Provide a comprehensive and integrated framework to coordinate the school response to the wellbeing needs of students and their families, with an increasing emphasis on early intervention strategies and approaches through consultation and the development of programs, procedures and policy.

### FULL POSITION DESCRIPTION

#### 1. DUTIES

1.1. Provide high quality advice and support to whole school communities, in the development and implementation of programs, procedures and policies on the wellbeing of students, particularly those at risk of disengagement from school.

1.2. Collaborate with school staff, Student Support Services and support agencies to develop and implement a range of programs and interventions with students and the school community that foster resilience, improve attendance and respond to identified social, emotional and educational needs.

1.3. Increase awareness, understanding and skills of staff in the school community in the area of student wellbeing as outlined in the *Framework for Student Support Services in Victorian Government Schools*, particularly primary prevention and early intervention.

1.4. Establish and maintain links with Student Support Services, school networks and relevant support agencies with a view to optimising and coordinating service provision to students at risk of disengagement from school.

1.5. Provide leadership in the identification and analysis of emerging student wellbeing issues and coordinate specialist advice on the range of appropriate interventions.

#### 2. KEY SELECTION CRITERIA

2.1. Qualifications in teaching, social work, youth work, psychology or a relevant community health or welfare field an advantage.

2.2. Understanding of common approaches, policies, programs and research relating to student wellbeing.

2.3. Experience in the delivery of student and family wellbeing services in a relevant setting and, preferably, experience working with schools in the area of student wellbeing.

2.4. Demonstrated experience in the coordination of services and the provision of information, support and consultation.

2.5. Highly developed communication and interpersonal skills, including the ability to work collaboratively and network with the wide range of people within the education and wider community.

2.6. Demonstrated ability to design, deliver or coordinate professional development in the area of student, family or youth wellbeing.

#### 3. OTHER RELEVANT SKILLS, KNOWLEDGE AND EXPERIENCE

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1 Intending applicants are strongly recommended to become familiar with the Department of Education and Training policies as outlined in the *Framework for Student Support Services in Victorian Government Schools*, see reference next page.
3.1. A sound knowledge of current educational issues and the priorities of the Department of Education and Training.

**CONTACT**

Further information about the position(s) is available from ______________________________

____________________________

Phone: ______________________________

The position is located at ______________________________

____________________________

Reporting to: ______________________________

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**HOW TO APPLY**

- Email applications send to
- Mail applications send to
- Applications addressing the key selection criteria will be accepted until ...... / ........ / ........

**OTHER RELEVANT INFORMATION**

Conditions apply.

Successful applicants are subject to a satisfactory police records check.

If appointed from outside DE&T, successful applicants will be required to complete a statutory pre-employment health declaration.

A probationary period of up to three months may apply for a person appointed to an ongoing position from outside the Public Service or the Teaching Service.

**CONTEXT STATEMENT**

**The School**

Description

**DE&T goals and targets**

- Victoria will be at or above national benchmark levels for reading, writing and numeracy, as they apply to primary students, by 2005.
- Ninety per cent of young people in Victoria will complete Year 12, or its equivalent, by 2010.
- The percentage of young people aged 15–19 engaged in education and training in rural and regional Victoria will rise by 6 per cent, by 2005.

**Program accountability and performance measures including:**

1. Attainment data (such as P-2 reading, AIM, teacher judgment against Victorian Essential Learning Standards literacy and numeracy outcomes);
2. Absence data;
3. Staff, student and parent opinion;
4. Student destination data; and
5. Student retention data

**Framework for Student Support Services in Victorian Government Schools.**


Key support documents for the Policy Framework include the Teacher Resource and Professional Development Support Materials.