



IMMANUEL LUTHERAN COLLEGE

JOB AND PERSON SPECIFICATION

PRIMARY SCHOOL CO-ORDINATOR – WELLBEING

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| POSITION TITLE: | Primary School Co-ordinator – Wellbeing |
| SUB SCHOOL: | Primary |
| LINE MANAGER: | Principal |
| REPORTS TO: | Head of Primary School |
| COMMENCEMENT DATE: | 1 January 2020 |
| TENURE: | 5 Years |

DIMENSIONS OF POSITION

The Primary School Co-ordinator - Wellbeing is responsible to the Principal of Immanuel Lutheran College through the Head of Primary School. In this role, the Primary School Co-ordinator is to:

- Model servant leadership as shown to us by our Lord and Saviour, Jesus Christ.
- Display the qualities of good leadership, management and administration.
- Work closely with the Head and Deputy Head of Primary School.

The Primary School Co-ordinator - Wellbeing, as a leader, must:

- be innovative, focused on people and relationships and inspiring to the College community; and
- display the qualities of a good leader, manager and administrator.

POSITION OBJECTIVES

The Primary School Co-ordinator – Wellbeing will:

- (a) Assist the Head of Primary School in fulfilling the aims and purposes of Immanuel Lutheran College, supporting the philosophy and ethos of the College; and
- (b) Accept the delegated responsibility and authority vested by the Head of Primary School and assume the overall management of Pastoral Care and Wellbeing in the Primary School.

ACCOUNTABILITY

The position is accountable to the Principal through the Head of Primary School.

JOB DESCRIPTION

The following responsibilities and accountabilities will be undertaken by the Primary School Co-ordinator – Wellbeing.

General

1. actively support the values and ethos of the College;
2. ensure staff within the Primary School embed the core Lutheran Education Australia (LEA) values: love, justice, compassion, forgiveness, service, humility, courage, hope, quality and appreciation;
3. hold appropriate, or be willing to gain, Lutheran accreditation leadership qualifications as required by the Lutheran Church of Australia (Pathways - Accreditation Teacher);
4. be committed to undertaking out-of-hours activities related to promotional and educational aspects of the College, including attendance at camps as required, and carry out all duties in a spirit of Christian compassion;
5. perform such other duties as the Principal may assign from time to time;
6. Assist with the management of Primary School staff absences, particularly emergency cover; and
7. Fulfil a teaching load of up to 0.2FTE by negotiation with the Head of Primary School.

Leadership

The Primary School Co-ordinator – Wellbeing is responsible for supporting the Head and Deputy Head of Primary School with the day-to-day operation of the Sub-School, with specific focus on:

1. leadership through modelling and innovation in the area of student wellbeing;
2. management of student issues;
3. development and review of the Sub-School procedures in pastoral care and wellbeing;
4. supporting the P-12 Learning Enhancement Coordinator, College Chaplains and Counsellor in the spiritual and emotional journey of students in the Primary School;
5. facilitating positive relationships in students, staff and parents;

6. sub-school budget development and monitoring as it relates to wellbeing and pastoral care;
7. preparation of Primary School timetables and duty rosters;
8. in the area of pastoral care and wellbeing, lead Primary School events such as, but not limited to, Assemblies, Open Days, Orientation Days, Under 8's Day, Grandparent's Day, Year 6 Graduation, Awards evenings and Parent Information evenings; and
9. assume the role of Acting Deputy Head of Primary School as required.

Pastoral Leadership

1. actively focus on the individual students and their families within the College community;
2. ensure a school environment that is positive and safe for all members;
3. work in collaboration with the Principal and the Primary School Leadership Team:
 - a. to develop and implement an effective approach to and system of pastoral care of students and staff which is consistently applied across P-6 and P-12
 - b. where necessary, address particular issues of behaviour management through the P-12 Building Responsible Behaviours framework
 - c. foster positive staff morale and wellbeing.
4. leading the development and implementation of Pastoral Care programs, practices and procedures within the Primary School;
5. support teachers in the implementation of effective student management procedures;
6. lead the Student Representative Council alongside the Primary School Captains and Vice Captains;
7. ensure that student management in the Primary School is fair, consistent and that students learn to take responsibility for their actions;
8. apply consistent standards of expectation in relation to student behaviour, attendance, punctuality, uniform, and personal grooming;
9. encourages a spirit of excellence, responsibility and cooperation within students across P-6;
10. model effective, fair and just management of staff;
11. liaise with the class teacher, Learning Enrichment staff, College Chaplains and Counsellor with regard to the particular pastoral support of students with special needs, including chairing the Students of Concern (SOC) in the Primary School; and
12. liaise with parents and relevant staff to ensure effective practices are in place to support students through milestone transitions such as entry to Prep and transition to Year 7.

Educational Leadership

1. contribute to the continued development and achievement of the College's Strategic Plan, specifically but not limited to pastoral care and wellbeing;
2. focus on the development of the Primary School as a Professional Learning Community of the highest quality, and support the implementation of Curriculum initiatives across the Primary School;
3. foster and promote excellence in learning and teaching, with specific reference but not limited to pastoral care and wellbeing
4. Model and monitor quality teaching and learning practice with a focus on student learning outcomes, including mentoring and coaching staff specifically in Pastoral Care and Wellbeing program implementation;
5. participate fully in the life of the College by attending meetings and presentations where required;
6. as required, facilitate meetings with parents, students and staff; and

7. convene as required, forums comprised of students, staff and parents to consider a range of specific College operations.

PERFORMANCE MANAGEMENT

In relation to setting goals and managing performance, Key Performance Indicators (KPI's) are mapped against the position description so that performance can be measured and acknowledged.

| Leadership | Key Performance Indicator |
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| Strategic Plan | <p>Quarterly reports are made against the Strategic Plan relevant to Pastoral Care and Wellbeing P-6</p> <p>Innovative, well researched and student focussed pastoral and wellbeing programs are developed and implemented</p> <p>An annual report provided outlining key achievements and proposals for the future</p> |
| Curriculum | Relevant material is developed for class teachers P-6 including professional learning in the area of Pastoral Care and Wellbeing |
| Pedagogy | Support the enactment of the College agreed pedagogical framework in the Primary School in conjunction with the Deputy Head of Primary School – Curriculum and Pedagogy and Head of Primary School |
| | Research and implement teaching and learning programs and dissemination of relevant material in pastoral care and wellbeing. |
| Performance Management | A cyclic review is conducted in consultation with the Head of School of all Year Level and key Pastoral Care staff and subsequent reports are submitted to the Principal |
| | The Primary School Co-ordinator - Wellbeing is regularly monitored against Position Description and professional guidance and feedback is provided as required |
| Ministry | A high level of spiritual leadership is evidenced through daily interactions with staff, students and parents |

| Staff/Students/Parents | Key Performance Indicator |
|------------------------|--|
| Staff Support | The Primary School Co-ordinator – Wellbeing is provided consistent direction and professional development to ensure they are effective in their role |
| Behaviour Management | All student matters are effectively monitored to ensure the encouragement, support, welfare and safety of each student |
| Student Leadership | Support will be provided to the Head of Primary School to appoint, train and manage student leaders ensuring feedback is given to build capacity in Primary School leaders |
| Parental Communication | Proactive contact with parents to strengthen home/school partnerships, including intervention and support for Classroom Teachers in the areas of learning and teaching |
| Communicate | Actively and regularly distribute information to staff using a variety of communication methods |
| College Culture | Information sessions for students relating to College ethos and expectations are facilitated throughout the year |

| Administration | Key Performance Indicator |
|----------------|--|
| Policies | Primary School policies are identified, updated, implemented and scheduled for review |
| Publications | Primary School Pastoral Care and Wellbeing content for College publications is provided as required |
| Budget | Accurate and relevant budgets are prepared relating to Pastoral Care and Wellbeing in the Primary School |

SELECTION CRITERIA

SC 1 - Educational/Vocational Qualifications

- A registered teacher with demonstrated competence in teaching and learning in the classroom
- Accredited, or seeking to be accredited, as a leader within Lutheran Education
- Holding academic qualifications in keeping with the level of responsibility and preferably including relevant post graduate study

SC 2 - Personal Skills, Abilities and Aptitude

- Actively support the values and ethos of the College with the ability to relate the Gospel message to the advertised role and encourage a spirit of Christian care amongst staff and students
- A visionary and evidence-based approach to Pastoral Care and Wellbeing and its application to the College setting
- Demonstrated effective skills in administration, interpersonal relations, planning and programming
- Conversant and experienced in using digital technologies relevant to the management of a school
- Demonstrated ability to lead teams and effect change within an organisation
- Ability to analyse problems and formulate clear and effective solutions
- Superior organisational ability and demonstrated self-motivation in setting goals, prioritising work and managing multiple tasks

SC 3 - Knowledge and Experience

- Relevant or related experience at an appropriate level of leadership
- Experience in the development and implementation of activities and policies
- Demonstrated ability in effectively developing pastoral care and wellbeing programs in a Primary School setting
- A thorough knowledge and understanding of current and emerging trends in education
- Demonstrated ability to relate effectively to a diverse range of staff and students
- A working knowledge and understanding of the Framework for Lutheran Schools and its application to ministry and care

Classification Level

- The Position of Added Responsibility (PAR) of Primary School Coordinator - Wellbeing is classified as a PL2 and in accordance with the Queensland Lutheran Schools Single Enterprise Agreement 2016 and the National Employment Standards, has a tenure of 5 years.

Performance Standards and Review

- A performance review will take place midway through and in the last year of the contract
 - Six months before the end of the appointment, the Principal and the incumbent will enter negotiations regarding the arrangements applying at the expiry of the appointment
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