



**BRINDABELLA**  
CHRISTIAN COLLEGE

# Student Wellbeing Coordinator Middle School (Years 5-8)



## [Introduction to Brindabella Christian College, Canberra](#)

### **Vision Statement**

The vision of Brindabella Christian College is to advance a community of Wisdom, Integrity, Service and Excellence in and through Christian Education.

### **Background**

For over forty years Brindabella Christian College, formerly the O’Connor Christian School, has provided a holistic approach to education based on Christian values and beliefs.

Preparing young people in a changing world which can be volatile, uncertain, complex and ambiguous, demands that the significant adults in a young person’s life lead and learn alongside them with purpose, compassion and humility. The College seeks to actively influence the lives of a greater number of young people. It believes that the most authentic way of achieving access to those students is via the offering of a high-quality, excellent education program. This is the core business of Brindabella Christian College.

The College supports Christian families, and those supportive of the Christian worldview, to raise their children in a safe and caring environment. The school aims to partner with parents in the education of their children, through a Christian education program, supported by Christian staff.

The College is a member of Christian Schools Australia, and the Association of Independent Schools, ACT.

### **Values**

As a Christian school, we value – *Wisdom, Integrity, Service, and Excellence*

### **Mission**

Our mission is to offer high quality Christian education where parents and staff partner together to make a difference in our students’ lives, by helping them grow in wisdom, live life with integrity, be empowered to serve, and to cultivate an excellent spirit.

### **Immutable Tenets**

An important component of the ethos of the College is a set of tenets which Brindabella Christian College holds as sacrosanct. These are central to the identity and tradition of the school and will not be compromised under any circumstance. These include:

- Christian education where God is present in the daily life and work of the College
- Upholding of traditional, conservative Biblical values
- Co-education from Early Learning to Year 12
- Service to others
- Non-selective entry school
- Individual focus on each student achieving their personal best
- Strong community connection.

### **Operational Philosophy of the School**

The core work of Brindabella Christian College is to provide to students a high-quality education through a Christian worldview, from the infant developmental stage to the completion of the secondary years.

In order to achieve this, the College is aiming to regularly review and improve academic programs respond operationally to best meet emerging needs, conduct regular staff reviews to improve

targeting of professional development for staff, maintain pastoral care for students, and employ high quality staff to support the teaching and Christian philosophies of Brindabella Christian College and its future growth.

### **Governance**

Brindabella Christian College is governed by a Board of Directors. The Directors are responsible for setting the strategic view, the schools' policies, philosophy of the school and regulatory compliance.

The desire of the Board and the Principal is to appoint a Student Wellbeing Coordinator for Middle School (Years 5 to 8) who reports to the Head of Middle School and ultimately the Principal, for the provision of pastoral care, student support and positive student engagement, consistent with the College's strategic plan, vision, values, mission and tenets.

### **Faith Basis of Employment**

Appointment to this position is conditional upon you having and retaining during the term of the appointment a firm personal belief consistent with the Statement of Faith attached to your letter of offer from the College. This is inclusive of an active commitment to and involvement with a Christian Church holding a doctrinal position consistent with the Statement of Faith, this being an essential condition and inherent requirement of your appointment and continuing employment.

Should you cease to have a firm personal belief consistent with the Statement of Faith or cease to maintain an active commitment to and involvement with an appropriate Christian Church you must inform the Principal and/or Board immediately. In such an event the College may terminate your employment opportunity summarily in accordance with the provisions outlined in your letter of appointment

### **Teaching Position – Student Wellbeing Coordinator in Middle School**

We seek an exceptional person to join our College as a Student Wellbeing Coordinator. The position is full-time from 2025.

### **Position Description/Responsibilities**

At Brindabella Christian College all staff are expected to support the strategic direction of College, its Board, staff, students and families. The Middle School Student Wellbeing Coordinator plays a critical role in nurturing the emotional, social, and spiritual wellbeing of middle school students. This individual will work in close alignment with the school's Christian values to create a safe, supportive, and positive school environment where students can flourish academically and personally. The coordinator provides support, guidance, and proactive interventions to promote student resilience, character development, and respectful relationships.

#### **Responsibilities:**

1. *Pastoral Care and Student Support:*
  - Develop and implement programs that foster student wellbeing, aligned with Christian values and principles.
  - Provide individual and group support for students facing emotional, social, or behavioural challenges.
  - Collaborate with teachers, parents, and other staff to address and support individual student needs.
  - Refer students to external support services as needed and follow up on their wellbeing.
2. *Promotion of Positive School Culture:*
  - Promote a respectful, inclusive, and supportive environment where students feel valued and safe.

- Implement initiatives that encourage positive relationships, empathy, and community-building within the Middle School.
- Act as a role model for Christian values, fostering students' spiritual growth and encouraging positive character development.
- 3. *Wellbeing Programs and Initiatives:*
  - Develop and deliver age-appropriate wellbeing programs that cover topics such as resilience, emotional regulation, friendship, conflict resolution, and mental health.
  - Organise events, workshops, and guest speakers on relevant wellbeing topics.
  - Collaborate with school leadership and other wellbeing staff to review and enhance existing wellbeing programs and strategies.
- 4. *Student Behaviour Management and Support:*
  - Monitor and manage student behaviour in line with College policies, providing support and guidance to students in need.
  - Work alongside teaching staff to implement behaviour management plans and restorative practices.
  - Assist in resolving conflicts between students, promoting constructive and respectful communication and reconciliation.
- 5. *Parent and Staff Engagement:*
  - Communicate with parents and caregivers regarding their children's wellbeing and school engagement, offering guidance and support where needed.
  - Provide staff with resources, training, and support to effectively respond to students' emotional and social needs.
  - Participate in parent-teacher meetings, school events, and other opportunities to engage with the school community and support student wellbeing.
- 6. *Documentation and Reporting:*
  - Maintain accurate records of student wellbeing cases, ensuring confidentiality and compliance with College policies.
  - Prepare and present reports on student wellbeing trends and programs to school leadership as required.
  - Track and evaluate the impact of wellbeing initiatives to inform ongoing improvement.

#### **Qualifications and Skills:**

- Relevant tertiary qualifications in education, psychology, counselling, social work, or a related field.
- A minimum of 3 years teaching experience or experience in schools
- Experience or familiarity with Christian Education and working within a Christian School
- Registration or immediate eligibility for registration, with the ACT Teacher Quality Institute. (Overseas applicants will need to have begun this process)
- Strong understanding of adolescent development and wellbeing, with experience working in pastoral care or student support roles.
- Excellent interpersonal and communication skills, with the ability to engage positively with students, staff, and parents.
- A strong commitment to Christian values and the ability to incorporate these values into all aspects of the role.
- Knowledge of and experience in implementing restorative practices, positive behaviour support, and conflict resolution.
- Ability to work collaboratively within a team and across departments.

#### **Role Responsibilities**

The Student Wellbeing Coordinator is directly responsible to the Head of Middle School. The position has no direct reports.



### Teaching Duties

This position will have a 0.5 teaching load (variable based on student numbers). Teaching duties will be assigned by the Principal, or delegate, and will be stated in the employment contract.

### Appraisal/Review Conditions

All teaching staff will undertake annual performance appraisals.

### Essential Selection Criteria

Applicants for this role should address the following key criteria within a two-page response:

1. *Pastoral Care and Student Support*
  - Experience developing and delivering wellbeing programs aligned with Christian values, supporting students individually and in groups, and coordinating with teachers, parents, and external services.
2. *Promotion of Positive School Culture*
  - Proven ability to foster a respectful and supportive environment and serve as a Christian role model, implementing initiatives that build positive relationships and community.
3. *Wellbeing Program Development*
  - Skills in creating and managing age-appropriate wellbeing programs (resilience, mental health, conflict resolution) and organising relevant workshops and events.
4. *Behaviour Management and Support*
  - Experience implementing behaviour management and restorative practices in line with College policies and collaborating with staff to support constructive communication and conflict resolution.
5. *Parent and Staff Engagement*
  - Strong communication skills to effectively engage parents and equip staff with resources to support students' wellbeing.
6. *Documentation and Reporting*
  - Ability to maintain accurate records, prepare reports on wellbeing trends, and evaluate programs for continuous improvement.
7. *Qualifications and Christian Education Experience*
  - Relevant tertiary qualifications, teaching experience (minimum three years), experience in Christian education, and eligibility for Teacher Quality Institute (TQI) registration.
8. *Knowledge of Adolescent Wellbeing*
  - Understanding of adolescent development, pastoral care, and restorative practices, with a commitment to Christian values and collaborative teamwork.

Each criterion should be addressed concisely with examples reflecting the applicant's suitability for supporting students' pastoral and spiritual wellbeing within the Christian school community.

### Faith Basis of Employment

- Demonstrated ability to ensure that the Biblical worldview is integrated into the curriculum and teaching based on the infallible Word of God
- Act consistently with the Christian content within the 'Faith Basis of Employment' and the 'Lifestyle Agreement and Intention to Continue' statements within the College letter of offer and the Multi-Enterprise Agreement (all documents are available from the College website)

### Personal Skills and Attributes

- Active participation in a Christian church community
- A passion for teaching
- A sense of trust and honesty
- Energy, enthusiasm and a willingness to learn and grow
- Team spirit and loyalty
- Excellent time management skills and ability to meet deadlines
- Excellent communication skills both written (including language conventions) and verbal
- Ability to work well independently and collaborate as part of a team
- Lead or support a co-curricular program
- Ability to balance empathy and compassion with discipline and order

### Terms of Appointment

The remuneration package includes an attractive annual salary commensurate with the applicant's qualifications and experience. Consideration will be given to special superannuation arrangements and salary packaging.

There will be regular performance based appraisals (see page 4) on agreed criteria. These appointments are full-time and ongoing with a 6-month probationary period.

The School reserves the right to fill the position by invitation or to re-advertise the position.

### Salary Range

Base: \$102,000 - \$124,000 (Base salary is related to years of teaching experience)  
Position Responsibility Loading: up to \$10,000

### Other Documents

Please note that the following documents are available on the College website for your reference:

1. Faith Basis of Employment Statement
2. Lifestyle Agreement and Intention to Continue Statement
3. Multi Enterprise Agreement

### Applications

Applicants for the advertised teaching position at Brindabella Christian College are required to complete the teachers application form found on the [BCC website](#).

### Specific Position Enquiries to:

Elliot Davis  
Deputy Principal, Brindabella Christian College  
Phone: +61 (2) 6190 7300  
Or Email [jobs@bcc.act.edu.au](mailto:jobs@bcc.act.edu.au)

### Lodgment of Applications

Applications can be lodged electronically by email to:  
Email to [jobs@bcc.act.edu.au](mailto:jobs@bcc.act.edu.au)

### Closing Date

Applications close on 6 December 2024. Applications will be reviewed and interviews will be held shortly after.

## College Employment Interview Process Outline

The interview process for applicants seeking employment at the College is designed to ensure a fair, comprehensive evaluation while accommodating candidates from various locations, including interstate and overseas. The process aims to assess applicants' professional qualifications, alignment with the school's values, and suitability for the specific role.

### 1. Initial Application Review

- *Screening:* The hiring team reviews each application to ensure applicants meet the essential qualifications and experience for the role.
- *Shortlisting:* Candidates whose backgrounds align well with the position requirements are shortlisted and contacted regarding the next steps.

### 2. Preliminary Interview (Online or In-Person)

- *Format:* Shortlisted candidates are invited to a preliminary interview, typically conducted via video conference for remote applicants or in-person for local candidates.
- *Objectives:* This interview serves to assess:
  - The candidate's understanding of and alignment with the school's values and mission.
  - Key qualifications, experience, and skills relevant to the position.
  - Basic behavioral and situational responses to determine the candidate's approach to challenges they might encounter in the role.
- *Preparation:* Candidates are advised of the format and provided with general questions and topics to help them prepare.

### 3. Second Interview - Panel Interview

- *Format:* For interstate and overseas applicants, this interview is held online with a panel. Local candidates will need to attend in person.
- *Panel Composition:* Typically includes the Principal, Head of School, relevant department heads, and a representative from Human Resources.
- *Topics Covered:*
  - Teaching philosophy, classroom management strategies, and examples of past achievements.
  - Faith-based and ethical scenarios (for Christian schools) to evaluate the candidate's approach to integrating faith with education.
  - Specific situational questions tailored to the position.
- *Follow-up Questions:* This stage allows the panel to ask follow-up questions on the candidate's prior experience and responses given in the preliminary interview.
- *Interaction Assessment:* The panel will observe the candidate's interpersonal skills, clarity in communication, and potential cultural fit within the school community.

### 4. DISCRETIONARY STEP- Practical Component (Teaching Simulation or Project)

- *For Teaching Roles:* Candidates are asked to prepare and deliver a sample lesson (either recorded or live) to demonstrate their teaching style, classroom management, and engagement strategies. Overseas and interstate candidates may submit a video of the lesson or conduct it via a virtual classroom.
- *For Administrative Roles:* Candidates may be given a scenario-based project or case study to complete, which assesses their problem-solving abilities, decision-making skills, and alignment with the school's policies and mission.
- *Feedback:* The hiring team assesses the performance on various criteria and, where possible, provides feedback to the candidate.

### 5. Reference Checks and Verification

- *Reference Checks:* Contact the candidate's references to verify employment history, teaching or administrative skills, and overall fit for a faith-based school environment.
- *Additional Checks for Overseas Applicants:* For international applicants, additional verification (e.g., credential validation, background checks) may be required.

**6. Final Interview (Optional)**

- *Purpose:* For positions where a further in-depth conversation is needed, or when interviewing overseas candidates who may need to meet with additional senior staff.
- *Format:* Conducted online if the candidate is interstate or overseas.
- *Topics Covered:* Often focuses on logistics, expectations for relocation (if applicable), and clarification of any final questions from either the candidate or the school.

**7. Offer and Onboarding**

- *Offer Stage:* Successful candidates receive a formal offer, detailing the terms of employment, start date, and next steps.
- *Relocation Support:* If required, the school may assist with resources to support the relocation process for interstate or overseas hires.
- *Onboarding:* Once the offer is accepted, the candidate will be guided through the school's onboarding program to ensure a smooth transition into their new role.

**Considerations for Overseas and Interstate Applicants:**

- *Flexibility in Timing:* Time zone differences are accommodated in scheduling interviews.
- *Remote Participation:* All stages are accessible via online platforms to ensure remote applicants receive the same evaluation opportunities.
- *Relocation and Adjustment Support:* Where possible, the school may provide resources to help candidates and their families transition smoothly to their new community and role.

This interview process ensures that each candidate is evaluated thoroughly and fairly, regardless of location, while upholding the school's commitment to a supportive and professional hiring experience.