# Position Description

**POSITION TITLE:** Wellbeing Leader

**POSITION CLASSIFICATION:** Position of Added Responsibility (PAR)- Pastoral Leader 1

**REPORTS TO:** Head of Students with overall responsibility to the Principal.

**DATE OF PREPARATION:** 8th September, 2026

**POSITION SUMMARY**

The Wellbeing Leader is an exemplary practitioner who works to support the holistic development of student wellbeing, personal development, and academic learning for a specific year level within the secondary school. The role includes an intentional focus on supporting students during their learning in the secondary phase, a time acknowledged as having specific developmental needs generally and in terms of maintaining a positive and engaged experience at school.

The Wellbeing Leader supports students by operating confidently within the expectations and processes the College. The Wellbeing Leader will work closely with a range of College staff. Depending on the context this may involve working closely with year level class and pastoral care teachers, Heads of Students, Heads of Studies, College Pastor, College Counsellor, and Deputy Principal.

The role will also require ongoing engagement with and where relevant recommendation and/or implementation of programs informed by best practice and College approaches and priorities.

**KEY RESPONSIBILITIES**

- The Wellbeing Leader will:
  - Support and contribute to the growth of a strong Lutheran faith community through personal example and professional leadership.
  - Lead the development of House spirit for one of the College Houses with a particular emphasis on sport carnival days.
  - Lead initiatives to develop and maintain positive partnerships and collaboration with parents and caregivers in support of student learning.
  - Grow a positive school culture of challenge and care, that promotes high levels of student wellbeing and student learning through high standards of pastoral care
  - Enhance student-learning outcomes through being the first point of referral beyond the classroom context for the provision of a safe and supportive learning environment that encourages caring and purposeful relationships between staff and students.
  - Utilise personal development and relational management strategies, including those associated with restorative processes and positive psychology.
  - Foster an encouraging and challenging learning environment that focuses on the development of the whole person. This includes the monitoring and follow up of student's academic, social and emotional development, including engagement with co-curricular activities.
  - Together with the Heads of Students and other key staff, ensure the successful integration of new students and their families into the college community
  - Support and/or be responsible for the organisation of significant year level events (eg. year level camps and parent information evenings)
  - Actively lead and initiate year-level specific programs and activities during break times in the school day.
  - Model engagement and lead the ongoing growth of student wellbeing in line with the College's goals and priorities. Be engaged with the latest wellbeing research.

**KEY RESPONSIBILITIES (cont..)**

- Set high standards of student conduct, presentation, engagement and attendance, encouraging high quality participation in all activities of the college.
- Professionally enhance, encourage and support the Pastoral Care program of the college to enhance student learning and wellbeing outcomes for specific year levels. This includes attending setting term-based and weekly plans for the Pastoral Care lesson time in collaboration with other Wellbeing Leaders, and leading the PC teachers for their allocated year level.
- Demonstrate high degree of professionalism and responsiveness in all communications with parents/carers about their children's pastoral and learning needs.
- Model effective leadership and be committed to ongoing professional development and person health and wellbeing in order to manage the complexity of the role.
- Meet with and support at risk students identified through reports/monitoring tools/teachers/Head of Middle Years Students and Learning Enrichment.
- Keep records on student matters and action taken.
- Teach a negotiated teaching load inclusive of the relevant year levels.

**OTHER DUTIES**

- Other duties as directed by the Principal that are consistent with the intent of the role.
- Assist and deputise for the Heads of Students as requested.
- Be committed to ongoing Professional Development.
- Participate in ongoing review of professional practise, gaol setting and reflection of student outcomes.

**ESSENTIAL EXPERIENCE and SKILLS**

- Excellent interpersonal skills.
- Effective verbal, listening and communication skills.
- Excellent record keeping skills
- The ability to work effectively as a member of a leadership team
- Be courteous and responsive in dealing with your colleagues, students and parents
- Training in Restorative Practices and student wellbeing program
- Experience in working in a student pastoral support role desirable but not essential.

**WORKING ARRANGEMENTS**

Leaders of Student Wellbeing will be paid an allowance corresponding to the responsibilities of the position. Above-schedule time release will be provided to support the Leaders of Student Wellbeing in carrying out the duties of the role.

It is not intended that the Leader of Student Wellbeing will have a PC class. PC time will be used in support of Pastoral Care activities and an opportunity to work with individuals or groups.

**KEY SELECTION CRITERIA**

Applicants are requested to present a written response to the key selection criteria below when this position is advertised:

1. Demonstrated skills that reflect the ability to contribute to the development of the Christian ethos of the College
2. Demonstrated knowledge and skills required to review, develop and implement behaviour management and pastoral care policies and programs
3. Knowledge and demonstrated skills of best educational and leadership practice including a high level of pedagogical expertise
4. Demonstrated interpersonal and communication skills including confidence, flexibility, confidentiality, teamwork, innovation and perseverance
5. Demonstrated skills to support the college's co-curricular program

**WORKPLACE HEALTH AND SAFETY**

All staff will strive to create and maintain a safe and healthy work environment by working safely, adhering to instructions and using the equipment provided in accordance with safe operating procedures. Where appropriate, staff will initiate and participate in worksite inspections, accident reporting and investigations, develop safe work procedures and provide appropriate information, instruction, training and supervision. Staff will also inform the Principal / Supervisor of any unsafe working practices or hazardous working conditions.

Please refer to the College Workplace Health and Safety Responsibility Statement

**COLLEGE EXPECTATIONS – CODE OF CONDUCT**

By accepting employment with the College, you must be aware of and comply with the Code of Conduct. The aim of this Code is to outline the standards of behaviour expected of all employees of the College. The Code places an obligation on all employees to take responsibility for their own conduct and to work with colleagues cooperatively to achieve a consultative and collaborative workplace where people are happy and proud to work.

Therefore, you must:

- Sign receipt and acceptance of College Code of Conduct Policy.
- Conduct yourself, both personally and professionally in a manner that upholds the ethos and reputation of the School;
- Comply with the College's policies and procedures (in particular, be supportive of the Christian ethos and the educational aims of the College);
- Act ethically and responsibly;
- Be accountable for your actions and decisions.

**STATEMENT OF CHILD AND CULTURAL SAFETY**

The Lutheran Education Queensland system of Lutheran schools, colleges and early childhood education and care services in Queensland (**LEQ**) is committed to providing environments where children and students are safe, supported, and able to thrive.

We have zero tolerance for child abuse, harm, neglect, or exploitation in any form. The safety and wellbeing of children and students is our highest priority and the paramount consideration in all decision-making involving children and students.

We recognise that safeguarding children and students requires deliberate, consistent action. This includes maintaining strong systems, building capability across our workforce, and ensuring that concerns are taken seriously and acted upon without delay.

We are committed to:

- acting with the safety, wellbeing and best interests of children and students as the paramount consideration at all times
- exceeding the 10 Child Safe Standards in every part and activity of our organisation
- creating culturally safe environments that are free of racism and discrimination, and upholding the right to cultural safety of all children, and especially those who are Aboriginal persons or Torres Strait Island persons (**the universal principle**)
- creating and maintaining environments that prevent harm and reduce risk through strong governance, supervision and safe practices
- listening to, respecting, and taking seriously the voices of children and students
- responding promptly and appropriately to concerns, disclosures, or allegations, including through fair and child-centred processes
- complying with all legislative and regulatory child safety obligations, including mandatory reporting and the Reportable Conduct Scheme

This commitment will be communicated to children, students, families and staff, and LEQ will maintain accessible pathways for raising concerns.

We are committed to the regular training and educating our workers (including staff, volunteers, contractors, and leaders) on child and cultural safety.

We do not tolerate child abuse or harm, racism or discrimination. We will take the steps necessary in line with our policies, procedures, risk management practices and codes of conduct to ensure that we maintain child and culturally safe environments.

All workers (including staff, volunteers, contractors, and leaders) share responsibility for child safety and wellbeing, and are expected to uphold this commitment in their roles.

**SPECIFIC YEAR LEVEL RESPONSIBILITIES***

**Year 8**

- Year 8 Camp
- Information evenings for Year 8 parents, including subject selection evening
- Year 8 Thrive days
- Year 8 break time activities
- Year 8 Pastoral Care Program

**Year 9**

- Year 9 Camp
- Year 9 Information Evenings
- Year 9 Thrive Days
- Year 9 break time activities
- Year 9 Ambassador applications and support
- Pastoral Care program
- Leading Year 9 ambassador assemblies when needed

**Year 10**

- Googa Outdoor Education program
- Support of SET Planning
- Support of subject selection planning
- Year 10 Thrive Days with a focus on leadership development
- Year 10 Pastoral Care program
- Road safety education (RAAP)

**Year 11**

- Preparation and planning of Year 11 Formal (including dance lessons)
- Pastoral Care program for Year 11
- Leadership application process
- Curriculum Support program planning and coordination
- Support of Christian Studies Days
- Thrive Program
- MATES program
- Roadcraft program and road safety education (RYDA)

**Year 12**

- Graduation event preparation and planning
- Christian Studies Days
- Curriculum Support program planning and coordination
- Support of Christian Studies Days
- Coordination of assemblies
- Milestone celebrations
- Retreat days
- QIP program
- Thrive Program
- Oversee Year 12 student leader groups and leaders
- Road safety education (YouChoose and LAW)
- Installation services

* Any other duty as specified by the Principal