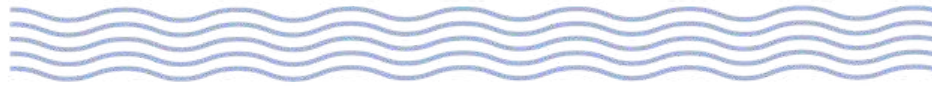




APPOINTMENT OF Director of Wellbeing - Kindergarten to Year 12

Bishop DrUITT College
2026





Welcome from the Principal

Giinagay, welcome to Bishop DrUITT College, where hearts and minds are nurtured, every student is seen, and learning is a journey of growth, belonging and purpose. Our inspiring educators pursue academic excellence, believing that education will transform our students' lives.

Guided by the BDC Way—generosity of spirit, service, integrity, courage, inclusivity, mutual respect and justice—we are a community grounded in strong relationships and a deep commitment to the whole child and our Anglican tradition.

As Principal, it is both a joy and an honour to extend a sincere invitation for you to consider becoming a part of our Bishop DrUITT College family. Nestled in the heart of the beautiful Coffs Coast, our college stands as a proud and compassionate cornerstone of our community. We are committed to guiding young people as they grow into capable, kind, and courageous individuals and invite you to join a team of inspiring professionals who are passionate about making a difference.

Join our Bishop DrUITT College community—where your work has purpose, and your impact lasts a lifetime as we shape the future of our students as world prepared citizens.

Mr Simon Doyle
Principal





The Bishop DrUITT College Way has five tenets:

- 1 Prioritise Wellbeing
- 2 Empower For Life
- 3 Embrace Diversity
- 4 Pursue Excellence
- 5 Serve Our Community

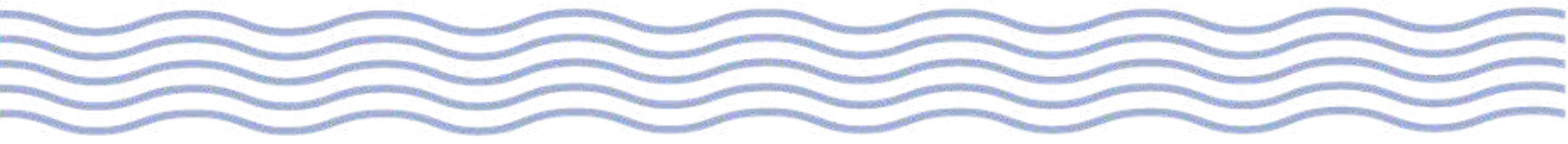
Bishop DrUITT College upholds rigorous standards in all facets of daily college life, known as 'the Bishop DrUITT Way.' This ethos fosters character development, community building, and the preparation of students for the global stage. It serves as the cornerstone of our school community, fostering enduring connections among its members through structured activities and personal relationships.

Embracing every aspect of college life, it prioritises the holistic wellbeing and growth of each individual within the community. These principles form the bedrock of Bishop DrUITT College's vision, reinforced by our core values of mutual respect, integrity, inclusivity, courage, justice, and generosity of spirit.

Vision Statement:

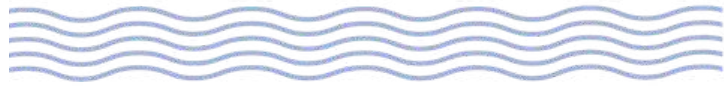
Bishop DrUITT College was founded on the pursuit of excellence, with the vision of creating a premium K-12 independent educational experience for the children of the Mid North Coast of NSW.

At Bishop DrUITT College, we see the balance between an outstanding academic environment and a safe and caring pastoral community as being the key to producing world-prepared citizens.



Position Title	Director of Wellbeing (K-12)
Reporting to	Deputy Principal
Contract term/type	Full time teacher contract (ongoing), plus a 3yr review cycle as Director position of responsibility
Leadership details;	Level 3 Leadership Allowance 3yr review and reflection cycle Direct reports - Heads of House, Year Coordinators, Aboriginal Employment Officer, Counselling Team, and Primary Wellbeing Coordinator. Reporting to and mentored by the Deputy Principal
Schools Industrial Agreement;	Independent Schools (Teachers) Cooperative Multi-Enterprise Agreement 2025
Application due date	27th July 2026
How to apply;	Apply online via the BDC Employment website - https://www.bdc.nsw.edu.au/employment
Contact Information	Terri Fynch 02 6651 5644/ hr@bdc.nsw.edu.au Sue O'Connor - Deputy Principal 02 6651 5644 / soconnor@bdc.nsw.edu.au

Director of Wellbeing (K-12)



Overview of the College

Bishop Druitt College (BDC) sets high standards across all aspects of daily College life. These expectations are expressed through the *Bishop Druitt Way*, a philosophy that nurtures the character of each student, strengthens community, and prepares young people to become capable and responsible global citizens or World Prepared. The College seeks to provide an environment where students are challenged to pursue excellence in learning, relationships, and personal growth founded on our Anglican tradition.

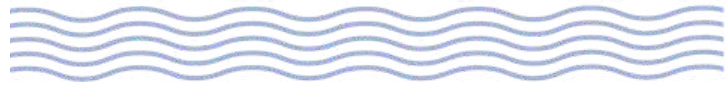
We are a Kindergarten to Year 12 college on the North Coast of New South Wales established through the vision and commitment of the local community, the College was founded to provide access to a high-quality education for families who desire the highest standards of learning, behaviour, and character development for their children. As an Anglican school, the College is guided by a strong Christian ethos that is lived through a philosophy of generosity of spirit, service, inclusiveness, and mutual respect. Staff are expected to model and cultivate courageous, innovative, and informed leadership in their work with students and colleagues. While grounded in the Anglican tradition, the College welcomes families from all backgrounds (come as you are) and belief systems who are supportive of and respectful toward the College's Christian foundation.

Character development is central to the educational experience at Bishop Druitt College. Graduate attributes are fostered through a range of programs including rites of passage, wellbeing initiatives, Designing for Deep Learning (DDL), sport, outdoor education, and opportunities beyond the classroom. Through these experiences, students are encouraged to develop resilience, integrity, empathy, compassion, and a commitment to lifelong learning.

Staff at Bishop Druitt College play a vital role in connecting and shaping both the academic and personal development of students with their families. Our inspiring professionals support students in becoming deep learners who persevere, think critically, and act with integrity, while also guiding them toward meaningful academic and career pathways.



Director of Wellbeing (K-12)



Purpose of role

The Director of Student Wellbeing K-12 at Bishop Druitt College is a dynamic and highly respected educational leader who drives the pursuit of excellence through a collaborative, future-focused approach for student and staff wellbeing across the College.

This role within the College Leadership Team is characterised by exceptional communication, critical thinking, and the ability to inspire teams to work collectively in fostering high standards of preventative and evidence informed wellbeing practices that are aligned with the Bishop Druitt Way. The role is responsible for the development, implementation and evaluation of a cohesive K-12 wellbeing framework that promotes positive relationships, student engagement, belonging, character development and social-emotional growth.

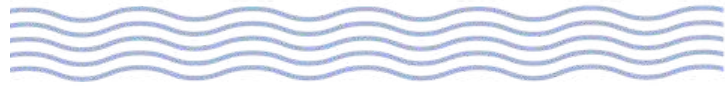
Modelling Faithfulness in Service the Director of Student Wellbeing K-12 leads with generosity of spirit, cultivating a culture of professional trust, innovation, and continuous improvement. Consistently sought for their expertise, they codesign and guide the wellbeing teams in developing engaging, evidence-informed practices that challenge students to achieve their personal best while nurturing character, resilience, and global citizenship. Through strategic leadership and a deep commitment to the College's Anglican ethos, this role plays a pivotal role in shaping a community where students are empowered to become empathetic, self aware world-prepared contributors to their communities.

Working collaboratively with the Deputy Principal, Heads of School, Primary Student Wellbeing Coordinator, Counsellors, Chaplaincy Team, Aboriginal Education Officer and other key staff, the Director ensures a consistent and developmentally appropriate approach to pastoral care, behaviour support, wellbeing intervention and student engagement from Kindergarten to Year 12. In addition to these collaborators, this role leads and mentors the Year Coordinators and Heads of House within our secondary campus.

As a member of the College Leadership Team, the Director leads the strategic direction of student wellbeing, ensuring the College's wellbeing programs, support structures and practices reflect contemporary research, legislative requirements and the values of the BDC Way.



Director of Wellbeing (K-12)



The Director of Student Wellbeing K-12 is the primary point of contact for wellbeing teams, families, and staff regarding:

- Strategic oversight of wellbeing.
- Leading professional learning in key focus areas such as rites of passage, Character and Citizenship attributes, Child Safety Framework.
- Service programs.
- Further embed and ensure clarity for our Student Behaviour Management process.
- Development of the school's strategic intents for wellbeing.

Additionally, the Director of Wellbeing K-12 will work closely with the Primary Student Wellbeing Coordinator in mapping and sequencing the themes and wellbeing focus across K-12 ensuring there is a well-articulated progression through the various stages of learning at the college. Placing student centred decision making at the heart of this role they will provide leadership in best practice for wellbeing, monitoring student progress and support programs, while strengthening connections between students, staff, and families.

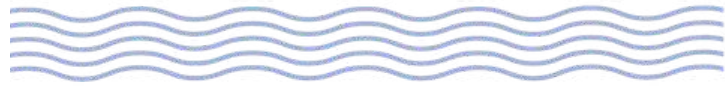
Key Responsibilities

Leadership

- Provide strategic leadership for student wellbeing across Kindergarten to Year 12, ensuring alignment of wellbeing initiatives, programs and practices across the College that embed the BDC Way and develop the BDC Advantage. Mapping this for clarity and publication.
- Pursue excellence through an innovative and proactive approach for wellbeing focus areas in our strategic plan that also promote student voice and agency where possible.
- Codesign and integrate key College initiatives across wellbeing programs such as digital badging, mentoring middle leaders and student leadership opportunities.
- Lead, mentor and support the Student Wellbeing Team, including Counsellors, Primary Student Wellbeing Coordinator, Aboriginal Education Officer, Year Coordinators, Heads of House and other wellbeing personnel. Regularly lead meetings for Year Coordinators and Heads of House.
- Work collaboratively with the Heads of School and Leadership Teams to promote a culture of wellbeing, belonging, inclusion and positive relationships for students and staff.
- Embed and champion strategic initiatives such as Design for Deep Learning Character and Graduate Attributes.
- Further embed, develop and publish a comprehensive K-12 wellbeing framework, ensuring continuity across all stages of schooling.



Director of Wellbeing (K-12)



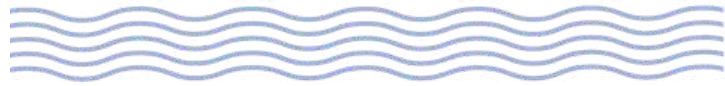
- Lead character and citizenship development, service learning, restorative practices, rites of passage and student leadership opportunities.
- Lead professional learning and build staff capacity in wellbeing, rites of passage, behaviour support, restorative practices, child safety and student engagement. Including codesigning community events and information evenings such as the Parent Collective.
- Monitor and analyse wellbeing, attendance, behaviour and engagement data to identify trends, evaluate interventions and inform strategic planning and continuous improvement.
- Ensure compliance with child protection, mandatory reporting and legislative requirements and work alongside College leaders to maintain a strong culture of student safety and wellbeing.
- Partner with Heads of School and key coordinators to co-design and successfully implement key transition programs, including Kindergarten entry, Year 6 to Year 7 transition, and other significant milestones throughout the student journey.
- Contribute actively to the College Leadership Team and liaise with Primary and Secondary Leadership Teams for meetings, assemblies and significant College events.
- Lead the service program at the College and support staff who lead these initiatives as required such as World Vision, Cambodia immersion and global connection such as Ukraine education.
- Lead and further embed our Student Behaviour Management process.

Students at Risk, Behaviour Management and Support

- Oversee the implementation of the College's behaviour management, restorative practices and student support frameworks, ensuring consistency across K-12.
- Provide leadership and guidance in complex wellbeing, behavioural and pastoral matters, supporting staff, students and families to achieve positive outcomes.
- Oversee K-12 Students of Concern processes, ensuring consistent identification, intervention, monitoring and support for students requiring Tier 2 and Tier 3 wellbeing support.
- Support Heads of School, Stage Coordinators, Year Coordinators and teaching staff in responding to significant behavioural incidents, attendance concerns and student wellbeing matters.
- Monitor attendance, engagement and behaviour trends and coordinate appropriate responses, referrals and communication with families and external agencies where required.



Director of Wellbeing (K-12)



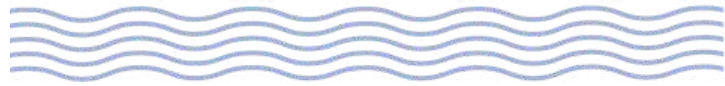
- Conduct or support student wellbeing interviews and assist in maintaining effective student wellbeing records, reporting processes, case management and suspension practices.
- Support the implementation of College expectations regarding behaviour, attendance, student presentation and other aspects of student life that contribute to a positive school culture.

Student Wellbeing:

- Lead the development, implementation and evaluation of wellbeing programs that support the mental, emotional, spiritual, physical and social development of students across K-12.
- Ensure a coherent K-12 scope and sequence for wellbeing education, including programs such as Peer Support, Seasons, Love Bites, service learning, character development initiatives and other College wellbeing programs.
- Oversee the implementation of wellbeing initiatives and interventions across Primary and Secondary, including small-group support programs, mentoring opportunities and targeted wellbeing interventions.
- Lead and support significant wellbeing-related events and rites of passage, including Foundation Day, Year 7 Orientation and Transition, Year 12 Retreat, Valedictory, Graduation experiences and other College wellbeing initiatives.
- Oversee the operation and strategic direction of the Wellbeing Hub, wellbeing support programs, Goori Group initiatives, Breakfast Club, wellbeing dog program and associated wellbeing services.
- Foster strong partnerships with families, external agencies, allied health professionals and community organisations to support student wellbeing and access to appropriate services.
- Promote student voice, leadership and engagement through wellbeing, service and character development opportunities.
- Lead the review and development of wellbeing-related policies and procedures to ensure alignment with best practice, legislative requirements and College priorities.
- Remain informed of emerging wellbeing research, trends and evidence-based practice and lead innovation within the College's wellbeing programs.



Director of Wellbeing (K-12)



Staff Wellbeing:

- In collaboration with the Deputy Principal, Heads of School and Wellbeing Team, support the development of a positive staff culture through wellbeing initiatives, recognition programs, professional learning and staff wellbeing events.
- Coordinate and promote staff wellbeing initiatives including Wellbeing Week, staff recognition programs and other activities that contribute to a positive and connected workplace.

Financial Responsibilities:

- Prepare and manage the annual wellbeing budget and oversee expenditure associated with wellbeing programs, events and initiatives.
- Ensure resources are allocated effectively to support College priorities and strategic wellbeing objectives.

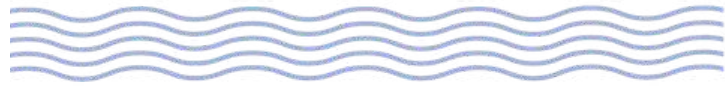
In addition to the duties described, it is expected the K-12 Director of Student Wellbeing will assist the Principal and the Deputy Principal and Heads of School in other duties as required from time to time.

Objectives of this role

1. Contribute to a safe working environment, including maintaining our Child Safety Framework and environment.
2. Foster commitment to develop the whole person for our students and their own professional learning as part of the BDC Way.
3. Report to the Principal to support, maintain and complete a student wellbeing service which focuses on wellbeing across K - 12.
4. Prioritize resources to maintain efficiencies and meet College priorities.
5. Provide mentoring, guidance and support for the Student Wellbeing Team to monitor and develop the operation of the Student Wellbeing system.



Director of Wellbeing (K-12)



Performance criteria

Qualifications

- Evidence of teacher education studies at a recognised Australian university or tertiary institution or equivalent.
- Ability to be accredited to teach in NSW by the NSW Education Standards Authority (NESA).
- Current First Aid or CPR.

Knowledge and skills

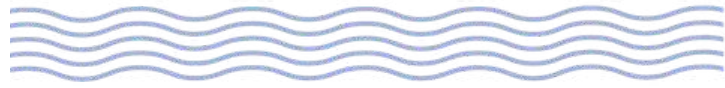
- Excellent organisational skills with the ability to prioritise work, meet deadlines and work under pressure prioritising the needs of the College in consultation with Management
- Able to be flexible and respond to college administrative needs as they occur
- Model appropriate behavior, dialogue, attention to detail, confidentiality and professionalism
- Excellent oral and written communication skills
- Ability to deal appropriately with material of a personal and confidential nature

Experience

- Experience leading multidisciplinary teams, particularly in educational or wellbeing contexts,
- Track record of mentoring and developing staff members across different professional backgrounds,
- Experience managing both direct and indirect reports simultaneously
- Secondary School trained and experienced is preferential but not essential
- Demonstrated commitment to fostering and participating in a positive team environment including being flexible and adaptable to the changing needs of the team
- Experience developing and implementing K-12 strategic wellbeing frameworks or programs.
- Demonstrated experience with change management in educational settings.
- Background in managing critical incidents and complex pastoral situations, counselling, social work or psychology.
- Extensive experience with managing child protection frameworks and mandatory reporting.
- Deep knowledge of legislative requirements and compliance obligations
- Understanding of interagency protocols and referrals pathways,
- Knowledge of social emotional learning frameworks and implementation,
- Experience with evidence-based prevention programs



Director of Wellbeing (K-12)



Personal qualities

- High degree of emotional intelligence and empathy,
- High level of resilience, self awareness, and emotional stability,
- Able to maintain and foster empathy and focus on win/win solutions,
- Ability to maintain high levels of personal professionalism and confidentiality
- Supportive of the ethos of independent Anglican education,
- Authentic Leadership presence and approach
- Highly collaborative and approachable
- Exceptional communication range including the ability to de-escalate tense situations through communication, translate complex concepts into age-appropriate language (for students), and feel comfortable having difficult conversations.
- Culturally sensitive and aware including the ability to navigate the balance between Anglican ethos and inclusive practices.
- High degree of practical wisdom and judgement.

Other requirements

- Willing to attend appropriate professional development programs.

Pre-employment checks

- Current NSW Working with Children's Check.

END of DOCUMENT

