BERRY STREET SCHOOL Thrive, Achieve, Belong.	**Position Title:** Student Wellbeing Worker	**Team:** Berry Street School, Morwell Campus	
	Band: A	**Salary:** Dependent on experience	**Date:** May 2021

OUR VISION AND PURPOSE

We believe children, young people and families should be safe, thriving and hopeful.

Our Vision for 2022: Together we will courageously change lives and reimagine service systems.

For over 140 years, Berry Street has adapted to a changing world, and we will continue to adapt to achieve our purpose.

Berry Street will continue to be a strong and independent voice for the children, young people and families with whom we work. In collaboration with others, we will advocate for investment in early intervention and prevention services that enable families to be safe and stay together. We will use approaches that are culturally safe and informed by the best evidence available. We will measure and learn from the impact of our work, and we will continually contemporise our models of practice.

We look forward to working with children, young people, families, carers, staff and partners to achieve this vision. Together.

OUR VALUES

We expect all staff to apply these Values in all aspects of their work.

Courage: to never give up, maintain hope and advocate for a 'fair go'

Integrity: to be true to our word

Respect: to acknowledge each person's culture, traditions, identity, rights, needs and aspirations

Accountability: to constantly look at how we can improve, using knowledge and experience of what works, and ensure that all our resources and assets are used in the best possible way

Working Together: to work with our clients, each other and our colleagues to share knowledge, ideas, resources and skills

ROLE CONTEXT

The Berry Street School caters for young people aged 12 to 17 years who have become disengaged from mainstream school, who may have experienced trauma and who lack the support required to be successful in education. The school currently has four campuses – Ballarat, Morwell, Noble Park and Shepparton.

Many students referred to the Berry Street School have experienced trauma in their lives as a result of neglect, abuse, violence or being witness to violence or disrupted attachment. Our students may have significant gaps in academic achievement and find it difficult to learn in a group setting, while presenting with behavioural and social problems in school.

PRIMARY OBJECTIVES OF THE ROLE

The primary objectives of this role are;

- Plays a key role in implementing the trauma-informed model of education at the Morwell Campus.
- Plays a key role in the implementation of student wellbeing strategies and programs.
- Provides support to students.
- Provides support and advice to campus staff.

REPORTING RELATIONSHIPS

This role is based at our Morwell Campus in Berry Street's Gippsland Region, Gunaikurnai Country.

This role reports to the Leader of Wellbeing who will provide supervision and review.

EXPECTATIONS

- Conduct oneself in accordance with the Berry Street Code of Conduct which is underpinned by the values of accountability, courage, integrity, respect and working together within the principles of continuous improvement and occupational health and safety.
- Berry Street is committed to service delivery that prioritises diversity and inclusion. We aim to ensure every individual is treated with dignity and respect regardless of their cultural background, ability, ethnicity, gender identity, sexual orientation, spirituality or religion.
- Berry Street is committed to being a child safe, child friendly and child empowering organisation. In everything we do we seek to protect children. We are committed to the cultural safety of Aboriginal and Torres Strait Islander children; children from culturally and/or linguistically diverse backgrounds; children with a disability; children who identify with a sexual and or gender minority identity.

KEY SELECTION CRITERIA: KNOWLEDGE, SKILLS AND ABILITIES REQUIRED TO FULFIL THE ROLE

- Excellent written and oral communication skills (including public speaking, presentations and facilitation skills).
- Demonstrated ability to flexibly manage competing priorities and stressful situations, monitoring own stress levels and practising and promoting self-care strategies.
- Demonstrated ability and experience in the effective engagement of young people with complex needs.
- Understanding of schools, and their day to day operations.
- Understanding of the effect of trauma and its effect on the capacity of young people to engage with education and learning.
- Understanding of the interface between the education and welfare sectors.
- Strong team building skills.
- Strong conflict resolution skills.
- Effective organizational and administrative skills and experience.
- The ability to work effectively with students, staff, parents/carers and allied professional staff.
- Demonstrated understanding of and commitment to the principles of equity, diversity, continual improvement, risk management and occupational health and safety.

QUALIFICATIONS AND OTHER REQUIREMENTS	DESIRABLE
• A tertiary qualification in education, social work, welfare, youth work or other relevant field. • Staff must hold a valid Employee WWCC. • Staff must hold a current drivers license at all times and undergo a Criminal Records Check prior to employment. Subsequently, staff must report any criminal charges or court appearances.	• Previous experience in working with students who have highly complex needs. • Experience in an education setting. • Training and experience in implementing restorative justice with young people.

KEY ACCOUNTABILITIES AND RESPONSIBILITIES

ACCOUNTABILITY	SPECIFIC RESPONSIBILITIES
Teaching and Learning	• Have an active role in promoting and maintaining on task student learning. • Support the processes for the development and implementation of Individual Education Plans that set clear goals for all students. • In collaboration with the Leader of Wellbeing, develop individual behaviour management plans for students as required. • Support and collaborate with staff in the implementation of behaviour management plans, providing practical assistance as required.
Student Wellbeing	• Attend enrolment interviews, and be involved in the orientation of the students to the campus. • Promote and facilitate participation by all students and teachers in the school as a learning community. • Monitor student wellbeing and report any issues. • Develop proactive systems to promote and monitor daily student attendance. • In consultation with the Leader of Wellbeing, organise and lead recreational activities with students. • In consultation with the Leader of Wellbeing, take responsibility for the organisation of school excursions. • Liaise with students' case managers and other workers, attend care team meetings as appropriate, and report back to school staff. • Support the development of appropriate student wellbeing policies and programs, and contribute to the successful implementation of these approaches within the campus, providing practical assistance as required. • Support the development and implementation of programs and strategies that address and support diversity.
Staff Development & Support	• Participate in professional development that improves staff skills and knowledge and leads to improved student outcomes. • Participate in staff meetings. • Participate in team building activities and opportunities.
Management & Administration	• Record student attendance and follow up with families/carers and case managers. • Maintain appropriate records in line with school requirements. • Ensure that all practices within the program are in accordance with relevant Berry Street policies and guidelines and Berry Street values. • Represent Berry Street School at meetings and forums for individual clients, the program and the organisation as required.
Other	• Other duties as required.

INHERENT REQUIREMENTS OF WORK ACTIVITIES / ENVIRONMENT

Following is a table that outlines the main physical and psychological requirements of the position.

Element	Key Activity	Frequency
Work Environment	Manage demanding and changing workloads and competing priorities.	Daily
	Work in a team environment.	Daily
	Work in different geographic locations.	Regular
	Be exposed to all outdoor weather conditions.	Regular
	Work in unstructured environments (e.g. outreach).	Regular
	Work office hours with the possibility of extended hours.	Regular
	Work on-call after hours.	Regular
	Work in an open plan office.	Daily
	Work in buildings which may be two-storey.	Regular
	Sit at a computer or in meetings for extended periods.	Daily
	Work in an environment with competing demands.	Daily
	Present at court and other jurisdictions.	Occasional
People Contact	Liaise with government, non-government and community organisations.	Daily
	Work with clients who may have a physical or sensory disability.	Regular
	Interact with members of the public who may display the full range of emotional expressions, including parents, partners, significant others, family members, advocates, doctors, police.	Regular
	Interact with clients and members of the public who could display verbal or physically challenging behaviour.	Regular
	Facilitate access to specialist, generic and community services.	Daily
	Undertake training and professional development activities.	Regular
Administrative Tasks	Undertake administrative tasks which may include the following: computer work, filing, writing reports, case notes/plans and client records, participating in meetings, concentrating for long periods of time, managing resources and budget and researching and analysing information and data.	Daily
	Use technology including photocopier, telephones including mobiles, fax, overhead projectors, televisions, videos, and electronic whiteboards.	Daily
Transport	Drive vehicles possibly over long distances and in all traffic and weather conditions.	Regular
	Drive vehicles with possible distractions from client behaviour, verbal or physical.	Occasional