

Status:	1 Year Tenure 3 lessons (approx. 0.1 FTE)
Commencement date:	January 2024
Area of appointment:	Years 10 – 12
Position Reporting to:	Director of Wellbeing
Committee Membership:	Secondary Wellbeing Team
Collaborative Working Relationships:	Head of Secondary, Director of Student Wellbeing, Pastoral Care Leaders, Director of Christian Faith, Counsellors
Pre-requisites:	<p>These qualifications/certificates are required prior to commencing employment at HILLS and must be updated for the duration of employments at HILLS:-</p> <ul style="list-style-type: none"> • Registered, or eligible for registration, with the Teachers Registration Board of South Australia • Current Working with Children Check • Current Responding to Risks of Harm, Abuse & Neglect Certificate (RRHAN-EC) • Current First Aid Certificate • Current Driver's Licence

Introduction

All members of staff of The Hills Christian Community School Inc. are expected to uphold and demonstrate personal qualities and behaviours which are consistent with the School's Statement of Aims and Objectives, and its Statement of Belief. These include:

- A personal Christian faith, which is reflected in his/her daily living
- A love of children and teaching
- Acceptance and respect for people from diverse backgrounds and viewpoints
- The ability to work co-operatively and harmoniously as part of a team
- Being supportive and encouraging to children, colleagues and parents
- Having positive relationships and open communication with the whole school community
- A positive outlook on life which enhances relationships
- A commitment to personal and professional growth
- Appropriate qualifications (or working towards).

Role Purpose

The Pastoral Care Leader will be responsible for modelling Restorative Practices principles to staff, students and parents while providing support for educators in Years 10-12 in the effective implementation of Restorative Practices consistent with the school's Behaviour Management Policy and Procedure, Mission and Values. The Pastoral Care Leader will provide support for educators and students in regard to wellbeing concerns in conjunction with the Nurtured to Thrive (Student Wellbeing) team and support educators in maintaining the HILLS Way Values.

This position may be combined with our other advertised positions.

Key Selection Criteria

- Ability to actively listen to leadership, staff, students and parents with empathy and understanding.
- Demonstrated experience in responding to student behaviours using a restorative approach.
- Ability to facilitate and document agreements made in response to inappropriate behaviours.
- Strong emotional intelligence with the ability to develop and support staff in their reflective practice as they implement a restorative approach in working with students.
- Ongoing commitment to life-long learning.

Key Results Area (KRA) as related to the AITSL standards**1. Know students and how they learn**

- Support educators to create developmentally appropriate strategies to understand principles of Restorative Practice and manage minor behaviour issues at the class level.
- Actively support students in their understanding of appropriate behavioural choices to ensure full participation in school life.

2. Know the content and how to teach it

- Work with educators to ensure that a consistent approach to Restorative Practice principles is implemented and evident across year levels.
- Work with educators as a reflective partner to develop proactive and affirmative approaches to de-escalate low-level student behaviour that is non-cooperative, disruptive or in breach of school expectations.

3. Plan for and implement effective teaching and learning

- Support educators in developing agreements with students that provide them with achievable and appropriate behavioural goals that promote positive learning environments and safe play spaces.
- Support the Director of Christian Faith and Director of Student Wellbeing and the Year 10 – 12 Care Group educators to schedule and implement the wellbeing program, Chapel, assemblies and House/Year Level Meetings.
- Contribute to the planning and running of co-curricular activities (eg. camps, guest speakers, Parent Information Nights) with the Head of Secondary, Director of Student Wellbeing, Camps Coordinator and CG Educators (Year 10 – 12)

4. Create and maintain a supportive and safe learning environment

- Support educators in managing challenging behaviours by facilitating Extended Mini-Conferences where there has been an unsuccessful resolution of Mini-Conferences, or there has been a break in a reflection agreement.

- Support educators in overseeing the general culture of year levels, including the physical space, safety of classroom environment and student approaches to learning.

5. Assess, provide feedback and report on student learning

- Actively monitor educators' documentation of student behaviour, Mini-Chats, Mini-Conferences, and Mini-Agreements.
- Provide timely information regarding student behaviour to the Director of Student Wellbeing and the Head of Secondary School.
- Analyse data and SEQTA notifications to identify students of concern and report to the Nurtured to Thrive (Student Wellbeing) team

6. Engage in professional learning

- Participate in professional learning relating to Restorative Practices and wellbeing as determined by the Director of Student Wellbeing and/or the Head of School.

7. Engage professionally with colleagues, parents/caregivers and the community

- Implement professional and respectful dialogue with staff, students, and parents/caregivers when responding to behavioural and wellbeing concerns.
- Support educators in establishing regular contact procedures with parents/caregivers
- Promote the development of strong and positive partnerships between parents and the school
- Contribute to the planning and running of year-level activities and events in collaboration with the Head of Secondary, Director of Student Wellbeing, Care Group and Subject educators (Year 10 - 12)