

POSITION DESCRIPTION

Student Wellbeing Specialist – Positive Behaviour Support



This document is your roadmap to success. It is an important tool that supports your career and development at Cire and beyond. Our aim is to be clear about what you need to do to achieve success personally and professionally. We will describe the types of activities, tasks and responsibilities that shape your role, as well as showing you what it looks like when you have been successful. It is also important to understand that your behaviours, attitude and demonstration of Cire's Values form part of your success.

Organisation Profile

Cire Services Inc. is an advanced, community based, not for profit organisation. Cire operates a range of services to meet community needs through education and provision of services.

- We are a **Registered Training Organisation** (RTO) offering accredited, pre-accredited, work skills and leisure courses.
- Our **Community School**, a registered independent school, provides secondary curriculum to students in an alternative school environment.
- **Family and Children's Services** supports children's services for long day care, pre-school programs, occasional care, vacation care and before and after school care.
- **Community Hubs**, bringing people together to connect, learn and contribute in their local community through social, education, recreational and support activities.

Our Values



OVERVIEW	
Title	Student Wellbeing Specialist – Positive Behaviour Support
Business Unit	Community School
Department	Community School
Reports To	Campus Wellbeing Leader
Primary Location	Mount Evelyn or Yarra Junction
Award and Classification	Educational Services (Schools) General Staff Award 2020
Date Prepared	October 2020

POSITION PURPOSE

Student Wellbeing Specialists support a positive wellbeing culture at Cire Community School. This may involve supporting students requiring assistance with their wellbeing needs on a day-to-day basis to support engagement, providing interventions and referrals on as-needs basis, working with external professionals and the student support group, liaising with parents/guardians and providing programs to groups of students.

This position is focussed on the process of responding to, analysing and problem solving behaviours that interfere with students' ability to engage in learning and assisting students to interact appropriately with members of the school community.

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PARAMETERS	
Direct Reports	N/A
Key Internal Stakeholders	Executive Principal, Campus Principals, Campus Wellbeing Leaders, Teachers, Learning Assistants, other Wellbeing Specialists, Campus Administration Assistants, Cire Services staff
Key External Stakeholders	External providers, wellbeing agencies, families/guardians
Key Challenges	<ol style="list-style-type: none"> Maintaining up-to-date knowledge and awareness of student wellbeing and learning needs Undertaking functional behaviour assessments and using these to support teachers and other staff in the implementation of behaviour support plans

QUALIFICATIONS AND CERTIFICATIONS
<ul style="list-style-type: none"> A Degree or Diploma in either Social Work, Youth Work, Counselling or Education Current Working with Children Check Clear Police Check Clear Australian Right to Work Check Full Australian drivers licence

KNOWLEDGE AND EXPERIENCE
<ul style="list-style-type: none"> Knowledge of the factors that lead to disengagement from education and the interrelationship of disengagement and wellbeing An understanding of the impacts of trauma on development and engagement in education Demonstrated experience working effectively with young people, assisting them to reconnect with school and/or to obtain and maintain employment Demonstrated understanding of the complexity of adolescent development Demonstrated ability to assist quickly, sensitively and effectively with the de-escalation of young people in moments of personal distress Knowledge and experience in the use of positive behaviour supports including but not limited to functional behaviour assessments and development of behaviour supports strategies and plans Knowledge of the Child Safe Standards and ability to adhere to and proactively support them

CAPABILITIES
<ul style="list-style-type: none"> Computer and ICT skills including confident use of Microsoft Office suite Case noting and record keeping skills Clear and effective communicator with a diverse range of stakeholders

YOUR AREAS	WHAT YOU DO	SUCCESS MEASURES
Positive behaviour support planning	<ul style="list-style-type: none"> Respond to and support students presenting in a dysregulated state with the goal of assisting them to engage in their learning program Gather information to understand and analyse function of behaviours. This may include observation of students 	<ul style="list-style-type: none"> Students and staff are supported with effective interventions for dysregulated students Data regarding behavioural needs and concerns has been collected, analysed and used to inform behaviour support plans

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YOUR AREAS	WHAT YOU DO	SUCCESS MEASURES
	<ul style="list-style-type: none"> • Keep accurate records of data and monitor and review these weekly • Develop behaviour support plans for students with more complex behaviours • Collaborate and consult with Wellbeing Team and Class Teachers to develop support plans and interventions • Provide coaching and feedback to class teachers as required to assist positive class behaviours • Facilitate restoration between students and / or students and staff when required 	<ul style="list-style-type: none"> • Teachers are supported to implement behaviour support plans for individual students with complex needs • Behaviour assessments and plans lead to reduced time out of class for identified students
Wellbeing Support	<ul style="list-style-type: none"> • Build rapport with and address the needs of students, individually and as a group • Provide consultation to teaching and educational support staff members with regard to student's personal, social and emotional difficulties, while maintaining confidentiality • Provide assessment and short term counselling for students with personal, social and emotional difficulties and make referrals to services when needed • Triage students to professionals for specific needs and follow up to ensure referrals are enacted • Implement evidence-based approaches and therapies in accordance with professional recommendations • Attend case management / referral meetings in support of students • Maintain relationships with parents and carers and link them to support services where relevant • Where necessary, be prepared to visit student homes in order to promote school engagement • Provide support for the school community in response to critical incidents, being familiar with emergency procedures and readiness to implement them when required 	<ul style="list-style-type: none"> • Positive relationships with students and staff • Students are provided with individual support as required and those requiring referral are identified and appropriate referrals are made • Student support groups are attended and information shared • Student feedback indicates that they feel supported in their wellbeing needs

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YOUR AREAS	WHAT YOU DO	SUCCESS MEASURES
Teamwork	<ul style="list-style-type: none"> Work collaboratively with teachers, the student wellbeing leader, and other members of the school leadership team to promote community wellbeing Liaise with external professionals, Cire teachers and student families to support referred students Build and continue networking with selected stakeholders, other agencies, schools and local community Attend relevant staff meetings 	<ul style="list-style-type: none"> Positive relationships and interactions with CCS staff, external professionals, families and community A professional network is in place Meetings are attended as required and you actively participate
Administration	<ul style="list-style-type: none"> Using established procedures and as directed by the school leadership, maintain records of all assessments and wellbeing services Maintain accurate records of all data and evidence used in behaviour assessment and planning Ensure behaviour support plans are regularly reviewed, up to date and accessible to the relevant staff Record interventions, observations, actions and communications on Compass with due regard to appropriateness and privacy considerations as well as any other records required by the school 	<ul style="list-style-type: none"> All required documentation is in place Behaviour data is up to date and stored in an accessible and appropriate manner Any appropriate and relevant information is shared with staff via Compass
Communication	<ul style="list-style-type: none"> Provide effective information and guidance to other CCS staff to facilitate student engagement and progress Inform school leadership of any significant wellbeing concerns for students or staff 	<ul style="list-style-type: none"> Strategies to support students are shared with staff along with relevant supporting material All relevant matters are referred to school leadership
Values	<ul style="list-style-type: none"> Demonstrate and work with: <ul style="list-style-type: none"> Integrity; Respect; and Quality. 	<ul style="list-style-type: none"> We do what we say, and we stay true to our values and commitments We respect those in our communities and we actively seek to engage all stakeholders so that we can deliver on what we promise We focus on providing high quality services across all aspects of our organisation
OH&S	<ul style="list-style-type: none"> Understand Worksafe requirements and act responsibly Comply with OH&S standards and responsibilities 	<ul style="list-style-type: none"> Workplace incidents and hazards are addressed within the required timeframes You operate safely at all times

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YOUR AREAS	WHAT YOU DO	SUCCESS MEASURES
	<ul style="list-style-type: none">• Report hazards and incidents immediately or within 24 hours at the latest• Regularly check the workplace for safety• Ensure other employees are operating safely, and address unsafe practices	
Ad hoc	<ul style="list-style-type: none">• Other duties and projects as reasonably directed from time to time	<ul style="list-style-type: none">• Demonstrated flexibility and adaptability to ad hoc requirements

I confirm that I have read and understand my requirements, accountabilities and outcomes as outlined in this Position Description.

I understand that my Performance and Success Review will assess the Success Measures included in this Position Description.

Employee name

Employee signature

Date