



POSITION DESCRIPTION DIRECTOR OF WELLBEING

TENURE:	Full Time, Permanent
RESPONSIBLE TO:	Principal - Nga Tawa Diocesan School
FUNCTIONAL RELATIONSHIP WITH:	Principal Senior Management Team Chaplain Wellbeing Team (Boarding Managers, Deans, Counsellor, Nurse) Mentor Teachers

PURPOSE OF ROLE

The Director of Wellbeing is responsible to the Principal for the strategic direction and management of:

- Boarding
- Pastoral Care
- Improved levels of wellbeing, efficacy, performance, motivation
- Outcomes for students and staff

The Director is a member of the Senior Management Team and as such holds a responsibility for the school's strategic direction and reputation for all-round excellence.

Wellbeing (Hauora), within this context, means students and staff enjoy a state of, physical, mental, emotional, social, and spiritual wellbeing, in which each individual realises their abilities, can cope with the normal stresses of life, can work or study productively and are able to contribute to the Nga Tawa community.

PERSON SPECIFICATION

The Director of Wellbeing will be expected to demonstrate a range of knowledge experience and attributes.

EDUCATION QUALIFICATION

Have a tertiary qualification in social work, health, education, psychology, counselling, or a related discipline. An education background or experience is also advantageous.

KNOWLEDGE AND EXPERIENCE

Comprehensive and practical knowledge and expertise in positive psychology, restorative practice, and an understanding of adolescent girls. Minimum of five years experience in a management role in a school or a relevant social sector organisation, with a demonstrated ability to lead and professionally develop teams and a capacity to manage and resolve issues using innovation and inspiration.

Demonstrated empathy with Māori students and a commitment to the principles of the Te Tiriti o Waitangi and the ability to incorporate these principles into leadership and wellbeing.

Demonstrated conceptual and analytical ability combined with integrity and a high level of discretion.

Can plan, act, review and respond at the highest level of professional practice by

- gathering information, (current research, student and staff voice, observation) analysing and making decisions
- developing strategies, aligning resources and implementing innovative solutions for improvement
- consolidating improvement, changing established practices and implements effective wellbeing frameworks to progress student and staff wellbeing

PERSONAL PROFESSIONAL QUALITIES

Loyalty and ability to provide collegial support to the Principal.

Ability to work as part of the SMT to motivate and mentor colleagues to provide a stimulating positive and rewarding school environment within a continuous improvement context.

Ability to empower young people and to delegate genuine responsibility.

Loyalty and ability to provide collegial support to the Principal.

Demonstrate a commitment to ongoing professional learning. Demonstrate inspiration and innovation in working to resolve problems.

An open warm and caring manner with empathy in dealing with a diverse range of students and adults.

Have the trust, respect and confidence of boarding and wellbeing staff and be seen as approachable and as someone who can hold 'difficult conversations' if the situation demands it.

Demonstrate practical commitment and support of our Anglican Special Character and model our values of courage, respect and integrity.

Ability to represent the School professionally.

Excellent written and verbal communication skills.

Time management and administrative and technology skills and an ability to uphold deadlines.

Demonstrate a commitment to ongoing professional learning

KEY ACCOUNTABILITIES

1. Special Character
2. Strategic Planning
3. Student Wellbeing
4. Staff Wellbeing
5. Health and Safety
6. Corporate Responsibility
7. Personal/Professional Development

Limits of Authority – Approval of expenditure in accordance with School financial policy

1. SPECIAL CHARACTER

Key Tasks

Contribute to the development of the Anglican special character of the school, including as appropriate leadership in worship services

Performance Indicators

Active participation and reflection of the Anglican faith tradition.

Model and lead in demonstration of the school values of respect, integrity, and courage.

At all times behaviour and attitude consistent with school values

2. STRATEGIC PLANNING

Key Tasks

After wide consultation, supported by and considering research, make considered contributions to the Diocesan Boards Strategic and Annual Plan.

Performance Indicators

Considered wellbeing strategic plan goals and annual targets consistent with research and school need.

Increase the School's clarity about and commitment to student and staff wellbeing (Hauora) by

- Delineating the key wellbeing outcomes to be targeted by the school community
- Benchmarking and assessing outcomes at regular intervals to determine the effectiveness of wellbeing strategies implemented by the School

Clear decision-making related to the consistency and quality of wellbeing implementation across the school and within year groups by:

-Mapping the implementation of whole-school proactive and reactive wellbeing, strategies using positive psychology approaches alongside restorative practices

-Evaluating the extent of and need for school resources dedicated to wellbeing and associated decision-making

3. STUDENT WELLBEING

Key Tasks

Develop, implement, and review programmes designed to increase student agency in wellbeing practice – including but not limited to:

- Student Leadership Roles
- Boarding Community
- School-wide Mentoring Programme

Performance Indicators

Students are encouraged to accept roles and are well supported in achieving agreed aims and actions

Develop, implement and review whole school and mentoring programme within a positive psychology framework to

Targeted narratives to achieve school wide wellbeing outcomes, implemented

increase year level boarding manager and mentor teacher understanding and guidance of a student group or individual student.

and reviewed to determine efficacy and school community has a good understanding and appreciation of narratives.

Enhance the positive transition of girls into Year 9 and other year levels

Develop and evaluate orientation programmes and peer support networks to ensure effective student retention.

Develop and manage an effective restorative student management system across the school, including but not limited to

- Achieving behaviour and attitude consistent with special character and values
- Minimising student absence and truancy.

Staff and students have confidence in the restorative system.

Restorative practices ensure holding students accountable and getting the to right a wrong.

Consequences focus on behaviour and the effect it had, thus any effect when pursuing disciplinary action.

*Absence **systems are accurate**, and absentees are monitored by Deans and teacher **mentors**. Truancies followed up.*

In conjunction with the Wellbeing Team, identify students with particular pastoral needs or requirements and ensure that these needs/requirements are being reasonably met. These include students who:

- Have emotional, psychological or behavioural difficulties
- Need support in managing current difficulties in relationships with other students or with staff (including boarding difficulties or family)
- Are Māori and seeking to 'achieve as Māori' in line with Ka Hikitia (the Government's Māori Education Strategy) and with consideration of the school context
- Are International Students

Procedures in place to support students in crisis and special learning and behavioural needs.

Students are identified and supported appropriately, as determined by students, families, wellbeing staff and health professionals.

Develop implement and review effective pastoral processes across the school and in Boarding to support wellbeing in a crisis situation, and adhere to any Ministry of Education or Agency guidelines

Procedures in response to reported abuse, self-harm and response to suicidal ideation as well as crisis plan annually updated.

Adapt to day-to-day operations.

Prepare and collate Parent Handbook

Parent Handbook is updated annually

Liaise with external agencies associated with the school, as well as the community and parents. Coordinate and monitor systems to ensure quality assurance management of the use of external agencies by school staff in relation to student counselling and support.

*External agency reports termly
Quality assurance system monitored.*

Meeting MOE and Hostel Licence requirements with reference to student management.

Agency compliance maintained.

Coordinate the recruitment and deployment of GAP Tutors boarding, classroom, and wider school assistants.

*Recruit suitable candidates.
Develop effective timetables.
Cover academic, sports and boarding requirements.
Provide Pastoral care as required.*

4. STAFF WELLBEING

Key Tasks

Manage with Principal the clear articulation of role expectations and performance indicators for all wellbeing staff across the school, to meet determined wellbeing targets.

Performance Indicators

*Lead in the support, and professional development and appraisal process of wellbeing team.
Staff feedback affirming and confident in their roles and achieving agreed wellbeing targets.*

Support Senior Management in fostering group cohesion and strong positive school spirit across the school.

*Ensure that procedures and practices contribute to establishment and maintenance of a positive school environment.
Positive feedback from staff and students.*

5. HEALTH AND SAFETY

Key Tasks

In conjunction with Principal and Bursar develop school wide systems that are consistent with the Health and Safety at Work Act 2016.

Performance Indicators

Health and Safety procedures pertaining to student wellbeing and crisis management system in place.

Develop and review procedures to ensure students wellbeing and safety, with reference to Vulnerable Children's Act 2014, Hostel Regulations 2005 and Health and Safety 2015 and the Education Act 1989.

Students report feeling safe and cared for and those at risk are identified and referred while also being supported by the school. Maintain the Boarding Handbook.

Support a school wide culture supporting Health and Safety policies where hazards, near misses and injuries are recorded, reported and eliminated as much as is possible.

Hazards and those areas contributing to near misses are reported and eliminated and injuries are reported and treated appropriately.

Procedures and emergency evacuations are practised as legally required and are known by all staff and students.

*Students respond appropriately
Emergency procedures are practiced and documented.*

On site health care (mental and physical) is administered appropriately and confidently when required. Student and staff confidentiality is maintained when appropriate.

*Liaison with Registered Nurse on site and collaboration in review of medical procedures.
Primary Health care providers in school have current qualifications and practical experience.*

Liaise with the HOD Physical Education and Health ensuring that health related programmes occur in conjunction with the

Student education in relation to at risk behaviour and appropriate nutrition.

requirements of the health and food and nutrition curriculum.

6. CORPORATE RESPONSIBILITY

Key Tasks	Performance Indicators
Deputise for the Principal when required	<i>Feedback from staff</i>
In negotiation with the Senior Management Team, participate in weekend on call duties.	<i>Staff/tutor feedback.</i>
Attend Board meetings if required	<i>Meetings attended.</i>
In conjunction with SMT contribute to the practice of staff performance, appraisal and attestation.	<i>Completed appraisal cycle of wellbeing team.</i>
Contribute to the preparation of reports, papers and research for the Board of Trustees, Diocesan Trust Board, Ministry of Education, Principal – including but not limited to <ul style="list-style-type: none">- Compliance and Hostel- Code of Practice International Students- Policy Review- Wellbeing Review – Variance- Board Disciplinary Hearings	<i>Requests for reports are met in a timely manner.</i>
Represent the school at public functions as negotiated with the Principal.	<i>Representation at functions Feedback from staff.</i>
Take part in the corporate life of the school which includes handling concerns of parents/guardians on the progress and development of students, participating in school activities and attending functions where our school is represented.	<i>Available to discuss matters with parents/caregivers. Participate in school activities/functions. Feedback from staff.</i>
Speak to prospective students and promote the school effectively.	<i>Participate in contributing schools marketing and open days. Feedback from staff.</i>
Promote the school positively in any forum, which may include school events and marketing functions	<i>Appropriate professional conduct in every forum.</i>
Provide a thoroughly professional image and example to all members of the school community.	<i>Behaviour, attitude consistent with values. Professional dress is appropriate as determined by dress code.</i>
Foster good working relationships with all agencies associated with the School, as well as community and parents.	<i>Feedback from agencies, community and parents.</i>
Participate in activities related to the co- and extra-curricular programme provided for students as negotiated with the Principal	<i>Contribute as requested.</i>
Contribute to the management of School events in conjunction with DP Curriculum and other senior staff e.g. Powhiri, Graduation Dinner, Prize giving, Assemblies, Year 11-	<i>Appropriate contributions</i>

12 student/parent functions and Year 9 to 13 parent information evenings.

Contribute to the Nga Tawa News and the Nga Tawa Script. *Contribute as requested.*

Perform such other duties and assume other responsibilities as the Principal may assign. *Appropriate contribution.*

8. PROFESSIONAL/PERSONAL DEVELOPMENT

Key Tasks

Performance Indicators

Attend professional conferences and courses to maintain personal awareness of developments related to current wellbeing practice, but could include curriculum area if teaching is required.

Report on conferences attended to Principal.

Maintain registration with appropriate professional body.

Registration is current.

Signed:
Deputy Principal

Date:

Signed:
Principal

Date: