## POSITION DESCRIPTION

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### Catholic Education Office, Diocese of Ballarat

**POSITION TITLE:** Leader Well Being

**REMUNERATION SCALE:** A competitive salary as per the Victorian Catholic Education Multi-Enterprise Agreement 2018, commensurate with relevant experience and qualifications. Access to salary packaging.

**REPORTS TO:** Assistant Director System Improvement

**FULL TIME EQUIVALENT:** 1.0

**CLASSIFICATION:** 5 year contract. This term may be extended for a further 3 year period subject to a review of CEOB requirements and Director endorsement

**LOCATION:** Any Office location**:** Ballarat, Warrnambool, Horsham or Mildura

**AUTHORISED BY:** Director of Catholic Education

**DATE:** September 2019

**Primary Objective**

To contribute to the overall leadership, development and capacity building of learning and teaching in Catholic schools within the Diocese of Ballarat. The particular focus for the Leader Well Being will include co-ordinating and providing leadership to Education Officers to build teacher capacity that will lead to improved learning outcomes for all students, in additionto co-ordinating services for students with specific learning needs.

**Accountability**

The Leader Well Being is accountable to the Assistant Director System Improvement.

**Delegations**

The Board of the Diocese of Ballarat Catholic Education Limited (DOBCEL) develops diocesan education The Board of the Diocese of Ballarat Catholic Education Limited (DOBCEL) develops diocesan education policy and recommends it for ratification by the Bishop of Ballarat.

The DOBCEL Board delegates to the Director of Catholic Education the leadership, oversight and management of DOBCEL schools and the Catholic Education Office, the appointment, supervision and performance management of Principals of DOBCEL schools and CEOB staff.

The DOBCEL Board ratifies the appointment of Principals for DOBCEL Schools on the recommendation of the Director of Catholic Education and the local panel, in accord with the DOBCEL Principal Selection and Appointment Policy and Procedures.

The Director of Catholic Education delegates the leadership and administration of the school to the Principal in accordance with the DOBCEL Delegations Procedures.

**Job Environment**

The position is responsible to lead and work as a member of a cohesive and collaborative System Improvement Team and Diocesan Education Team focused on improving well being outcomes for all students and supporting students with diverse learning needs. This will require working collaboratively with the Educational Consultants and Education Officers to facilitate the provision of a comprehensive and differentiated service to schools. As requested, the Leader Wellbeing may represent the Director on CECV/ State Government/ Federal Government or Interagency committees and working parties.

**Key Responsibilities on commencement**

1. A commitment to the principles of Catholic education and the ability to realise the mission in the context of the Diocesan Education Community and the objectives and functions of this position.
2. Contribute positively as a member of the broader Diocesan Education Community

**Build a productive team culture with a focus on educational planning, research and service delivery to schools.**

1. Engage as an active member of the executive of the System Improvement Team and other required leadership forums.
2. Provide high-level advice, as appropriate, to the Assistant Director System Improvement on key policy issues related to wellbeing (including behaviour support) and learning diversity.
3. Implement key strategies as detailed in the CEOB Strategic Directions and Annual Plans.
4. Ensure compliance with relevant legislation and all DOBCEL and CEOB policies and procedures
5. Manage and implement the various initiatives within the Diocesan Education Community with a particular focus on the wellbeing framework, response to invention and school wide positive behaviour support.
6. Engage in on-going professional learning to build personal professional knowledge and skills in particular areas of expertise through attendance at relevant conferences and other professional learning

**Contribute to the overall leadership and development of learning and teaching in Catholic schools in the Diocese of Ballarat.**

1. Support dialogue and planning of appropriate professional practice that builds school capacity to support wellbeing, behaviour and learning diversity practices.
2. Facilitate improvement in the quality of differentiated teaching across all schools.
3. Lead and support the planning and provision of relevant professional learning within the Catholic sector.
4. Maintain open communication with principals/curriculum leaders/learning support leaders in schools to ensure all are appropriately informed of relevant educational information pertaining to wellbeing, behaviour and learning diversity.
5. Research current and future approaches to wellbeing and learning diversity and use data to shape and inform the work of team members.
6. Develop strategies for the use of system data to support schools to improve student outcomes.

**Lead the education officers in matters related to the wellbeing framework, school wide positive behaviour support and learning diversity.**

1. Provide leadership and oversight with regard to the wellbeing framework and the support provided through learning support services
2. Establish an annual work plan that appropriately contributes to the CEOB strategic plan and initiatives, that incorporates work within an approved annual budget, and fulfils relevant reporting requirements.
3. Facilitate regular meetings with the CEO Teams and school networks to ensure alignment of goals and sound communication to maintain consistency and cohesion in provision of services between the regions and the system as a whole.
4. Regularly meet with Assistant Director School Improvement to articulate and monitor professional goals through the Performance, Development and Review (PDR) process
5. Manage the performance of Education Officers through the PDR process.
6. Engage in on-going professional learning to build personal professional knowledge and skills in particular areas of expertise through attendance at relevant conferences and other professional learning.

It is not the intention of this position description to limit the scope or accountabilities of the position but to highlight the most important aspects of the position.

The accountabilities described within may be altered in accordance with the changing requirements of the role.

**Key Relationships**

* Assistant Director School Improvement
* System Improvement Executive Team
* Education Consultants
* Leader Learning and Teaching
* Education Officers
* Principals and Leadership Teams
* School networks and clusters
* School staff

# **Selection Criteria (for PD\_Procedures for Application and Selection)**

**Qualifications**

* Accreditation to Teach Religious Education in a Catholic School or working towards.
* Qualified and registered teacher in Victoria or qualified with the ability to gain registration
* Gained or working towards post–graduate qualifications related to Education (desirable)
* Current motor vehicle licence

**Experience**

* Significant experience in a curriculum or wellbeing leadership position
* Significant experience managing curriculum implementation and change management
* Experience at senior leadership level within a Catholic school (desirable)

**Knowledge, skills and abilities**

* High level of emotional maturity/intelligence and the ability to lead from a range of positions/situations
* High level knowledge of Response to Intervention strategies, School Wide Positive Behaviour Support and Wellbeing strategies.
* High level knowledge and understanding of learning diversity
* High level capability at complex decision making and able to make sound judgements
* Ability to embed child safe practices into all aspects of this role
* Ability to relate, influence and communicate to a wide range of people and professions.
* Ability to plan, think and act strategically.
* Ability to use data to inform decision making
* Ability to resolve complex problems and matters of conflict.
* Specialisation in a specific area of curriculum or schooling: e.g. Languages, Gifted Education, Middle Schooling (desirable)
* Knowledge of Professional Learning Communities (desirable)
* Knowledge of System Improvement (desirable)
* Knowledge of developing school networks and clusters (desirable)