

Position Description for Secondary Wellbeing Officer

Primary Task

The Secondary Wellbeing Officer:

- Is called to serve in their office under the Lordship of Christ, faithfully executing the responsibilities detailed in this description.
- Should understand the direction of the School (as articulated by the Board) and serve within the authority of the Wellbeing team to assist in the realisation of this direction.

Job Details

Responsible to	Secondary Wellbeing Coordinator, Assistant Principal- Secondary
Time Fraction	Part Time (FTE 0.35)
Holidays	School holidays, including a pro-rata amount of four weeks paid annual leave taken during non-term time. Leave without pay in school holidays.
Conditions	Educational Services (Schools) General Staff Award 2020, and the National Employment Standards (NES) within the Fair Work Act 2009

ROLE:

The Secondary Wellbeing Officer has a broad role. They undertake a variety of duties which mostly comprises assisting and supporting students with social and emotional challenges, with the goal to transition students back into the classroom and other educational activities. The position may also include some administrative or clerical tasks. The duties are performed under close direction and supervision from the Secondary Wellbeing Coordinator. Tasks may involve a wide range of duties of a routine nature, depending on program requirements.

Our Vision

Seeking the Kingdom of God in Education

Our Mission

We provide Parent-governed, Christ-centered schooling with learning experiences that challenge each student to actively live for God in His world, while partnering with Christian parents in the nurture of their children at a price affordable to those who are committed.

Preamble

1. Mount Evelyn Christian School's (MECS or "the School") educational objectives are encapsulated in the School's Mission and Vision and more specifically in the Educational Creed (which seeks to describe a biblical worldview underlying Christian teaching and living). The School is a member of the umbrella organisation Christian Education National (www.cen.edu.au).
2. The heart of employment arrangements is to establish a dynamic, Christ-centred and mutually supportive framework between the Secondary Wellbeing Officer and the School (through its appropriate leadership personnel) to assist in the ongoing establishment and furtherance of its mission and vision.
3. The relationship between the School and the Secondary Wellbeing Officer shall be characterised by love, humility and service as taught in the Scriptures. Both share a common mission and a confidence that each will act in the best interests of the other in order that God's Kingdom may be advanced.
4. Employment arrangements between the School and the Secondary Wellbeing Officer presuppose a biblical view of all offices which allows every person, by virtue of being a representative of God, to hold one or more offices to serve the lord, and for which special competence has been given by the Lord. All such offices acknowledge an appropriate God given authority, which is also recognised, respected and upheld by the school community. These arrangements also presuppose that such arrangements between Christians shall reflect the commitment to one another's welfare, sense of justice and desire to encourage what is taught in the Scriptures. These arrangements are between brothers and sisters in Christ, who recognize the gifts and roles of one another, and who desire that these gifts and roles can be exercised confidently and effectively for the benefit of the whole community.

Job Description	
Tasks:	<p>The goal for the Secondary Wellbeing Officer is to initially, support and respond to distressed students, and to implement in-school arrangements and strategies that allow them more easily manage their mental health and wellbeing challenges.</p> <ol style="list-style-type: none"> 1. Respond to student wellbeing crises: supporting students to a state of calm, ensuring effective communication with relevant teachers/staff, and where applicable linking students with school counsellors or secondary wellbeing coordinator, who will provide risk assessments and create safety plans. 2. Use various methods and strategies to support a student’s wellbeing. 3. Assist and/or coordinate lunch clubs for secondary students. Tasks include collaborating with wellbeing/learning support staff, creating a lunch club schedules, leading/assisting a club, creating material for lunch clubs and assisting with the promotion of lunch clubs. 4. Participate in identifying, promoting, and intentional seeking youth voice and perspectives. 5. Be an active participant in all wellbeing team meetings, wellbeing officer meetings, individual meetings and any other relevant meetings. 6. Maintain ongoing, secure notes of the interactions and engagement with students, in a timely manner. 7. Effectively use our internal student management system (Compass) to make observations, register meetings and access student data. 8. Assist with promoting help seeking behaviours & reducing mental health stigma. This includes during individual conversations with students, and during group discussions. This may include assisting with ‘R U OK’ day and other relevant days that promote healthy wellbeing, accessing support for mental health, and the celebration of neurodiversity. 9. Support and engage in small group discussions where required: E.g., Wellbeing or Health classes. 10. Communicate with relevant learning support teachers and year level coordinators, as directed by the Secondary Wellbeing Coordinator. 11. Implement relevant strategies/supports/tasks as identified as part of a student’s learning support plan or student/wellbeing support plan etc. 12. Attend camps, incursions, and excursions in negotiation with leadership, to provide wellbeing support, respond to wellbeing crises, and where applicable, provide activities and additional individual or small group support for students.

	<p>13. Assist with the development of student support plans for camps and excursions, in collaboration with the learning support team</p> <p>14. Proactively seek involvement in relevant curriculum areas in order to connect with students across the school.</p> <p>15. Be adaptable and flexible in finding ways to connect with students.</p> <p>16. Participate in relevant Workbreak (professional development week) activities as directed by the Secondary Wellbeing Coordinator.</p>
<p>Skills & Experience</p>	<ol style="list-style-type: none"> 1. Understand the Secondary Wellbeing Officer goal/objective: Supporting students with their social and emotional challenges, so they can enter back into learning environments. 2. Knowledge, skill, and experience in providing emotional support to students with mental health and wellbeing challenges. 3. Work with social and emotionally distressed students individually, and in small groups effectively. 4. Strong inter-personal skills. 5. Adaptable, flexible, and capable. 6. Can work independently (initiative skills) and work collaboratively as a team. 7. Strong organizational and documentation skills. 8. Appropriate behaviour management. 9. Keen observation skills. 10. Competent user of ICT. 11. Know and comply with ChildSafe and confidentiality protocols and boundaries. 12. Previous professional or community volunteer experience in working with young people with mental health and wellbeing challenges.

Conditions:

1. 2 days per week (8.20am- 3.30pm). Lunch break 30 minutes unpaid.
2. Workbreak – Secondary Wellbeing Officers are expected to complete their normal hours during workbreak, although the actual times and days may be different. They will be required on-site during specified times, and may complete hours attending to professional development online, as directed by the Secondary Wellbeing Coordinator.
3. Secondary Wellbeing Officers will be provided with a laptop.
4. During camps, Secondary Wellbeing Officers staying overnight will be paid 12 hours per day. Secondary Wellbeing Officers attending camps during the day will be paid for hours of attendance.
5. Secondary Wellbeing Officers are required to complete mandatory modules, including:
 - a. Child Safe Practices
 - b. OH & S
 - c. Mandatory Reporting
 - d. First Aid
 - e. Anaphylaxis and Asthma
 - f. Disability Act in Education training
- The hours taken to complete these requirements may be considered “time in lieu” and offset against Workbreak hours, with approval by the Secondary Wellbeing Coordinator and Assistant Principal, Secondary.
6. When the Secondary Wellbeing Officer is requested to attend school events outside of regular hours, the additional hours will be considered “time in lieu” or be additional pay, in negotiation with the Secondary Wellbeing Coordinator and Assistant Principal, Secondary.
7. Secondary Wellbeing Officers are eligible to attend professional development during their school hours, with the cost of the program covered by the school. Applications should be made with approval of the Secondary Wellbeing Coordinator and applied through EMS 360.
8. Secondary Wellbeing Officers will participate in an annual professional conversation about their role, their goals and achievements. This will be with the Secondary Wellbeing Coordinator.
9. Secondary Wellbeing Officers are invited to attend social events, such as birthday and/or farewell afternoon teas and section social events, such as Christmas festivities, in their own time, if they are not scheduled on for that day or if these occur outside their paid work hours.