



CSSK POSITION DESCRIPTION

Student Wellbeing Support Worker

Statement of Commitment to Child Safety

The wellbeing and safety of all students is of central importance at Castlemaine Steiner School (CSSK). Young people, including those of a linguistically or culturally diverse background, with a disability or who identify as Aboriginal or Torres Strait Islander, have the right to be physically and emotionally safe at all times. They have the right to be protected from all abuse and neglect. All employees of Castlemaine Steiner School are responsible for ensuring the Child Safe Policy is enforced and are required to sign the CSSK Code of Conduct – Child Safety and undertake training in this area as required. All applicants should be aware that the school conducts extensive background checks in accordance with our Child Safe Policy.

ROLE PURPOSE	<p>The purpose of this role is to work with the Leadership team to support student wellbeing across the school. This includes:</p> <ul style="list-style-type: none">• liaising with the school's teaching and leadership teams in the delivery of student wellbeing services• contributing to improving student engagement and connectedness• contributing to providing a safe, inclusive and supportive learning environment• contributing to providing pastoral care and guidance to students• operating within the school community and with external providers.
ROLE CONTEXT	<p>The School began its journey in 1988 and is located in a beautiful rural setting in Central Victoria approximately 1.5 hours from Melbourne. We provide a Steiner Education from Kindergarten to Class 8, after which students can continue their senior Steiner education locally in the Steiner Stream at Castlemaine Secondary College.</p> <p>This is a part time, 13 hours per week, fixed term position for three years.</p> <p>Salary is in line with award specifications</p>
KEY ACCOUNTABILITIES	<p>Roles and Responsibilities</p> <p>The Student Wellbeing Support Worker reports to the Principal. The roles and responsibilities of the Student Wellbeing Support Worker may include:</p> <ul style="list-style-type: none">• supporting student attendance, engagement and mental health• supporting students in difficult or challenging situations such as during times of grief, change,• providing students with referrals to specialist services when required

- supporting teachers to provide pastoral care and guidance to students about values and ethical matters
- supporting physical, emotional, social and intellectual development and wellbeing of students
- supporting an environment of cooperation and respecting a diversity of cultures and traditions.
- Working with the leadership team and teachers to develop wellbeing programs and materials for use across the school

Professional Qualifications

The Student Wellbeing Support Worker must hold a Certificate IV equivalent or higher qualification that includes competencies in:

- mental health and making appropriate referrals, and
- providing pastoral care or working with youth.

Qualifications in the Community Services Training Package that meet these requirements are::

- Certificate IV in Chaplaincy and Pastoral Care (CHC42315)
- Certificate IV in Community Services (CHC42015)
- Certificate IV in Mental Health (CHC43315)
- Certificate IV in Youth Justice (CHC40513)
- Certificate IV in Youth Work (CHC40413).

Other qualifications in psychology or social work may be suitable. See:

- the Psychology Board of Australia approved courses of study
- the Australian Association of Social Workers accredited courses.

Safety and Compliance

The Student Wellbeing Worker will adhere to all school policies, particularly those relating to Child Safety.

All staff employed at CSSK are expected to understand and effectively apply safety policies and practices as relevant to their role.

Ensure the good physical and mental health and safety of students at the School through maintaining a thorough understanding of School policies and procedures (including the Positive Behaviour Development Policy), as well as knowledge of/compliance with emergency and accident procedures, undertaking all actions necessary and holding a conscious awareness of real and potential safety concerns.

Professional Development

Attend professional development activities/sessions/workshops/seminars as appropriate, negotiated with the Principal and according to school budget allocation. Participate in private study and/or group study work to understand the school's Policy in relation to the Safety of Children.

Disclaimer

This Position Description is a guideline to illustrate the main role responsibilities. It is not intended to be an exhaustive list and may change within the scope of the role at the Principal's discretion. Employees may also be required to undertake other reasonable duties as directed.

SELECTION CRITERIA	<p>Essential</p> <ul style="list-style-type: none"> • Hold a valid employee Working with Children Check. • Experience supporting the general wellbeing of students within a school community. • Experience in providing assistance/support to improve student engagement and connectedness. • Ability to foster a safe, inclusive and supportive learning environment. • Experience in delivering wellbeing assistance/support within a multidisciplinary team • Ability to operate within the school community and with external providers, including providing students with referrals to specialist services when required. • Ability to support schools and teachers to identify and develop educational, social and emotional programs to support students. • Willingness to work with a Steiner-education view of child development <p>Desirable</p> <ul style="list-style-type: none"> • Familiarity with the principles and practices of Steiner Education. • First Aid Level 2
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How to Apply

Applications must include a Cover Letter, Curriculum Vitae - containing minimum two professional referees and a separate document addressing the Selection Criteria.

Applications should be marked 'Private and Confidential' and forwarded to: recruitment@cstk.vic.edu.au by the close date.