

Pastoral Care Worker (PCW)

ROLE DESCRIPTION

REPORTS TO

Principal

CONTEXT

The Catholic Schools Office (CSO) is responsible for the leadership, operation and management of systemic schools which educate more than 20,000 students in 44 primary schools, 11 secondary schools, one K–12 school, one flexible learning centre and one special school in the Catholic Diocese of Maitland-Newcastle.

The National Schools Chaplaincy Program is an initiative funded by the Commonwealth Government to provide chaplaincy services in government, Catholic and independent schools throughout Australia. The Catholic Schools Office provides significant supplementary support to the employment of pastoral care workers (PCWs).

The PCW commits to working within work health and safety guidelines and code of conduct at all times whilst employed by the Catholic Diocese of Maitland Newcastle. The Diocese of Maitland-Newcastle is committed to safeguarding children and vulnerable adults, preventing those in our care from suffering abuse or neglect. The Diocese is committed to being compliant with the National Principles for Child Safe Organisations and the National Catholic Safeguarding Standards. All employees are required to undergo a National Police Check, retain a valid NSW Working with Children Check and ensure compliance with our safeguarding policies, the Diocesan Safeguarding Commitment Statement and the Codes of Conduct.

In the Diocese of Maitland-Newcastle pastoral care workers (PCWs) are recognised and acknowledged as significant contributors to the pastoral care of the school community. Pastoral care workers are either employed under the National School Chaplaincy Program 2020–2022 or may be Religious who are contracted under a Deed of Contract with the Diocese through their congregations.

PURPOSE

Pastoral care is defined in the Project Agreement with the Commonwealth Government as the practice of looking after the personal needs of students, not just their academic needs, through the provision of general spiritual and personal advice.

Pastoral care workers support the Pastoral Care of students by providing:

- pastoral care services
- strategies that support the wellbeing of the broader school community. NSCP, 2019, 10. (Guidelines on NSW Arrangements for 2020–2022)

The role of the pastoral care worker will vary depending on the needs of the individual schools and their communities. Therefore, schools are encouraged to shape the role of the position according to local needs and the capacities of the incumbent.

VISION STATEMENT

At the heart of everything there is always Jesus Christ.

Catholic schools educate:

- From and for the community of faith
- From and for excellence in learning
- In a rigorous, creative and critical pursuit of truth

Catholic schools educate from and for vibrant, welcoming and diverse communities with a particular commitment to the poor; for justice, integrity and peace; and with hope for the future.

CRITERIA/EXPERIENCE

1. Must be Catholic with an ability to articulate a clear understanding of and a personal commitment to Catholic education and the mission of the Church through Catholic schools
2. Be an ethical, respected individual within and outside the school
3. Have excellent interpersonal skills and ability to collaborate and work effectively in teams with the Principal, the Parish Priest or his representative, the teaching staff, parents, the Learning Support Teacher, Learning Support Assistants, the school Counsellor, and the broader community
4. Demonstrate good organisational ability and proved capacity to work effectively in a school environment
5. Be competent and capable in monitoring and reporting requirements of CSO and NSCP
6. Ability to prioritise the wellbeing of students and families
7. Comply with the Child Protection (Working with Children) Act 2012 (NSW) and all related laws concerning child protection

QUALIFICATIONS/ACCREDITATIONS

- ▶ Current paid NSW Working with Children Check (WWCC) number
- ▶ Completion of anaphylaxis training
- ▶ Meet NSCP minimum qualification requirements (a Certificate IV in Youth Work or Pastoral Care or equivalent)

KEY WORKING RELATIONSHIPS	
STAFF DIRECTLY REPORTING TO ROLE	<ul style="list-style-type: none"> • Nil
INTERNAL	<ul style="list-style-type: none"> • Assistant Director RE&S • Parishes • Shared Services • Other agencies of the Diocese (Curia, CatholicCare, St Nicholas Early Education and OOSH) • Volunteers
EXTERNAL	<ul style="list-style-type: none"> • School and CSO networks • Family and community partners • Contractors • Catholic Schools New South Wales

LEADERSHIP FRAMEWORK

The Leadership Framework captures the characteristics and behaviours of good leadership articulated through six leadership capabilities that staff at all levels can practise and develop.



Guided by Gospel Values, the **Pastoral Care Worker** is responsible for the following:

LIVE YOUR FAITH <i>By giving witness to Catholic faith and cultural tradition and setting an example of faith, hope and love in word and action</i>	
RESPONSIBILITIES	EXAMPLES OF IMPACT
<ul style="list-style-type: none"> Developing own faith and collaborating with colleagues to support the faith formation of students and colleagues Promoting and modelling Catholic values into programs and professional conduct in an integrated and authentic way Promoting and supporting system and school pastoral care policies and programs Demonstrating a commitment to social justice and action in the school community 	<ul style="list-style-type: none"> Involvement with the local Catholic community to enable pathways of support to be provided from the Parish context. Complete requirements for Accreditation A Participate actively in the schools annual Formation Day Understanding of the Pastoral Care and Wellbeing Policy evidenced by its implementation in practical ways. Applies relevant social catholic teachings, (eg) a preferential option for the poor and supports this through Pastoral programs.

SUPPORT PASTORAL CARE, WELLBEING AND LEARNING <i>By promoting a shared understanding of the intersection of Pastoral Care, Wellbeing and Learning which promotes an environment which allows children and young people to flourish</i>	
RESPONSIBILITIES	EXAMPLES OF IMPACT
<ul style="list-style-type: none"> Assists and supports parents as the first educators of their children, thus promoting the family as the domestic Church. 	<ul style="list-style-type: none"> Quality relationships are developed with parents and carers.

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| <ul style="list-style-type: none"> • Familiarity with the Diocesan Pastoral Care and Wellbeing Policy. • Provide support and referrals as required. • Work closely with the school Pastoral Care Team • Support of pastoral needs of the students including resilience and wellbeing services • Provide support for students in their spirituality values, and ethical matters, always making the appropriate referrals which are open and transparent, with appropriate communication processes. • Provide support to staff, students and families in times of grief and loss • Organise one-on-one or group sessions with students, parents, staff as requested or required by the school pastoral team. • Support specific school based community and social gatherings • Undertake other appropriate duties identified by the Principal (eg) support of students in social /emotional programs | <ul style="list-style-type: none"> • Parents are supported through the encouragement to attend programs which can support different aspects of their child's development. • Every member of the community, especially children, are treated with respect and care in recognition of the core Catholic belief that they are made in the image and likeness of God. • Referrals are made through the appropriate channels identified through the schools Pastoral Care and Wellbeing Team, under the direction and with the approval of the School Principal • Positive student learning behaviour is supported and evidenced by improved student wellbeing. • Regardless of professional qualifications, Pastoral Care Workers do not provide counselling services • Initial contact in the event of a pastoral issue arising, to provide the appropriate referrals, documenting all meetings and details of assistance, keeping the principal and executive informed at all stages in the process • Implementation of appropriate support programs for a variety of needs like: Seasons for Growth Program, Girl Wise, Storm Birds • Effective use of time to support needs of the school community. • Development and support of school based programs unique to the needs and character of the school and strengths of the PCW potentially inclusive of: <ul style="list-style-type: none"> ○ Breakfast club ○ Peer leadership and wellbeing programs ○ School sporting activities, camps, retreat, reflection days, garden club, chess, music club etc ○ Attending P&F activities and meetings ○ Mentoring ○ Assisting staff in the provision of community based activities ○ Assisting with links to the wider community ○ Development of passive play areas |
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LEAD IMPROVEMENT INNOVATION AND CHANGE

By working purposefully to support a shared system and school vision and the delivery of improvement initiatives

RESPONSIBILITIES	EXAMPLES OF IMPACT
<ul style="list-style-type: none"> • Work collaboratively with colleagues to improve professional knowledge and practice • Access and promote professional learning opportunities including online webinars provided by CSNSW and other agencies approved by the CSO. 	<ul style="list-style-type: none"> • Attends Pastoral Care Worker Days, participates actively, shares learning. • Actively participate and collaborate with the Microsoft Teams platform which is provided to assist networking • Participates in and promotes online webinars which may be of use to all staff in the support of students which are promoted through CSNSW and through the Student Support Unit.

MAINTAIN FOCUS ON EVIDENCE AND IMPACT

By identifying and implementing evidence-based strategies to deliver improved student outcomes and engaging with the community to focus on what matters most

RESPONSIBILITIES	EXAMPLES OF IMPACT
<ul style="list-style-type: none"> • Contribute to the delivery of school and system Improvement priorities relevant to own area of responsibility 	<ul style="list-style-type: none"> • Completion of reporting responsibilities as required by CSO and CSNSW. • Knowing what the wellbeing priorities are on the School Improvement Plan and identifying how they can support this in practical ways.

DEVELOP SELF AND OTHERS

By demonstrating commitment to building capacity through self-reflection, own professional learning and supporting the professional learning of others

RESPONSIBILITIES	EXAMPLES OF IMPACT
<ul style="list-style-type: none"> • Active participation in professional learning meetings and collaborative enquiry • Active engagement in the PP&D and formation process 	<ul style="list-style-type: none"> • Attend PCW Assembly days • Complete required training through CSNSW as required. • Attend appropriate additional training as recommended • Explore the "Program and Events booklet " provided by the CSO and encourage staff to attend or consider different programs to support their formation and well being. • Commit to a formation program annual beyond the annual school formation day to demonstrate best practice of wellbeing to the school community.

ENGAGE AND WORK COLLABORATIVELY WITH THE COMMUNITY

By building and maintaining respectful relationships with students, colleagues, families, parish and external agencies and considering the impact actions and decisions have on others

RESPONSIBILITIES	EXAMPLES OF IMPACT
<ul style="list-style-type: none"> Engage in meaningful partnerships with colleagues, families, parish and community members to enhance student learning and wellbeing outcomes Active participation in school events Adhere to the school code of conduct, policies and professional standards Present a professional image in personal presentation and in all communication and interaction 	<ul style="list-style-type: none"> Development of a network of support agencies Knows the names of members of the community and wellbeing goals set for them by their teachers enabling practical support Building a culture of participation and value of community and the common good. Is a respected person in the community as evidenced through presentation, demeanour, ethical behaviour and adherence to Codes of practice and policy. Development of a culture of mutual respect , trust, integrity and a positive , creative and rigorous learning community

MANAGE RESOURCES EFFECTIVELY

By implementing and supporting structures and processes that contribute to the effective management of school and system resources and policies

RESPONSIBILITIES	EVIDENCE OF IMPACT
<ul style="list-style-type: none"> Effectively manage resources to contribute to improved outcomes Comply with school and system policies and procedures to ensure compliance; minimise risk; and a strong safety culture 	<ul style="list-style-type: none"> Good organisational skills and stewardship of resources. A safe environment for children and the broader community.

FUNCTIONAL REQUIREMENTS

- Light to moderate physical work
- Occasional bending, lifting, pulling or carrying, bending, squatting or crouching, stretching and twisting
- Occasional to frequent repetitive neck, upper body, wrist, hand and finger movements
- Occasional stretching, climbing and twisting may be required
- Voice used while communicating, instructing and supervising students