

Program Director - Wellbeing

Position Details

Position title:	Program Director - Wellbeing
Reports to (position title):	Principal
Direct reports:	Yes
Organisation:	BlendED National - Queensland
Contract tenure:	Ongoing Youth Worker, with a fixed term leadership role of up to 5 years
FTE:	Full time (1.0 FTE)
Expected level of contact with Children: <i>(In accordance with Child Safeguarding Standards Framework)</i>	Direct Contact
Location:	Brisbane, Queensland
Approved:	March 2026

Aboriginal and Torres Strait Islander people, people from culturally and linguistically diverse (CALD) backgrounds and people with disabilities are encouraged to apply

About Us

Our Organisation

BlendED National is an initiative of Edmund Rice Education Australia (EREA), providing flexible, inclusive education for young people across the country who are unable to access traditional schooling.

Delivered online by a multidisciplinary team, BlendED National supports young people through trauma-informed, relationship-based learning that prioritises safety, connection, and individualised support. The program is designed to meet the needs of young people experiencing complex barriers to education, and is grounded in EREA's commitment to educational equity and radical inclusion.

Our Structure

As part of the EREA network, BlendED National is committed to fostering a supportive and empowering learning environment that reflects the values and vision of Edmund Rice. We offer a full-time, multi-year secondary education program tailored to meet the needs of young people who have disengaged from mainstream education, ensuring every individual is supported on their path to personal growth and success. We work closely with families, community organisations, and support services to provide wraparound care that addresses both educational and personal development needs.

Our Young People

The young people we work with come from diverse backgrounds and may face a range of barriers to education, including:

- Experiences of trauma or adversity
- Mental health challenges, disability and/or neurodivergence
- Significant gaps in learning
- Experiences of exclusion or suspension from mainstream education
- Experiences of school can't/ school refusal
- Involvement in out-of-home care or the child protection system
- Experiences of homelessness or housing instability
- Responsibilities as young parents
- Generational cycles of poverty, early school leaving or unemployment
- Interaction with the youth justice system

We recognise that each young person's journey is unique. Our staff are committed to providing a safe, respectful, and empowering learning environment where young people can develop confidence, reconnect with education, and work towards their goals.

Our Values

BlendED National operates under four key principles that guide our daily interactions and community culture:

- **Respect** – Valuing each person's dignity, voice, and lived experience
- **Honesty** – Fostering trust and truthfulness through open and authentic communication
- **Participation** – Encouraging young people to actively engage in their learning and personal growth
- **Safe and Legal** – Creating a secure and structured environment where all community members can thrive

This framework, known as Operation by Principles, is a defining feature of our approach. It establishes a common ground foundation for all members of our community—young people, staff, and families—ensuring that relationships, learning experiences, and conflict resolution are built on mutual understanding and shared responsibility. Through the use of Unconditional Positive Regard, strength based neuroaffirming practice with a trauma informed lens, we create an inclusive, safe, and empowering learning environment where young people can thrive academically, socially, and emotionally.

Our Commitment to the EREA Charter and Touchstones

As part of the Edmund Rice network, BlendED National is committed to the principles of the **EREA Charter** and its four Touchstones:

- **Liberating Education** – Providing innovative and inclusive learning opportunities
- **Gospel Spirituality** – Fostering a culture of compassion, hope, and social justice
- **Inclusive Community** – Welcoming and valuing diversity, ensuring all young people feel a sense of belonging
- **Justice and Solidarity** – Advocating for fairness, equity, and the dignity of all

The EREA Charter and Touchstones guide our mission and reflect our commitment to providing a high-quality education that is responsive to the needs of young people. More information can be found on the [EREA website](#).

About the Role

The Program Director – Wellbeing reports to the Principal and is responsible for overseeing the site’s (Brisbane and Cairns), wellbeing, and social inclusion programs.

The role provides leadership to staff and students, working closely with the school leadership team. Key responsibilities include:

- Designing and delivering effective learning and wellbeing programs for secondary-aged young people across Queensland;
- Contributing to the development and implementation of the school’s strategic objectives and plans;
- Supporting a positive and inclusive online school environment;
- Modelling and implementing innovative wellbeing and engagement practices for young people with a history of school disengagement; and
- Coaching and supporting staff in best-practice engagement and wellbeing approaches suited to an online learning setting.

Duties and Responsibilities

Typical duties and responsibilities include, but are not limited to:

Operation by Principles	<ul style="list-style-type: none"> • Model best practice in Operation by Principles and other key practices as articulated in the practice Framework.
Compliance	<ul style="list-style-type: none"> • The role requires knowledge of and compliance with the Australian Education Act 2013, the National Principles for Child Safe Organisations, and the relevant education and child safety legislation in each state and territory where the program operates. The position must also align with the governance and compliance frameworks of the relevant Catholic Education authorities and EREA’s Code of Conduct.
General	<p>Leading engagement and wellbeing practices</p> <ul style="list-style-type: none"> • Support the school to operate in alignment with BlendED National’s core principles of Respect, Safe and Legal, Honesty, and Participation, modelling these consistently and ensuring they guide all interactions with young people. • Lead the implementation of best practice, trauma-informed and youth centred wellbeing approaches, with a strong focus on engagement and connection within online and flexible learning environments. -practice, trauma-informed and youth-centred wellbeing approaches, with a strong focus on engagement and connection within online and flexible learning environments. • Facilitate regular senior wellbeing meetings with relevant leaders to monitor supports for young people at heightened risk, reviewing data and staff insights to adjust wellbeing responses as needed. • Strengthen processes that prioritise and empower authentic youth voice, ensuring young people have meaningful input into campus operations, engagement strategies, and enrolment pathways. • Support staff to design and deliver holiday programs and engagement activities that maintain connection with vulnerable young people during school breaks. • Collaborate with staff to ensure programs are inclusive, culturally responsive, and tailored to the physical, intellectual, social, spiritual, and cultural needs of young people.



- Work with school staff to foster strong cultural links and strengthen family and community partnerships that enhance belonging and engagement for young people, including First Nations communities.
- Establish and maintain communication rhythms, celebrations, recognitions, and key events that contribute to a positive and connected school culture for both students and staff.
- Actively participate in the daily routines of the online campus, including virtual morning meetings, lunchtime activities, electives, and other engagement platforms.
- Lead and support staff in planning and facilitating community excursions, engagement experiences, and off campus activities, including travel across Queensland as required. -campus activities, including travel across Queensland as required.
- Provide direct program and operational support as needed, including participating in responses to critical incidents in accordance with school policy.
- Collaborate with Program Directors to develop and implement:
 - a parent/guardian/carer engagement strategy, and
 - a school-wide community contribution program that provides meaningful opportunities for young people to contribute to their school and broader community.

Supporting the Delivery of Individual Learning Plans and Case Coordination

- Support programs and staff in the delivery of Individual Learning Plans (ILPs) for young people identified as most at risk, ensuring responses are trauma-informed, youth centred, and aligned with school procedures. -informed, youth-centred, and aligned with school procedures.
- Assist staff to develop and implement Engagement Plans and Personal Learning Plans for students at risk of disengagement, ensuring strategies are practical, evidence based, and responsive to individual needs. -based, and responsive to individual needs.
- Provide professional development, coaching, and reflective practice support to staff working with particularly vulnerable or complex young people.
- Participate in suicide postvention planning and implementation when required, following organisational protocols and Queensland guidelines for risk, safety, and wellbeing responses.
- Provide secondary consultation to staff supporting complex cases, including guidance on escalations, referrals, safety planning, and coordinated interventions.
- Participate in student support meetings - such as Student Support Team meetings, Individual Support Plan meetings, and other case discussions - as requested by school leadership, contributing expertise to support planning and decision making.-making.

Develop and Coordinate Services to Enhance Program Provision

- Promote and activate the school's Catholic Ethos, coordinating celebrations, liturgical moments, global connections, and opportunities for young people to explore and engage with faith in meaningful and age-appropriate ways. -appropriate ways.



- Develop, coordinate, and support the school's volunteer program, including onboarding, compliance, role clarity, and meaningful engagement opportunities that strengthen school community life.

Team Participation and Multidisciplinary Practice

- Lead and contribute to a strong culture of multidisciplinary teamwork, ensuring collaborative and coordinated approaches across wellbeing, education, and operational staff.
- Lead a high-quality culture of professional supervision within the wellbeing team, promoting reflective practice, skill development, and safe, ethical decision making. -quality culture of professional supervision within the wellbeing team, promoting reflective practice, skill development, and safe, ethical decision-making.
- Participate in staff probation, performance review, and support processes, providing input, feedback, and guidance as required by school leadership.
- Support the professional growth of staff through both formal and informal learning opportunities, including coaching, mentoring, training, and on-the-job development. -the-job development.
- Lead regular whole team reflective practice processes, including daily debriefing, structured reflection sessions, and collaborative problem-solving discussions.-team reflective practice processes, including daily debriefing, structured reflection sessions, and collaborative problem-solving discussions.

Excursion Coordination and Staff Support

- Manage the development and compliant running of excursions, ensuring all planning, documentation, and communication via Schoolbox, Compass, and relevant systems meet school and regulatory requirements.
- In consultation with Program Directors and staff, prepare weekly excursion activities for students and publish relevant information on Schoolbox/Compass as required.
- Ensure all excursion documentation is accurate, complete, and compliant with policies, risk assessment requirements, and Queensland regulations, and that it is uploaded and disseminated through Schoolbox or Compass.
- Participate in and support the safe and effective delivery of excursions.

Staff Supervision, Support, and Professional Development

- Lead regular reflective practice sessions and provide complex outreach guidance to wellbeing staff.
- Monitor wellbeing staff planners (including digital planning documents within Schoolbox/Compass) and provide feedback, coaching, and development support as required.
- Support induction processes for new staff, ensuring training includes trauma-informed practice, the Operation by Principles framework, and relevant systems such as Schoolbox and Compass. -informed practice, the Operation by Principles framework, and relevant systems such as Schoolbox and Compass.
- Participate in regular professional supervision with your nominated supervisor.
- Engage in probation, performance review, and annual review processes.

	<ul style="list-style-type: none"> Participate in professional learning relevant to the role, wellbeing practice, digital platforms, and personal growth. <p>Enrolments</p> <ul style="list-style-type: none"> Ensure all new enrolments are processed accurately and in accordance with school procedures, compliance requirements, and documentation standards. Coordinate ongoing support for newly enrolled students, maintaining regular check-ins and facilitating a smooth transition until they feel comfortable, connected, and engaged. Once initial transition and engagement milestones are reached, collaborate with the relevant school staff to ensure a planned and supported handover of ongoing responsibility.
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Key Selection Criteria and Requirements

Qualifications	<ul style="list-style-type: none"> Tertiary Qualification in Youth Work, Social Work, Psychology and Behavioural Science and/or equivalent experience.
Knowledge and Experience	<ul style="list-style-type: none"> Minimum 3 years' experience in a similar role. Strong understanding of the developmental needs of young people who are disadvantaged, disengaged, or at risk. Demonstrated excellence in leading whole school wellbeing initiatives that strengthen proactive wellbeing supports, enhance positive social outcomes, and promote reengagement in education. Proven ability to analyse complex situations and implement strategies that enhance protective factors and positive outcomes for at risk young people. Leadership experience in staff support, development, and professional supervision within multidisciplinary educational settings, including facilitating reflective practice sessions and critical incident debriefing. Experience in effectively engaging with parents/carers and managing complex or sensitive situations confidently and professionally.
Capabilities	<ul style="list-style-type: none"> Exemplary leadership skills with the ability to influence, guide and support others. Strong time management and organisational skills, with the ability to meet deadlines and manage competing priorities. Highly developed written and verbal communication skills. Strong commitment to achieving positive outcomes for students, families, and the school community. Collaborative team member with an ability to build and maintain constructive working relationships. High levels of resilience and emotional intelligence, with the ability to foster resilience in others.



	<ul style="list-style-type: none">• Ability and willingness to travel to different locations (intra and interstate) and attend professional development as required.
Probity checks and Certification	<ul style="list-style-type: none">• Hold a valid Working with Children Check (Blue Card) or have the ability to obtain• National Police Check certificate (issued within the last six months), or willingness to obtain• Hold appropriate Australian Work Rights.• Valid First Aid Certificate or willingness to obtain.• Valid Australian Driver's Licence and willingness to drive school vehicles when required.
Physical Requirements	<ul style="list-style-type: none">• This role will involve frequent sitting and standing, walking or moving within a school and office environment across multiple levels, complete fine motor skills such as typing or writing, and requires auditory and visual ability.• Some lifting of supplies and materials may be required from time to time, practicing safe manual handling.