

POSITION INFORMATION DOCUMENT

Spanning across multiple campuses and sites on Kurna land in the western suburbs of Adelaide, Nazareth incorporates an Early Childhood Centre, Reception to Year 12 College, a Pathways & Partnership Centre, and a variety of community and engagement programs.

We provide learning that is holistic, inclusive, lifegiving, and lifelong. Our promise is that students will find their chosen pathway and graduate knowing they matter absolutely, have the power to make the world a better place and influence positive change.

A strong partnership between staff, children and families ensures we are all striving for the same outcomes.

Families are at the heart of our faith and learning environment and we are committed to building community through nourishing family life. It's not just students who get to experience what Nazareth has to offer, as we coordinate a range of programs and initiatives to support and celebrate all members of our community including early learners, graduates, parents, seniors and friends.

At Nazareth we invite our community to a deeper understanding of God through authentic, engaging, and life-giving experiences.

From the Early Childhood Centre to Year 12, we are continually examining the needs of young people as we prepare them for life as critical, informed and motivated contributors to the local community and beyond. In our community diverse cultures and religions are recognised and embraced. We embrace a contemporary approach to faith and learning, where innovation, technology and our environment enable both students and staff to be at the forefront of education.

Grounded by our Catholic beliefs, we aspire to be a living experience of Church, with every family and member of our community at the heart of what we do each and every day.

At the centre of Nazareth's vision is a community who, in partnership with Parish, gathers in prayer and celebration, with the Eucharist, from which it draws its inspiration, as the focus. The Christian message, together with the Catholic traditions and practices, is evident in contemporary, relevant, and diverse gatherings.

At Nazareth every single student and their family is known and celebrated for their unique gifts and talents, and it is our mission to help each young person in our care, seek their passions and follow them.

Name:

Position Title: Middle School Head of Student Wellbeing

POR Level: 4

POR Tenure: Commencing 1 February 2027 and concluding 31 January 2031

Release Time: 12 hours per week.

Campus Location: Flinders Park

KEY WORKING RELATIONSHIPS

- Principal
- College Deputy Principal
- Deputy Principal – Head of Middle School
- Middle School Head of Teaching and Learning
- Leaders of Teaching and Learning
- Year Level Coordinators
- Neighbourhood Coordinators
- Mentor Group Teachers
- Catholic Identity Team
- Senior School Head of Student Wellbeing
- Middle School Leadership Team
- Learning Support Coordinators
- Student Counsellors
- Staff
- Students
- Families

BROAD PURPOSE

The Middle School Head of Student Wellbeing is a member of the Flinders Park Campus Leadership Team, supporting the Deputy Principal – Head of Middle School, the College Deputy Principal, and the Principal in leading and shaping student wellbeing across the campus.

The role provides strategic and operational leadership of student wellbeing, behaviour, engagement and pastoral care, ensuring all students are supported to achieve their personal, social and academic potential. This includes overseeing student progress, attendance, behaviour and uniform standards, and coordinating targeted interventions and support for students requiring additional assistance.

The Middle School Head of Student Wellbeing leads the campus wellbeing structure, including Heads of Year Level, Neighbourhood Coordinators and Student Counsellors, ensuring a coordinated and proactive approach to wellbeing, behaviour management, attendance, engagement and student support services.

The position oversees the implementation of intervention programs, monitors and analyses wellbeing and behavioural data, and identifies emerging trends and concerns. Working collaboratively with staff, students, families and external agencies, the role develops and implements strategies that promote positive outcomes for both individual students and cohorts.

The Middle School Head of Student Wellbeing also oversees student leadership programs, pastoral care initiatives, and student events across the campus, and contributes to staff professional learning in areas such as wellbeing, behaviour management, restorative practices and engagement.

A key responsibility is maintaining clear oversight of student wellbeing and behavioural matters, ensuring that significant issues, trends and priorities are effectively communicated to senior leadership. The role provides regular reports, advice and recommendations to support informed decision-making and the development of a positive, safe and inclusive school culture.

This role requires an experienced educator and leader who models professionalism, collaboration and strong relationships, and is committed to fostering a culture of care, accountability and high expectations for all students.

ROLE RESPONSIBILITIES – POSITION OF RESPONSIBILITY

Under the leadership of the Deputy Principal – Head of Middle School, the Middle School Head of Student Wellbeing will be responsible for:

Leadership in Student Engagement, Behaviour and Leadership

- Ensure that College policies, practices and expectations support the highest standards of student behaviour, engagement, attendance and presentation.
- Lead a high-quality student induction, formation and transition approach with a sustained focus on welcome, connection, sense of belonging and community.

- Participate in student educational progress reviews in collaboration with Heads of Year Level, Neighbourhood Coordinators, Head of Teaching and Learning and Leaders of Teaching and Learning.
- Work alongside Heads of Year Level and Neighbourhood Coordinators to lead and facilitate College House initiatives, with a focus on community-building and student engagement.
- Monitor student uniform, attendance and staff management of these in collaboration with Year Level Coordinators.
- Ensure there are opportunities and structures that enable student voice and engagement.
- Lead in the development and implement strategies to encourage positive staff, student and parent interaction.
- Promote the importance of effective communication with all parents and students at the college.
- Play an active role and provide advice on matters pertaining to students, where appropriate.

Leadership in Catholic Identity

- Encourage and support the ethos and mission at Nazareth.
- Promote the spiritual life of the College through visible leadership of our Catholic identity.
- Give witness to Catholic values in carrying out duties, particularly in relation to the care and management of students and promote student care and management practices in the College which reflect those values.
- Collaborate leaders and others responsible for the religious dimensions of the College in relation to student programs and events.
- Be aware of and support links between Nazareth, other schools, and the local church.
- Promote positive relationships and standards of behaviour within the College, which reflect Gospel values and provide a safe environment for students, staff, and families.

Leadership of Student Wellbeing Program and Practices

- Lead the Middle School wellbeing team, including the Heads of Year, Neighbourhood Coordinators and Student Counsellors.
- Lead the development of social, emotional and physical wellbeing of all students.
- Lead, shape and review College wellbeing and development programs that is based on best practice and research and delivered through the pastoral care program.
- Create and lead staff professional learning opportunities linked to student wellbeing and development programs, building staff capacity, skills, expertise and knowledge.
- Liaise with Student Counsellors and the Pastoral Care team regarding the provision of support and assistance to students and families as needed.
- Keep up-to-date with emerging trends relating to the provision of student care and appropriate strategies for improvement.
- Liaise and consult with relevant members of leadership as required when serious pastoral care/discipline matters arise.
- Promote and accept leadership roles in College events, House and year level activities as required.
- Coordinate Middle School events and gatherings such as, but not limited to camps, retreats, transition programs, assemblies, masses, liturgies and parent information events.

Leadership with Students

- Meet with students and families to set/review learning and behaviour goals.
- Liaise with external providers to collaborate on strategies to support appropriate student conduct, attendance and behaviour to support student participation and agency
- Support teachers and students in the engagement of Child Protection Curriculum and Protective Practices in support of a continued agenda of growing respectful and safe relationships.

Leadership in Administration

- Oversee the allocation of new and existing students to houses and classes in collaboration with other leaders.
- Lead, promote and manage school processes that will ensure the maintenance of appropriate standards of student behaviour.
- Liaise with the Heads of Year Levels, Neighbourhood Coordinators and Learning Support Coordinators to identify students at risk and implement strategies for support, inclusion and improvement.
- Attend wellbeing meetings, and any other relevant meetings directly relating to student welfare.
- Ensure adherence to and implementation of student related policies.

- Be an exemplary professional role model for staff and students.
- Regularly attend significant College events and student activities.
- Undertake other relevant duties as directed by the Deputy Principal – Head of Middle School, College Deputy Principal or Principal.

ROLE RESPONSIBILITIES - TEACHER

1. Professional Responsibilities

- Uphold the practices outlined by the Australian Professional Standards for Teachers
- Operate in accordance with the Charter for Teachers in SA Catholic Schools
- Actively commit to uphold and contribute to the ethos of Catholic schools in general as well as that of Nazareth
- Comply with relevant legislation as well as South Australian Commission for Catholic Schools (SACCS) and the school's policies, guidelines and procedures
- Meet and teach students at designated locations and times
- Appropriately assist students who are hurt, sick or in distress
- Diligently undertake supervision duties, including regular yard duty
- Complete administrative tasks accurately and on time including record-keeping
- Attend staff and other required meetings, parent teacher interviews and other school-related activities as required

2. Content of Teaching and Learning

- Plan a comprehensive learning program in line with Australian Curriculum
- Address students' varying intellectual, emotional and physical abilities in teaching practice
- Identify individual learning needs and styles, and plan learning experiences that enable all students to achieve success.
- Know, understand and apply a range of learning methodologies and technologies in the classroom environment
- Demonstrate and apply best practice in teaching and learning and remain current in knowledge of developments in educational practice

3. Classroom Management and Behaviour Education

- Establish positive and effective relationships with students
- Establish and maintain a task-oriented learning environment
- Set and adhere to timelines for completion of work
- Work with students to create an attractive, welcoming classroom environment
- Maintain standards of tidiness and orderliness
- Ensure necessary equipment and facilities are accessible, available and in readiness for planned activities to suit the learning activity
- Make all reasonable efforts to manage the behaviour of students effectively within the directions of the relevant policies and procedures
- Consistently maintain behavioural expectations and respond appropriately to student behaviour by applying behaviour management skills as per school policy
- Identify factors contributing to prolonged, repeated or severely irresponsible behaviour and seek resolutions
- Apply effective consequences and strategies to assist students who interfere with teaching and learning

4. Assessment and Reporting of Student Learning

- Maintain accurate and comprehensive records of student progress and achievement
- Use a variety of assessment and reporting methods to regularly monitor the learning process
- Use assessment that is purposeful and relevant to the teaching and learning program and the learning needs of students
- Provide students with constructive feedback on performance that reinforces student achievement and focuses on improvement

- Provide parents/caregivers and students with detailed, accurate and informative reports at appropriate times, as required by the school

5. Interaction with the school and broader community

- Demonstrate effective communication skills with students, colleagues, parents/caregivers and others at all times
- Work effectively as a member of the school team to actively and positively support school activities
- Participate in partnerships with colleagues to reflect upon and improve teaching and learning practice in designated curriculum areas
- Positively engage in and undertake professional development, training and professional reviews when required
- Perform other duties as required by the Principal (or delegate)

PERSON SPECIFICATION

- Current Teacher Registration in South Australia and relevant demonstrated knowledge and experience
- Teacher Accreditation in Catholic Education SA
- Demonstrated skills, knowledge and experience relevant to the role requirements
- High level interpersonal skills to interact positively with the school community and be a positive role model and professional representative for the school at all times
- Excellent written and verbal communication skills and able to work collaboratively within a team environment and effectively teach students to achieve required learning outcomes
- Be self-directed and utilise initiative and judgement to fulfil role requirements
- Excellent organisational skills with ability to problem solve and ensure required timelines are met
- Willingness to actively and positively uphold and contribute to the culture and ethos of the School
- Proficient ICT skills and knowledge and ability to fully utilise required systems and programs, or ability to quickly learn and use

SPECIFIC REQUIREMENTS

- Applicable First Aid Certificate relevant to the role requirements
- Current and acceptable Working with Children Clearance and screening to work in Catholic Education SA
- Current valid Responding to Risks of Harm, Abuse and Neglect – Education and Care certificate
- CESA Staff do not need to be vaccinated against COVID-19 as a condition of employment, with the exception of CESA Staff working in High-Risk Settings. CESA Staff are however strongly encouraged to have and maintain an Up-To-Date Vaccination Status in accordance with the ATAGI statement. The vaccination requirement for CESA Staff working in High-Risk Settings is a condition of employment or engagement unless an exemption is approved in accordance with the CESA COVID-19 Vaccination Policy.

WORK HEALTH AND SAFETY

This role is deemed to be a Worker under the South Australian Work Health and Safety (WHS) Act 2012.

As a Worker, while at work you must:

- take reasonable care for your own health and safety
- take reasonable care that your actions or omissions do not adversely affect the health and safety of other persons
- comply, in so far as you are reasonably able to, with any reasonable instruction given by the employer
- cooperate with any reasonable policy or procedure of the employer that is related to health and safety at the workplace that has been notified to workers

(Reference: Division 4, Section 28 – SA WHS Act 2012)

This position information document indicates the general nature and level of work performed by the incumbent and is not a comprehensive listing of all responsibilities, tasks and outcomes.