



## POSITION DESCRIPTION DIRECTOR OF WELLBEING

<b>TENURE:</b>	Full Time, Permanent
<b>RESPONSIBLE TO:</b>	Principal - Nga Tawa Diocesan School
<b>FUNCTIONAL RELATIONSHIP WITH:</b>	Principal Senior Management Team Chaplain Wellbeing Team (Boarding Managers, Deans, Counsellor, Nurse) Mentor Teachers

### PURPOSE OF ROLE

The Director of Wellbeing, who reports to the Principal, is responsible for student wellbeing and behaviour management, in both our day and boarding environments.

The Director is a member of the Senior Management Team and as such holds a responsibility for the school's strategic direction and reputation for all round excellence. They are responsible for the day to day operation of boarding and leading the Wellbeing Team, including boarding staff, Deans, Counsellors and Nurse.

Wellbeing (Hauora), within this context means students and staff enjoy a state of, physical, mental, emotional, social and spiritual wellbeing, in which each individual realises their abilities, can cope with the normal stresses of life, can work or study productively and are able to contribute to the Nga Tawa community.

This position may have a teaching component.

### PERSON SPECIFICATION

The Director of Wellbeing will be expected to demonstrate a range of knowledge experience and attributes.

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#### EDUCATION QUALIFICATION

Have a tertiary qualification in health, wellbeing, psychology, counselling or a related discipline and be registered with an affiliated professional body. An education background or qualification is also advantageous.

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#### KNOWLEDGE AND EXPERIENCE

Comprehensive and practical knowledge and expertise of positive psychology, education and restorative practice.

Minimum of five years' experience in a management role in a school or a relevant social sector organisation, with a demonstrated ability to lead teams and a capacity to manage and resolve issues using innovation and inspiration.

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Demonstrated conceptual and analytical ability combined with integrity and a high level of discretion.

Can plan, act, review and responds at the highest level of professional practice by

- gathering information, (current research, student and staff voice, observation) analysing and making decisions
- developing strategies, aligning resources and implementing innovative solutions for improvement
- consolidating improvement, changing established practices and implements effective wellbeing frameworks to progress student and staff wellbeing

Demonstrated empathy with Māori students and a commitment to the principles of the Treaty of Waitangi.

An understanding of girls 21<sup>st</sup> century education and the relative advantages of girls' schools and boarding environment.

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**PERSONAL  
PROFESSIONAL  
QUALITIES**

Ability to work closely with and to build respect, trust and rapport with staff, students and families.

An open warm and caring manner with empathy but who can hold 'difficult conversations' if the situation demands it.

Ability to work as part of the SMT to motivate and mentor colleagues to provide a stimulating positive and rewarding school environment within a continuous improvement context.

Ability to empower young people and to delegate genuine responsibility to them

A high level of emotional intelligence.

Strong and demonstrable commitment to the Anglican special character and values of the school.

Loyalty and ability to provide collegial support to the Principal.

Ability to represent the School in a professional manner.

Excellent written and verbal communication skills.

Time management and administrative and technology skills and an ability to uphold deadlines.

Demonstrate a commitment to on-going professional learning.

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**KEY ACCOUNTABILITIES**

1. Special Character
2. Strategic Planning
3. Management of boarding Operation
4. Student Wellbeing
5. Staff Wellbeing
6. Health and Safety

7. Teaching
8. Corporate Responsibility
9. Personal/Professional Development

*Limits of Authority – Approval of expenditure in accordance with School financial policy*

## 1. SPECIAL CHARACTER

Key Tasks	Performance Indicators
Contribute to the development of the Anglican special character of the school, including as appropriate leadership in worship services	<i>Active participation and reflection of the Anglican faith tradition.</i>
Model and lead in demonstration of the school values of respect, integrity and courage.	<i>At all times behaviour and attitude consistent with school values</i>

## 2. STRATEGIC PLANNING

Key Tasks	Performance Indicators
After wide consultation, supported by and considering research, make considered contributions to the Diocesan Boards Strategic and Annual Plan.	<i>Considered wellbeing strategic plan goals and annual targets consistent with research and school need.</i>
<p>Increase the School's clarity about and commitment to student and staff wellbeing (Hauora) by</p> <ul style="list-style-type: none"> <li>- Delineating the key wellbeing outcomes to be targeted by the school community</li> <li>- Benchmarking and assessing outcomes at regular intervals to determine the effectiveness of wellbeing strategies implemented by the School.</li> </ul>	<p><i>Clear decision making related to the consistency, quality of wellbeing implementation across the school and within year groups by:</i></p> <ul style="list-style-type: none"> <li>-<i>Mapping the implementation of whole-school proactive and reactive wellbeing, strategies using positive psychology approaches alongside restorative practices.</i></li> <li>-<i>Evaluating the extent of and need for school resources dedicated to wellbeing and associated decision making</i></li> </ul>

### 3. MANAGEMENT OF BOARDING OPERATION

Key Tasks	Performance Indicators
Lead the Wellbeing Team including boarding staff, Deans, Counsellor and Nurse	<i>Lead in the support, and professional development and appraisal process of wellbeing team.</i> <i>Staff feedback affirming and confident in their roles and achieving agreed wellbeing targets</i>
Responsible for the day-to-day operation of Nga Tawa's boarding environment and overall responsibility of any boarding programmes.	<i>Boarding programmes are developed and implemented and optimal boarding environment</i>
Meet regularly with Boarding staff regarding issues pertaining to boarding professional development, appraisal, resource management and pastoral care of students	<i>Department meeting minutes are available and issues are resolved in a timely manner</i>
Recruit appropriate staff to boarding and provide effective induction, appraisal and rosters	<i>Staff perform effectively and are retained</i>

### 4. STUDENT WELLBEING

Key Tasks	Performance Indicators
Develop, implement and review whole school and year level narratives within a positive psychology framework to increase year level boarding manager and mentor teacher understanding and guidance of a student group or individual student.	<i>Targeted narratives to achieve school wide wellbeing outcomes, implemented and reviewed to determine efficacy and school community has a good understanding and appreciation of narratives.</i>
Develop and manage an effective restorative student management system across the school, including but not limited to <ul style="list-style-type: none"><li>- Achieving behaviour and attitude consistent with special character and values</li><li>- Minimising student absence and truancy.</li></ul>	<i>Staff and students have confidence in the restorative system</i> <i>Restorative practices ensure holding students accountable and getting the to right a wrong.</i> <i>Consequences focus on behaviour and effect it had, thus any effect when pursuing disciplinary action</i>
In conjunction with the Wellbeing Team, identify students with particular pastoral needs or requirements and ensure that these needs/requirements are being reasonably met. These include students who: <ul style="list-style-type: none"><li>- Have emotional, psychological or behavioural difficulties</li><li>- Need support in managing current difficulties in relationships with other students or with staff (including boarding difficulties or family)</li></ul>	<i>Procedures in place to support students in crisis and special learning and behavioural needs</i> <i>Students are identified and supported appropriately, as determined by students, families, wellbeing staff and health professionals.</i>

<ul style="list-style-type: none"> <li>- Are Māori and seeking to ‘achieve as Māori’ in line with Ka Hikitia (the Government’s Māori Education Strategy) and with consideration of the school context</li> <li>- Are International Students</li> </ul>	
<p>Enhance the positive transition of girls into Year 9 and other year levels</p>	<p><i>Develop and evaluate orientation programmes and peer support networks to ensure effective student retention</i></p>
<p>Develop, implement and review programmes designed to increase student agency in wellbeing practice – including but not limited to:</p> <ul style="list-style-type: none"> <li>- Prefect Leadership</li> <li>- Year 12 Big Sisters</li> <li>- Peer Supporters</li> <li>- School Council</li> </ul>	<p><i>Students are encouraged to accept roles and are well supported in achieving agreed aims and actions</i></p>
<p>Liaise with external agencies associated with the school, as well as community and parents. Coordinate and monitor systems to ensure quality assurance management of the use of external agencies by school staff in relation to student counselling and support.</p>	<p><i>External agency reports termly Quality assurance system monitored</i></p>
<p>Develop implement and review effective procedures to support wellbeing in a crisis situation, and adhere to any Ministry of Education or Agency guidelines</p>	<p><i>Procedures in response to reported abuse, self-harm and response to suicidal ideation.</i></p>
<p>Meeting MOE and Hostel Licence requirements with reference to student management.</p>	<p><i>Agency compliance maintained.</i></p>

## 5. STAFF WELLBEING

<b>Key Tasks</b>	<b>Performance Indicators</b>
<p>Support Senior Management in fostering group cohesion and strong positive school spirit across the school.</p>	<p><i>Ensure that procedures and practices contribute to establishment and maintenance of a positive school environment.</i></p> <p><i>Positive feedback from staff and students</i></p>
<p>Manage school wide relief system to ensure teaching and learning and appropriate boarding care continues during staff absence.</p>	<p><i>Boarding and day school are appropriately staffed at all times.</i></p>

## 6. HEALTH AND SAFETY

Key Tasks	Performance Indicators
In conjunction with Principal and Bursar develop school wide systems that are consistent with the Health and Safety at Work Act 2016.	<i>Health and Safety procedures pertaining to student wellbeing and crisis management system in place</i>
Develop and review procedures to ensure students wellbeing and safety, with reference to Children's Action Plan and Vulnerable Children Act 2014, Education (Hostels) Regulations 2005 and Health and Safety 2015 and the Education and Training Act 2020.	<i>Students report feeling safe and cared for and those at risk are identified and referred while also being supported by the school. Procedures consistent with legislation Maintain and review the Boarding Handbook</i>
Support a school wide culture supporting Health and Safety policies where hazards, near misses and Injuries are recorded, reported and eliminated as much as is possible.	<i>Hazards and those areas contributing to near misses are reported and eliminated and injuries are reported and treated appropriately</i>
Procedures and emergency evacuations are practised as legally required and are known by all staff and students.	<i>Students respond appropriately Emergency procedures are practiced and documented</i>
On site health care (mental and physical) is administered appropriately and confidently when required. Student and staff confidentiality is maintained when appropriate.	<i>Liaison with Registered Nurse and Counsellors on site and collaboration in review of wellbeing procedures Primary Health care providers in school have current qualifications and practical experience.</i>
Liaise with the HOD Physical Education and Health ensuring that health related programmes occur in conjunction with the requirements of the health and food and nutrition curriculum.	<i>Student education occurs in relation to at risk behaviour and appropriate nutrition</i>

## 7. TEACHING

Key Tasks	Performance Indicators
<b>If required</b> and negotiated with Principal, maintain a teaching load of up to 1 class as negotiated.	<i>Current NZ Practice Certificate</i>
Requirements for classroom responsibilities, lesson preparation and implementation, curriculum planning and assessment and reporting will be the same as for all teachers.	<i>Feedback from PD and students</i>

## 8. CORPORATE RESPONSIBILITY

Key Tasks	Performance Indicators
In negotiation with the Senior Management Team, participate in weekend on call duties.	<i>Staff/tutor feedback</i>
In conjunction with SMT contribute to the practice of staff performance, appraisal and attestation.	<i>Completed appraisal cycle of wellbeing team</i>
Contribute to the preparation of reports, papers and research for the Board of Trustees, Diocesan Trust Board, Ministry of Education, Principal – including but not limited to <ul style="list-style-type: none"><li>- Compliance and Hostel</li><li>- Code of Practice International Students</li><li>- Policy Review</li><li>- Wellbeing Review - Variance</li></ul>	<i>Requests for reports are met in a timely manner.</i>
Accept, in conjunction with the other senior managers, responsibility for the division of further routine matters related to day to day management and the efficient operation of the School, including but not limited to <ul style="list-style-type: none"><li>- Chair Colours Committee</li><li>- House Shield</li><li>- Co-ordinate other duties/responsibilities the Principal may assign.</li></ul>	<i>Duties/Reports are positively accomplished.</i>
Promote the school positively in any forum, which may include school events and marketing functions	<i>Appropriate professional conduct in every forum.</i>
Provide a thoroughly professional image and example to all members of the school community.	<i>Behaviour, attitude consistent with values. Professional dress is appropriate as determined by dress code.</i>
Foster good working relationships with all agencies associated with the School, as well as community and parents.	<i>Feedback from staff</i>
Participate in activities related to the co- and extra-curricular programme provided for students as negotiated with the Principal	
Contribute to the Nga Tawa News and the Nga Tawa Script.	<i>Contribute as requested</i>
Perform such other duties and assume other responsibilities as the Principal may assign.	<i>Appropriate contribution</i>
Contribute to the management of School events in conjunction with DP Curriculum and other senior staff e.g. Powhiri, Graduation Dinner, Prize giving, Assemblies, Year 11-12 student/parent functions and Year 9 to 13 parent information evenings.	<i>Absence system accurate and absentees are monitored by Deans and teacher mentor. Truancies followed up</i>

## 9. PROFESSIONAL/PERSONAL DEVELOPMENT

### Key Tasks

Attend professional conferences and courses to maintain personal awareness of developments related to current wellbeing practice, but could include curriculum area if teaching is required.

### Performance Indicators

*Report on conferences attended to Principal*

Signed: .....  
Deputy Principal

Date: .....

Signed: .....  
Principal

Date: .....