



Title	Year 9 Learning and Wellbeing Leader
Position of Leadership	3.5
Time Allowance	16 periods per cycle
Commencement	January 2026
Length of Tenure	3 years

De La Salle College Malvern is actively committed to fostering a community of safeguarding that recognises and upholds the dignity and rights of all children.

De La Salle College is an equal opportunity employer.

*“Young people need good teachers, like visible angels”
(MTR 5.1, Med 206.1)*

The Year 9 program at De La Salle College is designed to be authentic, meaningful, purposeful and distinctive to Year 9 students. Through collaboration and inquiry students must lead their own learning.

General Description

The Year 9 Learning and Wellbeing Leader reports to the Assistant Principal: Staff and Students for the duties outlined below in accordance with College policies and procedures. The position works within the spirit of the Lasallian ethos, as outlined in the De La Salle College Mission Statement, Vision and Values statements.

The role of the Year 9 Learning and Wellbeing Leader is to provide a vision for and leadership in the provision of a quality educational program, consistent with a culture of transformation. He/she is responsible for ensuring that the Lasallian Charism and Catholic values inform the goals of the Year 9 Program, developed and grown within the College community.

He/she has primary responsibility for the care, welfare, academic and transition arrangements for the students in Year 9. The prime responsibility of the role is to ensure a common vision for learning and teaching, with a view to broadening the influence of a student-driven, skills-focused curriculum; provide pastoral leadership to staff and students thus strengthening teacher-student relationships; and oversee a program that is highly distinguishable from other years of schooling. The curriculum should provide a valued pathway through the middle years allowing foundations for transition to the senior school.

The Year 9 Learning and Wellbeing Leader is responsible for facilitating a program of innovative classroom design and organisation, a distinct physical environment dedicated to Year 9, intensive off-campus community based work, broadening of the WISE program, a curriculum that facilitates deeper engagement and opportunities for students to experience adult-like roles. A major focus will be implementing and leading a project-based approach to units of work using cross-curricular links integrated across specific curriculum areas.

The College has a universal expectation for the protection of the young men in its care and is committed to ensuring that all staff promote the inherent dignity and fundamental right of students to be respected and nurtured in a safe school environment. This commitment is drawn from and inherent to the teaching and mission of Jesus Christ, with love, justice and the sanctity of each human person at the heart of the Gospel.

The College has a zero tolerance of all forms of child abuse and actively works to listen to and empower students. The College has policies and processes in place to protect students from abuse and takes all allegations and concerns seriously and responds in line with the organisation's policies and procedures.

PORTFOLIO RESPONSIBILITIES

LEARNING

- In collaboration with the Assistant Principal: Learning and Teaching and Learning Area Team Leaders, facilitate the design, development and implementation of a curriculum which is consistent with the overarching aims and mission of the College and Year 9 program in accordance with Victorian Curriculum standards;

- Coordinate the effective planning, development and delivery of a robust Year 9 curriculum. Guiding principles for curriculum planning should include: building resilience and agency (action); inquiry and problem based learning; strong cross-curricular links; empowerment (personalised learning); and metacognition (understanding their own learning);
- Support teachers with development of their skills and knowledge of inquiry and project-based education models, including the use of an appropriate repertoire of learning and teaching strategies. This is with a view to engendering innovative learning and teaching, with a focus on continual improvement in student learning outcomes;
- In cooperation with the Curricular and Pedagogy Leader, oversee campus-wide curriculum auditing related to course development by subject teachers, informed by sector requirements and current educational research;
- Ensure that curriculum design and delivery is personalised and provides students with an opportunity to lead their own learning;
- Work in collaboration with the Year 9 teaching staff and Data and Progression Leader to actively monitor student progress through Synergetic and the BASE and;
- Oversee arrangements for campus-wide exhibitions of student investigations and projects;
- Work in cooperation with the Assistant Principal – Learning and Teaching in effecting arrangements for excursions and off-site movement;
- Liaise with venues and management specific to the intensive off-campus, community-based blocks – including any work in the City
- Constructing and monitoring the budget for relevant elements of the Year 9 Program.
- Oversee Year 9 exam arrangements, managing exam timetabling, absences and catch-up sessions. Including working in collaboration with Year 9 Ed Support Case Manager regarding suitable modification.
- In collaboration with an Outdoor Education provider and the Head of Senior School assist in coordinating a suitably challenging WISE Expedition; this will include running a pre-Expedition parent information evening.
- Attend Program Support Group (PSG) Meetings as required;
- Oversee Academic Review and progression meetings for students considered at risk
- Provide a structured Futures Program that informs the Subject Selection pathway of students moving into Year 10 including running the Year 10 Parent Information Evening
- To provide professional support and Professional Development to the Year 9 Team; and
- Where appropriate, assist with the selection of Year 9 staff
- Liaise with the De La Salle College Daily Organiser in relation to the scheduling of non-timetabled off-site activity including but not limited to times when the city is used as a platform for learning
- Oversee a successful Project Based Learning week culminating with a Year 9 Expo

WELLBEING

The role of the Year 9 Learning and Wellbeing Leader is to take responsibility for the development of practices and a culture that enables all students to:

- Deeply connect “who they are” and “how they can be” in the world of the Catholic faith;
- Reach their potential;
- Build positive and connected relationships;
- Develop skills and attitudes that promote wellbeing and resilience;
- Deepen their appreciation for learning, their perseverance and their stamina;
- Lead optimistic, graced and hope-filled lives of impact.

The Year 9 Learning and Wellbeing Leader works in close collaboration with the Head of Middle School in attending to the wellbeing and learning needs of all students of the College.

Specifically:

- Guide and support staff and students to create a learning environment and culture that promotes student wellbeing and resilience;
- Set the professional standards for members of their team – supporting the performance and development of Class/House Mentors in coming to understand the intrinsic links between wellbeing and learning;
- Assume responsibility for monitoring the overall wellbeing and needs of students at Year 9 (facilitating Student Support Meetings when required);
- Effectively manage student wellbeing and learning programs and procedures for all students;
- In collaboration with the Head of Middle School oversee the development of policies and procedures that:
 - enhance student wellbeing and recognise the important connection between learning outcomes and wellbeing; in cooperation with the relevant Coordinator;
 - clarify expectations in relation to promotion from one year level to the next;
 - meet the needs of the College, reflect Lasallian values and adhere to VCEA requirements;

- Embed a child safe culture, ensuring risk is rigorously assessed and relevant policies and procedures are in place to create 'zero tolerance' of all forms of abuse;
- Be available to discuss matters concerning students with parents/guardians/cares;
- Be open and responsive to the needs of students, including personal problems, academic progress or the orientation of new students;
- Liaise with the College Psychologists to develop interventions, such as building relationships with outside agencies to respond to significant wellbeing concerns;
- Support vulnerable and marginalised students in collaboration with the College Psychologists
- Work closely with the Director of Operations in planning student activities, orientation activities and programs for students;
- Maintain clear communication with students, parents/guardians/carers and staff on matters affecting students (including writing for daily bulletins, weekly staff bulletins/memos, and contributing to the College Duce and annual Blue and Gold publication);
- Provide support to the Year 9 Team in responding to wellbeing and discipline issues.
- Oversee arrangements for after school detentions for infringements for homework, uniform and general behaviour.
- Support the First Aid Policy and Procedures;
- To work in collaboration with the Head of Middle School to develop and review the GROW curriculum and Wellio platform to ensure it meets the needs of all Year 9 students
- Enable all students to become confident, active, creative and informed citizens (Melbourne Declaration on Educational Goals for Young Australians, Dec 2008).
- Oversee Year 9 Student Wellbeing briefings

ICT AND DIGITAL LITERACY

- In collaboration with the Digital Learning and Innovation Leader, promote the integration of ICT across the curriculum, specifically in relation to the College Learning Management System (OLLIE); and
- Model effective use of ICT for both learning and administrative purposes.

STAFF AND OPERATIONS

- Participate, as required, in the conduct of interviews and annual staff appraisals and setting recommendations for professional growth;
- Participate, as directed, in the conduct of student interviews for enrolment
- To provide professional support and Professional Development to the Year 9 Team; and
- Where appropriate, assist with the selection of Year 9 staff.

PROJECT-BASED WORK

- Oversee arrangements for WISE Centre-wide exhibitions of student investigations and projects;
- Work in cooperation with the Deputy Principal – Learning and Teaching in effecting arrangements for excursions and off-site movement;
- Liaise with venues and management specific to the intensive off-campus, community-based blocks – including any work in the City Experiences, ensuring their smooth execution; and
- Constructing and monitoring the budget for relevant elements of the Year 9 Program.

Child Safety

The College has a zero tolerance of all forms of child abuse and actively works to listen to and empower students. The College has policies and processes in place to protect students from abuse and takes all allegations and concerns seriously, and responds in line with the organisation's policies and procedures.

Staff must adhere to the following:

- A thorough understanding of the College's Child Safety and Wellbeing Policies and the Child Safety Code of Conduct, and any other policies or procedures relating to child safety and wellbeing;
- Assist in the provision of a child-safe environment for students;
- Demonstrate duty of care to students in relation to their physical and mental wellbeing.

Breaches will be managed as per the CEMEA 2022 Clause 13 – Managing Employment Concerns.

Occupational Health and Safety

There is responsibility, incumbent on all staff, to ensure that the regulations associated with Occupational Health and Safety are adhered to. As a leader in the College, this position has particular responsibility to ensure the health and safety performance of the team.

This responsibility extends to:

- Maintaining the workplace in a safe condition and reporting any identified hazards;
- Actively promoting and implementing agreed Occupational Health and Safety procedures;
- Identifying Occupational Health and Safety training needs of both individual staff and the department as a whole;
- Ensuring that staff working in the department are aware of their own responsibilities under Occupational Health and Safety requirements.

Staff in the department are to be advised that they are to:

- Take reasonable care of their own safety and health and safety of others affected by their acts or omissions;
- Report hazards, accidents or incidents (near misses) in accordance with agreed College procedures;
- Follow established safe working procedures, instructions and rules;
- Cooperate with the employer with respect to any action taken by the employer to comply with any requirement imposed by or under the Act;
- Not wilfully or recklessly interfere or misuse anything provided in the interests of health and safety or the welfare of others;
- Not wilfully place at risk the health and safety of any other person in the workforce.

The complete Occupational Health and Safety College Policy may be viewed through accessing the College Policies on OLLIE.

The Position

The Year 9 Learning and Wellbeing Leader is a POL 3.5 position and is allocated 16 periods per cycle, consistent with Consultative Committee recommendations. Some variation in the specified responsibilities may take place from year to year.

The position is employed in accordance with the terms and conditions of the Catholic Education Multi Enterprise Agreement 2022.

This Position Description may be subject to change during the term of your appointment as part of a normal process of ongoing evaluation of the College's operations.

All employees at De La Salle College are to follow College policies and procedures.

De La Salle College is an equal opportunity employer.

Criteria

The successful applicant will be able to demonstrate:

1. A deep commitment to Catholic and Lasallian ethos and educational values in male educational environment;
2. A commitment to the College's Child Safety and Wellbeing Policy upholding the school's statement of commitment to child safety at all times;
3. Demonstrated competence in the use of ICT in an educational setting;
4. Excellent organisational, communication and collaborative skills;
5. Proven success as a teacher with a commitment to personal professional development
6. Knowledge and understanding of contemporary trends and research into educational outcomes;
7. Knowledge and understanding of student engagement data and impact on student achievement and wellbeing;
8. Familiarity with Catholic Education Melbourne Horizons of Hope educational framework, the Wellbeing Foundation Statement and the eXcel: Wellbeing for Learning in Catholic Schools documentation;
9. Excellent leadership, management and administrative skills to facilitate innovation and sustain continuous improvement;
10. A vision for the role;

Experience and Qualifications

It is preferred that the successful applicant will have the following experience and qualifications:

1. Relevant tertiary qualifications in education including a Master's Degree (preferable);
2. Experience in relevant educational leadership.
3. Current VIT Registration.