

POSITION DESCRIPTION

This Position Description is a guide only and is not intended to be an exhaustive or exclusive list of the duties attached to this position. The Position Description is subject to review and modification by the Principal, in response to the strategic direction of the School, and the development of the skills and knowledge of the position.

JOB TITLE	Wellbeing Coach
HOURS OF WORK	Full-time
REMUNERATION CLASSIFICATION	Educational Services Schools (General Staff) Award 2010
REPORTS TO	Director of Senior Years
MGGS POSITION OBJECTIVE	<p>The Wellbeing Coach encourages and supports a holistic approach to increased confidence and self-belief in students within key areas of their school life where positive action sets goals for positive outcomes.</p> <p>Working collaboratively with staff and students across the School, and drawing on relevant research and empirical evidence in the field, this position will focus on activities and resources that encourage greater individual responsibility, positive attitudes, personal goal setting, improved focus and motivation and coaching for academic, social and personal success.</p> <p>Through these activities, the aim is for students to feel more empowered and motivated, and better equipped to face the challenges that school, and life, will bring their way in a contemporary world beyond School.</p>
KEY ACCOUNTABILITIES	KEY TASKS
LIFE COACHING ACTIVITIES	<ul style="list-style-type: none"> • Work closely with and monitor students' wellbeing. • Analyse academic and wellbeing data via the use of the School's online Dashboard. • Foster an environment of support and coaching to increase student self-awareness, develop confidence and enable students to set goals that ensure positive experiences of schooling and a resilient approach to challenges. • Tailored individual and group activities with focus on different themes and life tools including confidence and self-belief, goal-setting and achievement, building resilience, overcoming setbacks, enhancing relationships and steering towards



	<p>success, along with other activities focused on mental, emotional and physical wellbeing.</p> <ul style="list-style-type: none"> • Provide guidance to students to practice and embed their learning. • Check in and develop strategies for the maintenance of student progress. • Demonstrate mastery of online tools such as eVI, student self-reporting packages and online data aggregation dashboards
STUDENT SUPPORT	<ul style="list-style-type: none"> • Provide a safe environment in which students feels there is an opportunity to discuss and share their progress in anon-judgmental setting. • Encourage mutual solution-finding and work with students towards achievable, measurable steps. • Provide weekly advisory sessions for individual students comprising the House-based cohorts and additionally, small group advisories as needed. • Initiate and attend meetings with staff and parents, as required, to discuss planning and progress for life coaching activities and outcomes • Refer to School Counsellors and external providers and resources where necessary in support of student progression. • Refer disciplinary issues and/or concerns to the relevant Year Co-ordinator, Assistant Director, or Director of Senior Years.
COLLABORATION ACROSS THE SCHOOL	<ul style="list-style-type: none"> • Work with Directors, Heads of Departments, including Pathways Planning Team, School Counsellors, and Boarding House to support activities around student wellbeing activities. • Develop and present information sessions for staff, students and parents for themes related to wellbeing.
REPORTING	<ul style="list-style-type: none"> • Monitor the students' upkeep of eVI Learning Plan. • Provide reports and feedback to teachers, counsellors, Assistant Directors, and Directors as needed. • Prepare Semester Wellbeing Reports. • Maintain and update resources and tools that include innovative, relevant and benchmarked research and evidence in the area of student life coaching and wellbeing.



	<ul style="list-style-type: none"> • Act as the first point of contact for parents of the girls in their care.
PROFESSIONAL DEVELOPMENT	Attend Professional Development as required by the School that may assist in successfully meeting the objectives of this role.
OTHER	<ul style="list-style-type: none"> • Any other duties as requested by the Director of Senior Years or the Principal.
KNOWLEDGE AND SKILLS	<ul style="list-style-type: none"> • A related tertiary qualification, for example, a qualification in the area of health and wellbeing of children and young people, psychology or counselling/coaching, or education. • Demonstrated experience in supporting social and emotional wellbeing of students. • Passion for coaching and encouraging motivation in others. • An excellent listener. • Ability to show empathy, support and understanding of others. • Understand planning structure and can show initiative. • Excellent interpersonal skills including a demonstrated ability to consult and interact with students, parents and staff. • Ability to build and maintain effective and positive working relationships with key stakeholders. • Highly proficient interpersonal and written communication skills. • Ability to gain co-operation and support from others. • Ability to work autonomously and as part of a team; a supportive and collaborative team player. • Ability to give and receive constructive feedback. • Knowledge of best practice for the wellbeing of young girls. • Highly competent in the use and application of ICT (Microsoft Suite). • High level of confidentiality.



OTHER REQUIREMENTS	<ul style="list-style-type: none">• Current Victorian Working With Children Check or VIT Registration.• Demonstrable support of the Christian tradition.• High level of trust and integrity.• Friendly, warm and caring demeanour.
CHILD SAFETY	<p>All staff at Melbourne Girls Grammar are expected to take an active role and are well informed of their obligations in relation to Child Safety. The Melbourne Girls Grammar Child Safety Statement is incorporated in the MGGS staff employment cycle from recruitment and reference checking to induction, 3 and 6 month review processes and regular staff training and professional development.</p> <p>Employment with Melbourne Girls Grammar is subject to school policies including the Child Safety Policy, Child Safety Code of Conduct and Child Safety Statement as listed below.</p> <p>Child Safety Statement: Melbourne Girls Grammar</p> <ul style="list-style-type: none">• has zero tolerance for child abuse• actively works to listen to and empower children• has systems to protect children from abuse, and will take all allegations and concerns very seriously and responds to them consistently in line with the organisation's policies and procedures• is committed to promoting physical, emotional and cultural safety for all children• is committed to providing a safe environment for all children

To learn more about the history, vision, mission and values of Melbourne Girls Grammar, please visit <https://www.mggs.vic.edu.au/>