



Position Description

Position Title	Student Pastoral Wellbeing – Mental Health & Wellbeing
Organisation	Catholic Education Sandhurst Limited (CES Ltd)
School	St Franics Primary
Location	Nathalia
Enterprise Agreement and or Award	Victorian Catholic Education Multi-Enterprise Agreement 2018
Classification	Dependent on experience (Classification from VCMEA)
Remuneration	Dependent on experience (Classification from VCMEA)
FTE	0.4 FTE
Status	Fixed Term
Reports to	Principal

Our Organisation

Catholic Education Sandhurst Limited (CES Ltd) is committed to the mission of Catholic Education across the Diocese of Sandhurst. With a rich history dating back to 1853 the Diocese reaches from Central to Northeast Victoria. The organisation supports more than 3000 employees in 52 schools and 2 early childhood facilities. It also provides support to 4 secondary colleges owned and operated by Religious Institutes.

CES Ltd participates and cooperates in the work of the Catholic Education Commission of Victoria Ltd (CECV), which has key responsibilities for the allocation and distribution of government funding, facilitating cooperation across the four Victorian Dioceses, and in working and cooperating with government statutory authorities.

The Chief Executive Officer of Catholic Education Sandhurst is appointed by the Board of CES Ltd to support the administrative, organisational, and service matters to Catholic schools within the Diocese.

The Chief Executive Officer and all delegations via that position operate within the parameters of Canon Law and the Catholic Church structures and processes. CES Ltd is the employing authority for its schools and acknowledges and respects the role of Parish Priests within the Parish communities in which schools are located and supported.

Our Vision

The vision for CES Ltd is to provide, in partnership with our families, stimulating, enriching, liberating, and nurturing learning environments in each of the Catholic school communities within the Diocese. At the heart of this vision is our commitment to the ongoing duty of care that we have for the safety, wellbeing and inclusion of all children and young people.

We believe:

- That the values of the Gospel are central to who we are, what we do, and how we act
- That we have a vital role in the mission of the Catholic Church to imagine and seek new horizons while respecting our Tradition
- That a strong sense of community is dependent on the quality of our collegial relationships
- That each person's potential is fostered through the dedicated ministry of Catholic Education
- In leadership encompassing vision, innovation, and empowerment

Our Values

CES Ltd Values underpin and reflect the behaviours we expect of our staff:

Principles of Catholic Social Teaching

The identity of the Sandhurst Catholic School reflects the principles of Catholic social teaching, grounded in the person of Jesus, and interpreted and enacted for the "common good" in response to the "signs of the times".

These principles require that the dignity and potential of each person be fully respected within a climate that is conducive to peace, security, and development. This must find expression in the relationships, structures, curricula, planning, processes, and care in the everyday life of the school.

Respect

Respect for the dignity and potential of each person within a climate that is conducive to peace, security, and development. This must find expression in the relationships, structures, curricula, planning, processes, and care in the everyday life of the school.

Partnerships

The Sandhurst Catholic Schools do not function in isolation. In attending to the religious dimension of education, the most fundamental partnerships are those with parents/guardians and with local Catholic faith communities. The school is part of the wider Church community.

Faith

The tasks of evangelisation, catechesis and religious education are shared by home, school and parish, with each having its own distinct contribution to make in a sense of genuine partnership.

School Summary

St. Francis School provides a dynamic, student-centred approach to education for children living in and around the Nathalia area. From our foundation in 1961 by the Missionaries of the Divine Motherhood, St Francis School has provided an education, which has at its heart the Franciscan values of peace and joy, justice, integrity and respect for all creation. With a focus on the development of the whole person; intellectual, spiritual, social, physical and emotional development,

St. Francis' school seeks to create an environment which enhances learning, nurtures young people and empowers them to live the Catholic faith in the spirit of Jesus Christ. St. Francis' school is committed to providing our young people, our future, with exemplary educational experiences and opportunities that foster their many and diverse gifts and talents and meet their many and diverse developmental needs.

Position Summary

Mental Health and Wellbeing Leader works across the school to implement a whole-school approach to mental health and wellbeing for students, staff and families based on a broad knowledge of the needs of the school community. This includes:

- building the capacity of school staff, in particular classroom teachers, to identify and support students with mental health concerns in the classroom
- supporting the school to create clear referral pathways internally (within school) and externally (to community services) for students identified as requiring further assessment and intervention
- coordinating targeted mental health support for students by working with school wellbeing and leadership teams, teachers, parents/carers, CES Ltd Office and external agencies

The role is designed to ensure mental health prevention and early intervention are embedded in the classroom. Using their intimate knowledge of the in-classroom experiences of teachers, Mental Health and Wellbeing Leaders complement the school's existing wellbeing team by bringing it together with CES Ltd Office staff, community services and other health professionals to engage and build relationships with appropriate mental health and wellbeing support.

Mental Health and Wellbeing Leaders undertake training in mental health literacy, supporting emerging needs, and building school capacity and participate in ongoing support and professional development through structured and regular Communities of Practice.

Key Responsibilities

School, leadership and wellbeing team	<p>Operating in collaboration the Mental Health and Wellbeing Leader will:</p> <ul style="list-style-type: none">• Promote a whole school approach to mental health and wellbeing to students, staff and families• Support teachers and school staff to expand their capacity to embed evidence-based mental health strategies, interventions and programs and build mental health literacy to identify and support primary school students with mental health concerns.
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	<ul style="list-style-type: none"> • Coordinate clear referral pathways internally (within school) and externally (to community services) for students identified as requiring further assessment and intervention. • Proactively work with and support CES Ltd Office staff, school wellbeing and leadership teams, teachers, parents/carers and other external agencies to coordinate targeted mental health support for primary school students. • Attend professional development as required.
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Carry out all other duties that are within the limits of the skill, ability, competence, and training of the employee, and aligned with the requirements of the role as may be directed from time to time.

Mandatory Responsibilities and Requirements

Compliance with CES Ltd Policies and Procedures

- All CES Ltd policies and procedures are available in either CompliSpace and/or the Staff Portal. It is expected that all employees of CES Ltd must ensure that they comply with policies, procedures and standard ways of work practices when carrying out their work. Any breaches in compliance may result in disciplinary action.

Compliance with Occupational Health and Safety

- All CES Ltd employees have a responsibility to take reasonable care of their own health and safety along with the safety of others. It is expected that all employees comply with policies, safe work procedures, instructions, and rules of CES Ltd's OH&S Management System.
- All employees must report any hazards or any other health, safety, or wellbeing issues to their team leader/principal. There is also an expectation that employees will actively eliminate hazards, follow instructions, and participate in training and consultation processes.
- All employees who have responsibility to supervise /lead others have additional responsibilities including ensuring that employees have clearly defined safety roles and responsibilities, addressing OH&S issues immediately, be aware of tasks being undertaken by employees and ensure that they have the skills required to perform tasks safely, ensuring training is provided to address any knowledge or skills gaps for performing work safely, ensuring clear policies and procedures are implemented as well as holding regular OH&S meetings with employees and managing non-compliance.
- Depending on the role some employees will be required to provide evidence of successful completion of First Aid Certificate inclusive of Anaphylaxis training prior to commencing employment with CES Ltd.

Compliance with Child Safety Legislation

- CES Ltd is committed to creating and maintaining a child safe school environment in which all students feel safe and are safe. They do this by promoting the safety, wellbeing, and inclusion

of all children. All CES Ltd employees have a responsibility to comply with current Child Safety legislation. This includes keeping up to date with relevant mandatory reporting requirements and maintaining a valid working with children check or VIT registration. CES Ltd are committed to ensuring the safety of children in our care, as such rigorous reference and background checks are conducted at the pre-employment stage. All staff are also expected to comply with the Child Safety Code of Conduct as amended or varied from time to time.

Key Selection Criteria

Essential	Qualifications and Registrations	<ul style="list-style-type: none"> • Tertiary qualifications in Education. • Registration with the Victorian Institute of Teaching (VIT). • Accreditation to teach within a Catholic school or Accreditation to teach Religious Education (or willingness to commence upon appointment). • First Aid Certificate. • Anaphylaxis Certificate.
	Knowledge and Experience	<ul style="list-style-type: none"> • Demonstrated ability to inform and influence the work of others involved in the engagement, mental health, wellbeing or learning of children and young people. • Experience in the development, implementation and evaluation of processes and strategies relating to mental health, wellbeing or learning. • Experience in influencing and negotiating buy-in and ownership for ideas, gaining agreement to proposals, or involving experts or other third parties to strengthen a case.
	Commitment to Catholic Education	<ul style="list-style-type: none"> • Demonstrated commitment to Catholic Education and Catholic Identity along with an understanding and willingness to work within the Catholic ethos, traditions, and practices of the Diocese of Sandhurst.
	Commitment to Child Safety	<ul style="list-style-type: none"> • Ability to demonstrate an understanding of appropriate behaviours when engaging with children and young people. • Knowledge and understanding of the requirements of the Child Safety Standards including creating cultural safety for Aboriginal and Torres Strait Islander students and families.

	Skills and Attributes	<ul style="list-style-type: none"> • Demonstrated high level interpersonal skills and communication skills. Demonstrated high level of capability to establish and maintain collaborative relationships with students, parents, other employees and the broader school community to focus on student learning, wellbeing and engagement. • Demonstrated ability to support a student's mental health, wellbeing or learning by developing and maintaining connection with external services.
Desirable		<ul style="list-style-type: none"> • Post graduate qualifications in student wellbeing or mental health.