

	Position Title: Student Wellbeing Worker	Team: Berry Street School		Region: Western
	Supervisor: Assistant Principal	Delegations and Authorities: In Line with Delegations Policy	Band: A	Date Completed: May 2019

ORGANISATIONAL INFORMATION

OUR VISION AND FOCUS	ROLE CONTEXT
<p>We believe children, young people and families should be safe, thriving and hopeful.</p> <p>Our Vision for 2022: Together we will courageously change lives and reimagine service systems.</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>We look forward to working with children, young people, families, carers, staff and partners to achieve this vision. Together.</p>	<p>The Berry Street School is a specialist independent school consisting of three campuses based in Ballarat, Morwell, Noble Park and Shepparton. The Berry Street School adheres to standards set by the Victorian and Federal Governments. We offer an adaptation of the National Curriculum for years 7-10 and the Victorian Certificate of Applied Learning (VCAL).</p> <p>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.</p> <p>The Berry Street School works from our model of Trauma Informed Positive Education, which encompasses a structured vision of wellbeing in the school community including the support of education case management for each student. Our relationship based practice is grounded in unconditional positive regard for our students. The use of restorative practices assists students and staff to build the capacity to self-regulate behaviour, improve learning outcomes and nurture relationships.</p> <p>The Berry Street School provides students with an individual education plan encompassing holistic support offering intensive literacy, numeracy and personal development programs, with a focus on pathways planning at the senior end.</p>
OUR VALUES	PRIMARY OBJECTIVES OF THE ROLE
<p>Berry Street expects all staff to apply these Values in all aspects of their work.</p> <p>Courage: to never give up, maintain hope and advocate for a ‘fair go’</p> <p>Integrity: to be true to our word</p> <p>Respect: to acknowledge each person’s culture, traditions, identity, rights, needs and aspirations</p> <p>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</p> <p>Working Together: to work with our clients, each other and our colleagues to share knowledge, ideas, resources and skills</p>	<p>The Student Wellbeing Worker is a 0.6 EFT position that involve:</p> <ul style="list-style-type: none"> Working with the school transition teacher on programs designed to reengage students who are currently in Berry Street residential care. Playing a key role in implementing the trauma-informed model of education for the students in the reengagement program. Supporting the implementation of the Berry Street Education Model. Working with the student wellbeing coordinator and the reengagement teacher to ensure implementation of student wellbeing strategies and programs. Providing support to students.
	REPORTING RELATIONSHIPS
	<p>This role is based at our Ballarat campus.</p> <p>This role reports to the Ballarat Assistant Principal who will provide supervision and review.</p>

EXPECTATIONS	
<ul style="list-style-type: none"> 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 the principles of social justice. 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 supports White Ribbon, Australia's campaign to stop violence against women. There is an expectation that staff never commit, excuse or remain silent about violence against women. 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	
<ul style="list-style-type: none"> 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. The ability to develop creative and proactive strategies in order to effectively engage with students who are not yet participating/committed to their education. Understanding of the interface between the education and welfare sectors including knowledge of local referral pathways. Ability to liaise with other service providers and key stakeholders. 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
<ul style="list-style-type: none"> A qualification in education, social work, welfare or youth work is required. Staff must hold a valid WWCC, current drivers licence at all times and undergo a Criminal Records Check prior to employment. Staff must hold a valid Working with Childrens Card, a current drivers licence at all times and undergo a Criminal Records Check prior to employment. Subsequently, staff must report any criminal charges or court appearances. 	<ul style="list-style-type: none"> Experience in an education setting is desirable

KEY ACCOUNTABILITIES AND RESPONSIBILITIES

ACCOUNTABILITY	SPECIFIC RESPONSIBILITIES
Teaching and Learning	<ul style="list-style-type: none"> • 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 teachers, 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
Administration	<ul style="list-style-type: none"> • Attend enrolment interviews and be involved in the orientation of the students into the program and later, into the school class groups. This will require monitoring over a longer timeframe. • Promote and facilitate participation by all students and teachers in the school as a learning community • Monitor student wellbeing and report any issues to the Assistant Principal • Develop proactive systems to promote and monitor daily student attendance • In consultation with the reengagement teacher and the Assistant Principal, organise and lead recreational activities with students • In consultation with the reengagement teacher and the Assistant Principal, 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 – Western Region at meetings and forums for individual clients, the program and the organisation as required • Berry Street supports White Ribbon, Australia's campaign to stop violence against women. There is an expectation that staff never commit, excuse or remain silent about violence against women.

	<ul style="list-style-type: none">• The Berry Street School is a child safe environment. Our school has a Child Safety Code of Conduct and actively promotes the safety and wellbeing of all students. All school staff are required to protect students from abuse or harm in the school environment, in accordance with their legal obligations including child safe standards as detailed in Ministerial Order No 870.
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CONDITIONS OF EMPLOYMENT

1. This position is 45.6 hours per fortnight
2. This position may be required to work additional hours as necessary to perform the duties according to the *Berry Street Victoria 2014-2017 Agreement*.
3. You will initially be employed at our Ballarat Campus. You may be required to work from other Berry Street sites (on a temporary or permanent basis) as directed from time to time.
4. You will initially be employed at our Berry Street School - Ballarat Campus. You may be required to work from other Berry Street sites (on a temporary or permanent basis) as directed from time to time.
5. Terms and conditions of employment are in accordance with the *Berry Street Victoria 2014-2017 Agreement*, which includes above Award payments and eligibility for remuneration packaging. Salary packaging up to \$15,900 is available to Berry Street employees who meet the eligibility criteria outlined in our Salary Packaging Policy.
6. The remuneration for this position is SCHCADS 5.1 \$74,534.72 gross per annum (full time equivalent), under the *Berry Street Victoria 2014-2017 Agreement*. The value of the salary can be increased through salary packaging.
7. Agency vehicles are available for authorised use and these should be used at all times for work-related purposes, in accordance with the Berry Street Motor Vehicle Policy. However, if you are authorised to use your own vehicle for work-related purposes, you will be paid an allowance per kilometre, which includes provision for comprehensive insurance and other running costs. Berry Street is unable to insure private vehicles owned by staff and will not accept any liability for damage to any staff vehicles incurred while being used for work-related purposes.
8. Superannuation will be paid according to Superannuation Guarantee into a compliant fund of your choice or into HESTA Superannuation Fund.
9. The successful applicant will be required to undergo satisfactory pre-employment checks, including 2 professional referees, a pre-employment health declaration, a criminal records check and proof of identity and qualifications.
10. The successful applicant will initially be employed for a probationary period of 3 months. During this period, either party can terminate employment with one week's notice. A probationary review before 3 months will be undertaken.
11. Under Victorian WorkCover legislation, it is the applicant's duty to advise Berry Street of any pre-existing medical condition, which could be aggravated by the type of employment for which they are applying. The existence of a medical condition will not preclude you from employment, unless you are unable to perform the inherent requirements of the position. However, failure to disclose any relevant injury or disease will jeopardise any entitlement you may otherwise have for a work-related aggravation of that non-disclosed pre-existing condition.
12. Berry Street has a smoke-free workplace policy.

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.	Daily
	Be exposed to all outdoor weather conditions.	Occasional
	Work in unstructured environments (e.g. outreach).	Daily
	Work office hours with the possibility of extended hours.	Daily
	Work on-call after hours.	Occasional
	Work in an open plan office.	Daily
	Work in buildings which may be two-storey.	Daily
	Sit at a computer or in meetings for extended periods.	Regular
	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.	Daily
	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.	Daily
	Interact with clients and members of the public who could display verbal or physically challenging behaviour.	Daily
	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