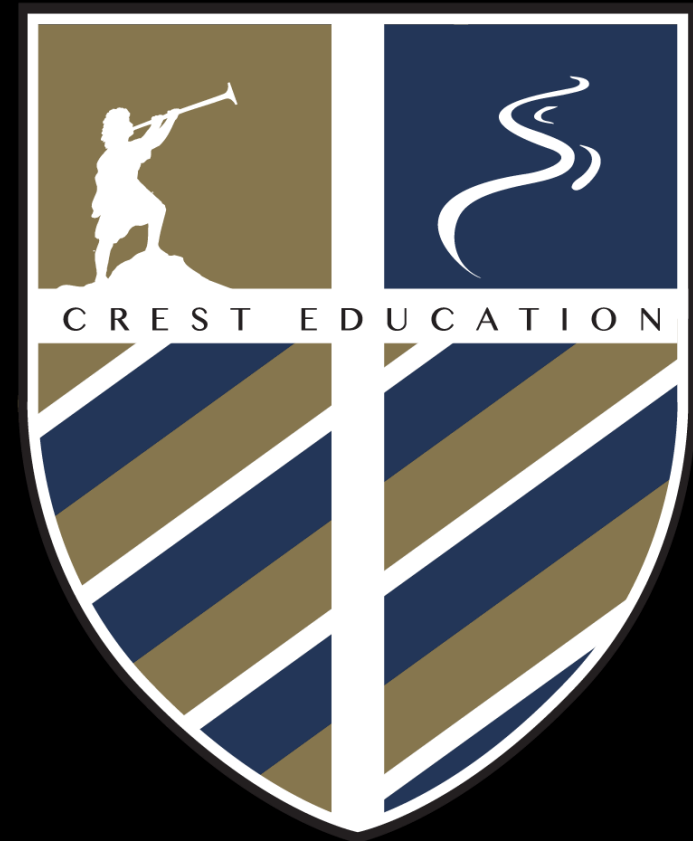


# Candidate Information



Director of Wellbeing  
and Student Services



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LEADERSHIP

# Candidate Information

## CREST Director of Wellbeing and Student Services



### About CREST

CREST Education precinct is located on 138 acres in Melbourne's south-east and is part of the City of Casey. The area is a strong growth corridor with 50 families moving into the City of Casey each week. The City of Casey identifies CREST Education in its future strategy as an important provider of independent education in the area. CREST Education is currently made up of Hillcrest Christian College, Rivercrest Christian College, Ayr Hill Equestrian Trade training Centre, an Environmental Reserve and Corporate Services.

Linking each of the precinct components together, is a shared set of beliefs and values. The distinctiveness of offerings, facilities and environments provides a high level of differentiation and a range of unique activities. The educational precinct allows a high level of synergy between the precinct components, while providing students with the best possible opportunities for high quality Christian education.



# Job Description.

## Director of Wellbeing & Student Services



**Reports to**  
CREST Deputy Principal Staff & Students

**Department**  
Leadership

**Responsibility**  
Wellbeing & Student Services

### Primary Objectives.

The Director of Wellbeing & Student Services reports directly to the CREST Deputy Principal Staff & Students and is responsible for implementing the CREST strategy and principal purpose of providing a Christian education of excellence. The Director of Wellbeing & Student Services role purpose is to build a healthy community by overseeing best practice pastoral care for students and staff and the ongoing development of a whole of School, wellbeing program at CREST.

With pastoral care and wellbeing being integral to the CREST environment, this role works to foster and drive initiatives and programs that positively impacts and proactively addresses the social, emotional, physical and intellectual wellbeing needs of students, staff and families.

With a CREST (one school) approach the Director of Wellbeing & Student Services works in partnership with the Executive team, Heads of Campus and other key leaders to lead the strategic planning and implementation of a formal, effective and proactive wellbeing and pastoral care program for students, Early Learning to Year 12, and staff. They will also collaborate with the Head of Faith and Community to ensure a one –school approach to wellbeing and the associated policies, protocols and professional learning. The Director of Wellbeing & Student Services partners with the Head of People, Strategy & Culture to plan and implement a staff wellbeing program to proactively support staff mental and physical health to build staff unity and community spirit.

The leadership team are the cultural keepers of the school and are active and visible in their leadership and relationship building with students, staff and community. The Director of Wellbeing & Student Services is expected to actively role model this visible leadership and encourage the same of all the leaders which are in their influence. The Director of Wellbeing & Student Services is responsible for enabling the strategic pillars of Instilling Faith, Pursuing Excellence, Nurturing Wellbeing and Serving Community to realise the CREST principal purpose of a Christian school of excellence.

This is a leadership role, and its success and the success of CREST Education is created through the empowerment, development, and collaboration with team members and stakeholders. The Director of Wellbeing & Student Services is expected to be a role model with respect to leadership style, management of issues and professional and positive behaviours.

### Key Responsibilities and Accountabilities.

#### Values

- Actively support and nurture the principal purpose of CREST as a Christian school of excellence and delivery of the Strategic plan through the pillars of Instilling Faith, Pursuing Excellence, Nurturing Wellbeing and Serving Community.

#### Educational Leadership

- Actively contribute to the leadership of CREST strategy as a member of the Leadership team.
- Oversee and be accountable for the implementation of the wellbeing strategy, ensuring the alignment and quality across CREST.
- Actively foster a consistent culture of wellbeing with students and staff that reflects the principal purpose of CREST and is informed by evidence, policy and strategy in primary students.
- In partnership with Executive team implement the framework for the planned wellbeing and student services offerings for students of all levels and prepare them for Middle, Secondary and broader life options.
- Be actively involved in the Wellbeing programme as an influential leader and supporting other leaders to grow their staff capability for the benefit of student wellbeing outcomes.

## **Key Responsibilities and Accountabilities. (continued)**

### **Wellbeing Leadership**

- Support and work collaboratively with the Deputy Principal Staff & Students as well as Deputy Principal's Operations and Learning and Teaching to ensure that the learning excellence and student wellbeing is integrated, contextual and purposeful allowing students to flourish.
- Lead staff in the use of data and be accountable for tracking performance and progress.
- Foster a culture of support for staff in their professional and personal growth and pursuit of excellence in wellbeing to improve student outcomes.
- Lead a future focused approach to the wellbeing programmes so they are engaging, rigorous and providing care to students and staff.

### **Organisational and Operational Leadership**

- Have oversight and be accountable for the overall operation of CREST's Wellbeing and Student Services program that is intentional, engaging, strategically aligned and undergoes evidence-based review.
- Lead wellbeing that incorporates student voice and agency and drives high levels of student engagement.
- Ensure all internal and external compliance requirements are met in accordance with best practice.
- Research and data are sourced and analysed from a range of internal and external sources, used to inform student and staff wellbeing program needs.

### **Staff Leadership**

- In collaboration with the Executive and Leadership teams, lead school based strategies designed for the wellbeing needs of individual students and staff..
- Actively contribute to developing and sustaining a positive environment and high staff morale, developing distributed leadership which is aligned across all schools of CREST.
- In consultation with the Executive team, contribute to the design and delivery of wellbeing programmes for all members of CREST team.
- Support the wellbeing, growth and development of staff, working closely with the Head of P,S& C, Executive Principal and Deputy Principal Staff & Students.
- Model, monitor and intervene where required regarding adherence to School expectations, Standards and duties.
- Be responsible for overseeing the provision of the wellbeing services in a professional and timely manner.

### **Student and Community Leadership**

- Be an active leader of the Christian faith within the context of a multi-denominational school and open enrolment school. Nurture a cohesive and engaged community within the Primary environment, maintaining a culture of respect, inclusivity and generosity of spirit which typifies a Christian School. Ensure that every member of the community feels valued, included and respected.
- Be accountable for the creation and enactment of the CREST Student Wellbeing strategy ensuring alignment, implementation and quality across CREST.
- Design the Wellbeing framework and foster consistent approaches and programmes across CREST.
- Oversee the development, implementation and continuous improvement of wellbeing policies, systems and processes.
- Collaborate to ensure wellbeing and learning and teaching excellence is integrated and purposeful.

## Key Responsibilities and Accountabilities. (continued)

### Student and Community Leadership

- Lead, inspire and support all students in their wellbeing and growth to pursue excellence.
- Be a visible community leader amongst students, staff and wider community.
- Foster the engagement of parents and families in the wellbeing initiatives, including overseeing the leadership of community feedback and its appropriate management and communication.

### Compliance and Risk

- Be responsible for and manage all risk and compliance matters specific to Wellbeing and Student Services. Actively encourage an environment where students and staff have a strong sense of safety and wellbeing.
- Contribute to the development, implementation and review of all relevant School policies and procedures.
- Support and contribute to the management and monitoring of Child Safe School and associated policies and procedures.
- Actively manage, communicate and adhere to all School Risk Management Frameworks and related policies, procedures and protocols.

### Other Duties

- Any other duties as required by the Executive Principal or Deputy Principal Staff and Students.

### Qualification Requirements And Industry Experience.

- Graduate or postgraduate qualifications in Psychology or Mental Health and Wellbeing.
- Demonstrated leadership experience in schools in the development, implementation and evaluation of wellbeing and pastoral care programs.
- Current working with Children check, VIT registration.
- Experience in student learning and wellbeing –ability to manage acute and longer-term student wellbeing needs.
- Evidence of contemporary wellbeing development that improves student learning and staff outcomes.
- Knowledge of Child safety protocols and compliance requirements.

### Essential Knowledge, Skills, Abilities and Mindset Requirements.

- Lived Christian faith.
- Strategic thinking and ability to deliver strategy.
- Leadership, inspiring and ability to achieve through others
- Outstanding verbal and written communication and great listening skills
- Project management capability with strong stakeholder management skills
- Outstanding interpersonal skills including a demonstrated ability to build community.
- Resilience and resourcefulness
- Culturally aware and inclusive

### Professional Relationships.

#### Internal

- Executive team
- Leaders
- Teaching Staff

#### External

- Education Professional Bodies
- CREST Partners

### Compliance Responsibilities.

Schools Registration; relevant legal and government legislation, responsibility to work diligently and compliantly, doing the right things the right way every time

### Physical Capability Requirements.

General Office work, physical ability to drive a car and move around campus.

### Work Pattern.

Work after hours as required; empowered to manage time appropriately; maintain visibility with team and organisation

# Our Leadership Capabilities.

The CREST Education leadership capabilities describe the specific knowledge, skills, attributes and behaviours required for future success to help CREST achieve our goals. They are non-technical in nature and are those common aspects applicable to our leadership that describe not what we do, but rather, how we do it. Our capabilities are informed by our purpose and strategic direction.

The capabilities are leveraged from the Future Leadership Capability Framework which is based on 25 years of international research findings and framework development.



## Emotional Awareness

The capacity to recognise, comprehend, utilise and regulate emotional information across situations, and to handle interpersonal relationships judiciously and empathetically.



## Engagement & Culture

Engages stakeholders inclusively with sensitivity and regard for diversity and facilitates a psychologically safe environment for social or cultural differences affecting behaviour.



## Building Capability

Anticipates future workplace skills and requirements and builds capability personally and across the organisation.



## Learning & Growth

Adopts a growth mindset and is motivated to continuously develop one's own knowledge, skills, personal attributes through continued learning.



## Adaptability

Demonstrating positivity, curiosity, resilience and the ability to pivot when confronted with change, pressure, adversity and disruption. Anticipates and enhances organisation's capacity to respond quickly to strategic environmental, social and corporate challenges and opportunities.



## Direction & Purpose

Leads transformational processes, motivates teams, and influences commitment to a shared purpose that individuals and the workforce will require to enable sustained organisational success. Builds and promotes a culture underpinning the vision, purpose and values the organisation aspires to achieve.

# Application Instructions

To apply, please visit **fisherleadership.com** and click on 'APPLY ONLINE' using reference **CREdws1223** and address your cover letter and resume to Liam King, of Fisher Leadership.

Your application should include:

1. A brief covering letter clearly quoting **CREdws1223**
2. A complete and current CV.
3. A statement detailing your experience relevant to the position and in line with the position requirements outlined above, citing evidence to support your claims.

Please ensure that you receive an email acknowledgement confirming receipt of your application.

The closing date for applications is **16 February 2024**

Please direct enquiries to Liam King or Larissa Langley on 1300 347 437.



For more information visit:

[cresteducation.vic.edu.au](http://cresteducation.vic.edu.au)

Fisher Leadership

Level 9, 412 St Kilda Road

Melbourne 3004

e: [info@fisherleadership.com](mailto:info@fisherleadership.com)

T: 1300 347 437

*"Your value will  
be not what  
you know, it  
will be what  
you share."*

– Ginni Romitty, CEO IBM –

[fisherleadership.com](http://fisherleadership.com)