



CHISWICK HOUSE SCHOOL

Job Title: Middle Leader for Wellbeing - Early Years (Staff and Pupils)

Chiswick House School and St Martins College, leading educational institutions in Malta, inspire excellence and build character. Our mission has always been to provide outstanding education and to assist in our learners' transformation to become happy and successful lifelong individuals.

Our wonderful community of 350 employees is committed to every learner's bright future and aspires to be creative learners able to confidently face new challenges in a fast-paced changing world.

We are currently inviting applications from qualified and inspirational educators to join our dynamic team.

Chiswick House School is looking to hire an enthusiastic, creative, and self-driven Leader for Wellbeing – Early Years on a full-time basis for the next scholastic year 2024/2025.

Job Summary:

The Middle Leader for Wellbeing in Early Years (Staff and Pupils) is a pivotal role aimed at fostering a supportive and nurturing environment for both staff and young learners within the early years phase of education. This position focuses on promoting the physical, mental, and emotional wellbeing of both staff members and students, ensuring a positive and inclusive school culture conducive to growth and development. This role will also include teaching Personal Social and Emotional growth within the Early Years.

Responsibilities:

- **Staff Wellbeing Initiatives:** Develop, implement, and evaluate programs and initiatives, in conjunction with the Head of People, designed to support the wellbeing of staff

members working in the early years sector. This may include workshops, training sessions, and activities aimed at promoting work-life balance, stress management, and professional development.

- **Staff Support and Guidance:** Provide guidance, support, and resources to staff members to address any wellbeing challenges they may encounter.
- **Pupil Wellbeing Programs:** Oversee the development and implementation of wellbeing policies and programs for early years students, focusing on promoting physical health, emotional resilience, and social skills development. Monitor the effectiveness of these programs and make adjustments as necessary to meet the evolving needs of students.
- **Student Support Services:** Coordinate access to support services for students experiencing wellbeing challenges, such as counselling, therapy, or specialized interventions. Work closely with teachers, support staff, and external agencies to ensure a holistic approach to supporting student wellbeing.
- **Promoting Positive Relationships:** Foster a positive and inclusive school culture where students feel safe, supported, and valued. Implement strategies to promote positive peer relationships, prevent bullying, and address any issues affecting the wellbeing of students within the early years department.
- **Parent and Community Engagement:** Engage parents and caregivers in initiatives related to student wellbeing, providing resources and support to promote consistency between home and school environments. Collaborate with community organizations and relevant stakeholders to raise awareness of early childhood wellbeing issues and promote community involvement in supporting student welfare.
- **Transitioning plans through Collaborative Planning:** The wellbeing leader should collaborate with teachers and other staff to develop a comprehensive transition plan for pupils. This plan should outline strategies for supporting children as they move between different stages or settings within the early years. The transitioning process will also include planning for entering school such as in Early Years 1, transitioning between different classrooms when necessary, and between different sectors of school life, such as Early Years 2 to level 1 and level 2 to the start of the Junior Years.
- **Staff Development:** Collaborate with school leadership to identify professional development needs related to staff wellbeing and facilitate opportunities for training and skill development. Promote a culture of self-care and resilience among staff members through ongoing support and encouragement.

Qualifications and Skills:

- Bachelor's degree in Psychology, Counselling, or a related field (Master's degree preferred).
- Experience working in early years education, with a focus on promoting staff and student wellbeing.
- Strong understanding of child development principles and best practices in promoting early childhood wellbeing.
- Excellent interpersonal and communication skills, with the ability to build positive relationships with staff, students, and parents.
- Knowledge of relevant legislation, policies, and procedures related to child protection, safeguarding, and staff wellbeing.
- Ability to analyse data, evaluate program effectiveness, and make evidence-based recommendations for improvement.
- Commitment to promoting diversity, equity, and inclusion within the school community.
- Certification or training in counselling, mental health support, or related areas is desirable.

Note: This job description serves as a general outline of the responsibilities and qualifications required for the Middle Leader for Wellbeing in Early Years (Staff and Pupils) position and may be subject to adjustment based on the specific needs of the school or organization.

Interested candidates are to send an email with their CV and Covering Letter to recruitment@chsmc.edu.mt by no later than 31st May 2024.