators and Year Advisors
- 5.2 Work closely with Year Advisors to develop effective and consistent ways of **monitoring student progress and communicating this progress to parents and other stakeholders**
- 5.3 Ensure that **student well-being programs** within the College are challenging innovative, and meet the needs of all students, and enable each student to experience well-being opportunities of the highest possible standard
- 5.4 Work with the Head of IHSAN to support the development of strategies to assist staff in infusing the **well-being programs** with a focus on Character strengths and Virtues
- 5.5 **Model quality teaching and learning** techniques at all times

6. **As a delegated Administrative Leader:**

- 6.1 Ensure the recording and storage of Student Well-Being information, online and in hard copy, is centralized
- 6.2 Ensure that the **communication channels**, about well-being, with colleagues and the College Executive Team, Coordinators, teachers, Homeroom teachers, Mentors, and parents are effective and are in place
- 6.3 Review regularly, with the Deputy Head of Senior and Junior Schools, the **structure and process of parent meetings**
- 6.4 Review the College system of awards and then plan, map, and develop a College Awards Framework that is aligned with the Australian Student Well-Being Framework and the needs of the Bellfield community
- 6.5 Assist the College Executive Team in implementing Annual Goal Setting and **Performance Review** processes for the Year Advisors and Stage Coordinators Teams.
- 6.6 Work in collaboration with the College Executive Team to ensure that **quality staff are appointed** to all Well-Being positions in the College
- 6.7 Working with the student community to ensure that the **College buildings, plant, and equipment** used by the students are respected and appropriately cared for, to promote a safe, inclusive, faith-filled, and supportive environment and academic care
- 6.8 Contribute to the development and supervision of the **College budget** regarding the well-being dimension of the College
- 6.9 Work with the College Executive, in developing effective strategies for gaining access to **specific purpose funding** for students and College programs

7. **Professional Development by:**

- 7.1 Attend relevant courses, conferences, seminars, and/or in-services
- 7.2 Be actively involved, and promote, Professional Learning, especially opportunities for members of the Year Advisors and Stage Coordinators Teams at the College

8. **Special Requirements Variable Duties/Hours:**

The nature of the position is such that the Director of Well-Being is required to be available outside the “normal” office/College hours to participate in the entire life of the College fully.

Key Knowledge:

1. Demonstrated an understanding of Professional Learning, and experience in, issues facing Girls' and Boys' Education
2. A current and future-focused perspective of developments in the Well-Being of Students

Essential Criteria for the role:

- Be able to demonstrate an understanding of the College's Vision and Mission as articulated in the College's Strategic Plan and Improvement Plans, especially concerning well-being
- Be able to demonstrate a high level of competency in the area of well-being
- Have a minimum of five years of experience in schools and in leadership (in some capacity)
- Have a 'Working with Children Check Clearance

Desirable Criteria for the role

- Be able to demonstrate an understanding of the Australian Student Well-Being Framework
- Have, or be working towards, post-graduate qualifications in Pastoral Care/Well-Being, Education or Leadership,

Teaching Requirements

The Director of Well-Being is a 3-point Coordinator and will carry a 0.3 teaching load to be reviewed annually by the Heads of the Junior and Senior Schools and IHSAN.

Appraisal/Review Conditions

The Director of Well-Being will undergo a Professional Review of College policy. In addition, they will collaborate with the Heads of the Junior and Senior Schools and IHSAN to set individual and team goals yearly.

Length of Tenure:

The Director of Learning is appointed on a permanent contract.