

Job Description

POSITION: Deputy Head of Secondary

REPORTS TO: Head of Secondary

DEPARTMENT: Academic

DATE APPROVED: 27 September 2024

Position Purpose

Support the Head of Secondary in providing leadership and operational support for Years 7-12, while also providing proactive leadership in enhancing student wellbeing through evidence-informed, future-focused practices.

Organisation Environment

Belmont Christian College provides a nurturing, Christian environment that emphasises both academic excellence and the holistic wellbeing of students. The College is dedicated to fostering the emotional, social, and spiritual growth of its students, underpinned by strong Christian values.

The Deputy Head of Secondary is a pivotal member of the College's leadership team, providing operational support to the Head of Secondary while also responsible for overseeing the wellbeing of students in Years 7-12. This role supervises Stage Leaders, the College Counsellor, and Chaplain, ensuring that wellbeing programs and pastoral care services are delivered effectively and support the overall mission of the College. The Deputy Head of Secondary plays a strategic role in maintaining and developing the College's wellbeing initiatives in line with child-safe standards and the College's values, while also contributing to the broader leadership and strategic direction of the College.

The Stage Leaders, Counsellor, and Chaplain report directly to the Deputy Head of Secondary, who provides leadership, guidance, and support to these team members to ensure the effective delivery of wellbeing and pastoral care services across the College community.

Key Accountabilities

Area of Accountability	Major Activities	Performance Indicators
Christian Leadership	<p>Demonstrate a Christ-like example in the College ensuring that:</p> <ul style="list-style-type: none"> ● All activities are undertaken with a strong Christian commitment and focus. ● Christian servant leadership is exercised with staff, students, parents, and the wider community. ● Perform day-to-day duties prayerfully and consistent with a Biblical lifestyle with the aim of bringing glory to God. 	<p>Strategies and actions are aligned to the College's vision and mission. Conduct is aligned to behaviours outlined in the Statement of Faith and Codes of Conduct.</p>
Leadership	<ul style="list-style-type: none"> ● Member of the Learning Leadership Team, contributing to strategic improvement. ● Provide educational and strategic leadership for wellbeing initiatives. ● Inspire and lead staff in professional development and wellbeing practices. ● Support innovation and research programs to ensure evidence-based practices. ● Make data-informed decisions to improve academic and wellbeing outcomes. ● Promote a growth mindset in learning for staff and students. ● Operational support to the Head of Secondary including daily organisation, variation to routine, rostering and timetabling. 	<p>Initiatives implemented on time; positive staff and student feedback; improved wellbeing metrics. Improved student behaviour and wellbeing; positive feedback and reports. Increased program participation; positive feedback on growth. Maintaining the organisational structures and routines of the Secondary College.</p>

Wellbeing	<ul style="list-style-type: none"> ● Leads and contributes to the strategic direction of the PK-12 Wellbeing Committee. ● Actively promote a supportive school culture of pastoral care that encourages a sense of belonging and connection, optimism, resilience, gratitude and aspiration. ● In consultation with the Head of Secondary, oversees the discipline, tone and wellbeing of students in the Secondary School through the implementation of the Behaviour Management Policy and other relevant policies. ● Maintains clear standards of responsible community behaviour. ● Actively supports all staff members in their implementation of the relevant policies in relation to the wellbeing of students and staff. ● Working alongside the Stage Leaders, assists in monitoring student attendance, taking proactive measures to intervene when students exhibit consistent absenteeism, and actively encourages and promotes a culture of school attendance. ● Works jointly with the Head of Learning Enrichment in the case management of students requiring support (learning, physical, emotional). ● Supports the organisation and management of the School Prefects, and processes that enable students to develop leadership and organisational skills, including supporting the Student Leadership team. ● Works alongside the Head of Secondary to ensure the provision of a Wellbeing Program, in alignment with the strategic direction of the College. ● Available in a consultative capacity for staff, parents and students. 	<p>Wellbeing initiatives are aligned with the strategic plan.</p> <p>Observed improvements in student engagement and resilience.</p> <p>Increase in student participation in wellbeing programs.</p> <p>Reduction in behavioural incidents</p> <p>Timely resolution of student discipline cases.</p> <p>Consistent application of the Behaviour Management Policy.</p> <p>Improved attendance rates.</p> <p>Successful intervention in cases of chronic absenteeism.</p> <p>Wellbeing program delivered on schedule.</p>
Teaching and Learning	<ul style="list-style-type: none"> ● Undertakes course/subject selection and counselling when required. ● Supports measures to effectively track and enhance individual student wellbeing, including data analysis. ● Uses a range of communication strategies that ensure timely and appropriate information sharing amongst families, students and the College. 	<p>Timely and effective counselling provided.</p> <p>Wellbeing data is regularly reviewed and used to inform interventions; measurable</p>

		improvements in student wellbeing indicators.
General Duties	<ul style="list-style-type: none"> • Supports the Head of Secondary in coordinating Secondary Assemblies, and other key events. • Supports the Head of Secondary in coordinating and managing relevant visiting guest speakers and other parties. • Provide pedagogical leadership through exemplary classroom practice. • Meet regularly with the Head of Secondary to discuss operational and strategic matters. • Attend meetings with Stage Leaders, Curriculum Leaders, Senior Staff and Learning Enrichment. • Manage wellbeing meetings as required. • Perform other duties delegated by the Principal. • Assisting with student supervision and playground duty. • Represent Secondary teachers in weekly Learning Enrichment Team meetings, providing guidance and advice on student learning progress. • Coordinating and/or contributing to Secondary School initiatives directly linked to student outcomes • Actively participating where appropriate in Secondary (or whole-school) events that contribute to staff and student wellbeing for example assemblies, performances and carnivals 	<p>Classroom observations reflect high teaching standards.</p> <p>Stage leaders report good support and there is evidence of their development.</p> <p>Visible leadership is evident in 7-12 at a variety of events and activities.</p>
Child Safe Standards	<ul style="list-style-type: none"> • Responsible for understanding and applying the School's Child Safety Policies and Procedures, including identifying and reporting risks, identifying child abuse indicators, management of disclosures, and internal and external reporting obligations. • Where students are under their care, taking all practicable measures to protect students where a risk to their safety has been identified 	<p>Has a sound knowledge of policy and procedures and maintains the currency of training. Acts according to Child Safety Code of Conduct. Considers and manages the safety of</p>

		students within the school environment (eg. camps/excursions, online environment, competitions, other events etc.) to support safeguarding practises in the College.
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Key Communications

Internal Communications:

Stage Leaders, Counsellor, Chaplain, and Wellbeing Staff: Communicate regularly to provide guidance, coordinate wellbeing programs, and address student issues.

Head of Secondary (HOS), Deputy Principal, Psychologist and Director of Teaching and Learning: Collaborate frequently to align wellbeing strategies with broader school objectives.

Head of Learning Enrichment: Case management of students.

Teaching Staff: Interact to ensure the smooth implementation of wellbeing initiatives and the integration of pastoral care into everyday student interactions.

External Communications:

Parents and Guardians: Communicate frequently to discuss student wellbeing concerns and provide support, often addressing sensitive or emotionally charged situations.

External Agencies (Psychologists, Medical Professionals, and Safeguarding Authorities): Liaise regularly to ensure appropriate care and interventions for students, coordinating complex, multi-disciplinary support plans.

Challenges

Balancing the diverse wellbeing needs of students, given the wide range of emotional, social, and academic challenges they face, while ensuring individual care for each student.

Managing sensitive and complex student matters, including discipline and safeguarding concerns, given the importance of maintaining trust and confidentiality with students, families, and staff.

Fostering collaboration between wellbeing, teaching, and leadership teams, given the need to integrate wellbeing initiatives seamlessly into the broader academic environment.

Decision Making

Made Independently:

- Decisions related to the day-to-day management of wellbeing programs and staff supervision.
- Handling non-reportable student wellbeing and behaviour issues in accordance with the College's policies.
- Developing and implementing student leadership activities and wellbeing initiatives that align with the College's strategic plan.

Made After Consultation:

- Decisions regarding sensitive student matters, such as complex discipline cases or safeguarding issues, in consultation with the Head of Secondary (HOS), Deputy Principal, and Wellbeing Team.
- Adjustments to strategic wellbeing goals in consultation with the Executive Leadership Team and other key staff members.

Recommended for Others to Decide:

- Major disciplinary actions or safeguarding concerns referred to the Head of School or Deputy Principal.
- Significant changes to College-wide wellbeing policies or the wellbeing strategic plan, which are escalated to the Executive Leadership Team for final approval.

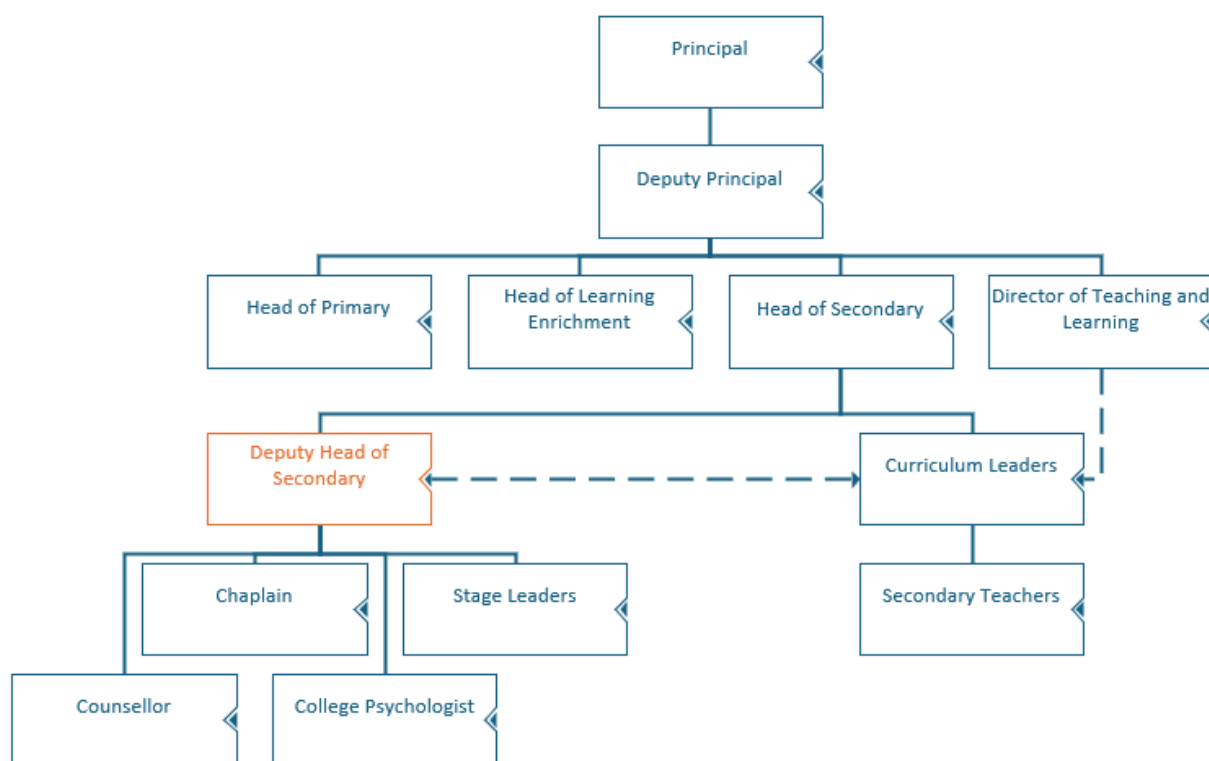
Guiding Policies/Procedures:

- Belmont Christian College's Child Safe Standards and safeguarding policies.
- Student Behaviour Management Policies.
- College Wellbeing Strategic Plan and Code of Conduct.

Knowledge, Skills and Experience

1. It is an inherent requirement of the role that the incumbent have a personal relationship with Jesus Christ, actively attend their local Church, and willingly support the vision and practice of the College as stated in:
 - a. the College Statement of Faith,
 - b. the Staff Pledge that is recited annually at the Staff Commissioning Service, and
 - c. the College Codes of Conduct.
2. Strong understanding of child safety in an educational setting, ensuring compliance with safeguarding policies.
3. Current Working with Children Check
4. NESA registration as a secondary teacher, ideally with qualifications in wellbeing.
5. Proven ability to lead and supervise wellbeing teams, including Stage Leaders, Counsellors, and Chaplains.
6. Experience in developing and implementing wellbeing programs that support the holistic development of students.
7. Strong skills in student behaviour management and conflict resolution.
8. Demonstrated ability in the following:
 - a. Adhering to principles and values
 - b. Leading and Supervising
 - c. Working with people
 - d. Relating and networking
 - e. Adapting and responding to change

Organisation Chart



Selection Criteria

1. It is an inherent requirement of the role that the incumbent have a personal relationship with Jesus Christ, actively attend their local Church, and willingly support the vision of the College.
2. Understanding of child safety principles and ability to implement safeguarding policies in a school setting.
3. Current Working with Children Check
4. Current registration with the NSW Education Standards Authority (NESAs) as a secondary teacher, ideally with qualifications in wellbeing.
5. Experience in developing and implementing student wellbeing programs.
6. Skills in managing student behaviour, including addressing sensitive issues with discretion.
7. Demonstrated ability in the following:
 - a. Adhering to principles and values
 - b. Leading and Supervising

- c. Working with people
- d. Relating and networking
- e. Adapting and responding to change

Signature

Incumbent name

Incumbent signature

Date