



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: Monday – Friday (38 Hours per week)
SCHOOL	Melbourne Girls Grammar Senior Campus (Merton Hall) 86 Anderson Street, South Yarra, 3141
FACULTY	Wellbeing
REMUNERATION CLASSIFICATION	Educational Services Schools (General Staff) Award 2020
REPORTS TO	Executive Director, Senior Years and ultimately the Principal
SUPERVISES	Students of Melbourne Girls Grammar
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 Learning Management System; • 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;



	<ul style="list-style-type: none"> • Tailor individual and group activities with focus on different themes and life tools including confidence and self-belief, character development, goal-setting and achievement, building resilience, overcoming setbacks, enhancing relationships and steering towards success, preparing for performance, along with other activities focused on mental, emotional and physical wellbeing; • Provide guidance to students to practice and embed their learning; • Check in and develop strategies for the maintenance of student progress; and • 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 feel there is an opportunity to discuss and share their progress in a non-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 fortnightly; • 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; and • Refer disciplinary issues and/or concerns to the relevant House Co-ordinator, Deputy Director, or Executive Director, Senior Years.
COLLABORATION ACROSS THE SCHOOL	<ul style="list-style-type: none"> • Work with the Executive Director, Senior Years, Heads of Departments, including Learning Enhancement and Support Team, School Counsellors, and Boarding House to support activities around student wellbeing; • Develop and present information sessions for staff, students and parents for themes related to wellbeing.
REPORTING	<ul style="list-style-type: none"> • Provide reports and feedback to Teachers, Counsellors, Deputy Directors, and Executive 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.
Policy	<ul style="list-style-type: none"> • Ensure all School policies are adhered to without exception. • Notify and report any and all incidents as soon as possible to the.



	<ul style="list-style-type: none"> Adherence to the MGGGS General Staff Code of Conduct.
Child Safety Requirements/Obligations	<ul style="list-style-type: none"> Must have experience working with children. Demonstrated ability to follow child safety protocols when supervising children and young people in relation to child safety. Must be able to demonstrate an understanding of appropriate behaviours when engaging with children. Abide by all MGGGS Child Safety Policies and Codes of Conduct and demonstrate active commitment to the MGGGS Statement of Commitment to Child Safety. Supervise and manage staff appropriately including regular reviews to ensure that staff are following Codes of Conduct and other child safe policies. Demonstrated commitment to promote Aboriginal cultural safety and awareness and the safety of Aboriginal children and/or communities. Demonstrated ability to promote the safety, wellbeing and inclusion of all children including those with a disability or those from culturally and/or linguistically diverse backgrounds.
PROFESSIONAL DEVELOPMENT	<ul style="list-style-type: none"> 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"> Ensure all School policies are adhered and comply with the MGGGS Staff Code of Conduct. Any other duties as requested by the Executive Director, Senior Years or the Principal. High level of trust, integrity and work ethic. Proactive, resilient and able to work productively. Professional and diplomatic approach to work.
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; Current Victorian Employee Working With Children Check or VIT Registration. Demonstrated ability to make good judgments and use initiative, produce work of a high quality, and to take responsibility for outcomes; A positive personality with a support and service orientated focused on appropriate communication and delivery of outcomes to meet objectives.



	<ul style="list-style-type: none"> • 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 adolescent girls; • Highly competent in the use and application of ICT (Microsoft Suite); • High level of confidentiality; • High level of trust and integrity; and • Friendly, warm and caring demeanour.
<p>CHILD SAFETY</p>	<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 adherence to school policies including the Child Safety Policy, Child Safety Code of Conduct and Child Safety Statement as listed below.</p> <p>MGGS Statement of Commitment to Child Safety</p> <ul style="list-style-type: none"> • As MGGS staff, volunteers, contractors, and any other members of our school community involved in child-connected work, we are responsible for supporting and promoting the safety of children. • We are committed to the safety, participation and empowerment and protecting of all children / students in our care and adhering to our Child Safety Policy. • We are committed to providing a child-safe and child-friendly environment, where children and young people are safe and feel safe and are able to actively participate in decisions that affect their lives.



	<ul style="list-style-type: none"> • We have zero tolerance of child abuse and are committed to the protection of children from all forms of child abuse and all allegations and safety concerns will be treated very seriously and consistently with our robust policies and procedures. Our policies and procedures will provide the name and contact details of staff who have specific responsibilities in relation to child safety and who may receive reports of suspicion of child abuse. Child abuse includes sexual offences, grooming, physical violence, serious emotional or psychological harm, serious neglect and a child's exposure to family violence. • We have legal and moral obligations to contact authorities when we are worried about a child's safety, which we follow rigorously. • We are committed to preventing child abuse, identifying risks early and removing and reducing these risks. • We have robust human resources and recruitment practices for all staff and volunteers. • We are committed to regularly training and educating our staff and volunteers on child abuse risks. We support and respect all children, as well as our staff and volunteers. • We are committed to the emotional, physical and cultural safety of all children and to providing a safe environment for their learning. • We are committed to promoting the cultural safety and participation of Indigenous children, young people and their families. • We have specific policies, procedures and training in place that support our leadership team, staff and volunteers to achieve these commitments.
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To learn more about the history, vision, mission and values of Melbourne Girls Grammar, please visit <https://www.mggs.vic.edu.au/>

Reference	Rev	Date	Page	Authorised By	Signed by Employee
Wellbeing Coach	4	May 2026	5 of 5	The Principal	_____ / /