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|  | Position Title: Wellbeing Leader | Team: Berry Street School |    |
|                                                                                  | Band: C                          | Salary: Stream 4, Level 6 | Date: August 2026                                                                                                                                                                                                                                        |

| OUR VISION AND PURPOSE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | ROLE CONTEXT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <p><b>We believe children, young people and families should be safe, thriving and hopeful.</b></p> <p><b>Our Vision for 2026: Together we will courageously change lives and reimagine service systems.</b></p> <p>For over 140 years, Berry Street has adapted to a changing world, and we will continue to adapt to achieve our purpose.</p> <p>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.</p> <p><b>We look forward to working with our staff, carers, partners, supporters, and government, to ensure children, young people and their families can create the future they imagine for themselves.</b></p> | <p>The Berry Street School is a specialist independent secondary school with four campuses located in Ballarat, Morwell, Narre Warren and Shepparton. We offer an adaptation of the Victorian Curriculum for years 7–10, and the Victorian Certificate of Education Vocational Major (VCE VM) and Victorian Pathways Certificate (VPC) for years 11-12.</p> <p>Berry Street School’s vision is to create and sustain a safe and inclusive learning community where our students have access to high-quality education so they can thrive, achieve and belong.</p> <p>Our School exists to provide high-quality education to young people with a history of adverse childhood experiences who are at risk of disengaging from their education. Our students may have significant gaps in their academic achievement and present with complex behaviours within the school setting.</p> |
| OUR VALUES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <p><b>We expect all staff to apply these Values in all aspects of their work.</b></p> <p><b>Courage:</b> to never give up, maintain hope and advocate for a ‘fair go’</p> <p><b>Integrity:</b> to be true to our word</p> <p><b>Respect:</b> to acknowledge each person’s culture, traditions, identity, rights, needs and aspirations</p> <p><b>Accountability:</b> 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</p> <p><b>Working Together:</b> to work with our clients, each other and our colleagues to share knowledge, ideas, resources and skills.</p> <p>Berry Street Yooralla is committed to being a child safe, child friendly and child empowering organisation. <b>In everything we do we seek to protect children.</b></p>                                                                                                                                                                                                                 | <p>Our School is characterised by:</p> <p>our relationship-based practice grounded in unconditional positive regard for our students</p> <ul style="list-style-type: none"> <li>• The Berry Street Education Model (BSEM) which underpins everything we do, providing a structured vision of wellbeing in the school community</li> <li>• A calm and caring environment with small class sizes and high staff-to-student ratio</li> <li>• A highly individualised learning experience with all students following their own Individual Education Plans, Focus Plans, and flexible timetables where needed, as well as additional specialist support such as access to therapeutic services</li> <li>• High expectations and a culture of support with an emphasis on applied learning and work preparedness</li> </ul>                                                                |

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| <b>EXPECTATIONS</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <ul style="list-style-type: none"> <li>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.</li> <li>Raise all health, safety, and wellbeing issues or concerns with managers, observe all safe work procedures and instructions, and take reasonable care for their own safety and for the safety of work colleagues by always operating in a safe and appropriate manner.</li> <li>Participate in regular supervision, performance planning and review processes and probationary reviews.</li> <li>Complete mandatory training within designated timeframes.</li> <li>Berry Street Yooralla is committed to being a child safe, child friendly and child empowering organisation. In accordance with our legal obligations including MO 1359 and child safe standards.</li> <li>Berry Street is committed to service delivery that prioritises and celebrates diversity and inclusion in our staff and the children, young people and families we support. Every individual is treated with dignity and respect regardless of their cultural background, ability, ethnicity, gender identity, sexual orientation, spirituality, or religion.</li> <li>Berry Street is 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 as LGBTIQ+.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

## 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 skills and ability to work collaboratively.
- Develop clear plans to develop the wellbeing of young people; delegate and coach staff towards completion of these plans.
- 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 conflict resolution skills.
- Effective organisational 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

- A Bachelor level qualification in Education, Social Work, Youth Work or associated human service field is highly desirable however a Diploma level qualification and 5 years plus experience in the field will be considered.
- Staff members must hold a valid WWCC and undergo a Criminal Records Check prior to employment. Subsequently, staff must report any criminal charges or court appearances.
- Positions working in unsupervised contact with young people in Out of Home care settings will be subject to Worker Carer Exclusion Scheme (WCES). Employees have a legal obligation to advise Berry Street Yooralla if they are under investigation or have been excluded prior to and during the course of their employment.

## DESIRABLE

- Experience in an education setting
- Experience with BSEM
- Training and experience in implementing restorative practices with young people.

## KEY ACCOUNTABILITIES AND RESPONSIBILITIES

| ACCOUNTABILITY                | SPECIFIC RESPONSIBILITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| Teaching & Learning           | <ul style="list-style-type: none"> <li>• Implement practices and strategies that promote and maintain stamina for learning in class.</li> <li>• Support the processes for the development and implementation of Individual Education Plans that set clear goals for all students.</li> <li>• Oversee the development of Student Focus Plans for all students, providing practical assistance as required.</li> <li>• Support the implementation of BSEM across the campus</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Student Wellbeing             | <ul style="list-style-type: none"> <li>• Provide school tours for prospective students and their families/carers and external providers</li> <li>• Support the student enrolment process</li> <li>• Lead the completion and review of students' wellbeing IEP goals.</li> <li>• Liaise with School Psychologists and other support about student referrals, assessments, updates and reflective practice</li> <li>• Oversee the Student Wellbeing role in transition of students into the school.</li> <li>• Promote and facilitate participation by all students in the school as a learning community.</li> <li>• Monitor student wellbeing and report any issues to the Assistant Principal.</li> <li>• Develop proactive systems to promote and monitor daily student attendance.</li> <li>• Coordinate the monitoring of student attendance and follow up with families/ carers and case managers.</li> <li>• Coordinate the outreach program for disengaged students.</li> <li>• Coordinate Student Wellbeing participation in Care Teams, attend care team meetings as appropriate, and report back to school staff.</li> <li>• Liaise with students' parents, carers, case managers and other workers.</li> <li>• Coordinate SSGs for all students once per term, and upon enrolment</li> <li>• Support the development of student wellbeing policies and programs and contribute to the successful implementation of these approaches within the campus, providing practical assistance as required.</li> <li>• Support the development and implementation of programs and strategies that address and support diversity.</li> </ul> |
| Staff Development and Support | <ul style="list-style-type: none"> <li>• Support staff to implement and compile documentation of adjustments provided to students included in the Nationally Consistent collection of Data on School Students with a Disability (NCCD)</li> <li>• Lead and participate in professional development that improves staff skills and knowledge and leads to improved student outcomes.</li> <li>• Participate in staff meetings.</li> <li>• Participate in team building activities and opportunities.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Management and Administration | <ul style="list-style-type: none"> <li>• Develop, implement and compile documentation of adjustments provided to students included in the Nationally Consistent Collection of Data on School Students with Disability (NCCD).</li> <li>• Maintain appropriate records in line with school requirements.</li> <li>• Ensure that all practices within the program are in accordance with relevant Berry Street policies and guidelines and Berry Street values</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

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| Other | <ul style="list-style-type: none"><li>• Model the importance of health and wellbeing, continually watch for signs of stress in self and others and take actions to address it; Develop own practice through reflection, research and inviting feedback from others to seek continuous improvement.</li><li>• Other duties as required.</li></ul> |
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## 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      |
|------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| Client Facing and Service Delivery | Work with clients who may have a physical, psychiatric, or sensory disability.                                                                                                                                                    | Daily          |
|                                    | Interact with clients and members of the public who may display the full range of emotional expressions, including parents, partners, significant others, family members, advocates, doctors, police.                             | Daily          |
|                                    | Work with complex clients which may expose you either directly or vicariously to emotionally challenging concepts such as self-harm, trauma, illegal activity and/or violence.                                                    | Daily          |
|                                    | Drive vehicles with possible distractions from client behaviour, verbal or physical.                                                                                                                                              | Not Applicable |
|                                    | Work in a client's home or their family home alone and/or with others.                                                                                                                                                            | Not Applicable |
|                                    | Represent, advocate, and cooperate with legal processes which may include attendance to court.                                                                                                                                    | Occasional     |
| Work Environment                   | Manage demanding and changing workloads and competing priorities.                                                                                                                                                                 | Daily          |
|                                    | Work in different geographic locations.                                                                                                                                                                                           | Occasional     |
|                                    | Be exposed to all outdoor weather conditions.                                                                                                                                                                                     | Occasional     |
|                                    | Work via computer from home as required.                                                                                                                                                                                          | Not Applicable |
|                                    | Work office hours with the possibility of extended hours. Flexible arrangements by agreement.                                                                                                                                     | Not Applicable |
|                                    | Work rostered hours with the possibility of overtime.                                                                                                                                                                             | Not Applicable |
|                                    | Work on-call after hours.                                                                                                                                                                                                         | Not Applicable |
|                                    | Work in an open plan office with no assigned desk.                                                                                                                                                                                | Occasional     |
|                                    | Work in buildings which may require the use of stairs or elevators.                                                                                                                                                               | Regular        |
|                                    | Sit at a computer or in meetings/meeting rooms via video conference facilities or in person for extended periods.                                                                                                                 | Regular        |
|                                    | Work in educational or community facilities.                                                                                                                                                                                      | Regular        |
|                                    | Drive vehicles possibly over long distances and in all traffic and weather conditions.                                                                                                                                            | Not Applicable |
|                                    | Undertake training and professional development activities both internal and external to the organisation.                                                                                                                        | Regular        |
| Administrative Tasks               | Undertake administrative tasks which may include the following: computer work, filing, data entry, writing reports, case notes/plans and client records. Manage resources and budgets. Research and analyse information and data. | Daily          |
|                                    | Use technology including computers, photocopiers, telephones including mobiles, projectors, televisions, video conference facilities and electronic whiteboards.                                                                  | Daily          |