

ROLE STATEMENT

Role Title:	Chaplain
Department:	Field Operations
Location:	Various schools across Australian States and Territories
Reports to:	Field Development Manager

SU and its Vision

Our mission is to bring God's love, hope and good news to children and young people and their families.

Our vision is to see each child and young person connected and supported in community, serving others, and experiencing fullness of life.

SU is an inter-denominational Christian organisation which has worked in schools for more than 80 years and has successfully employed chaplains since 1990.

Purpose of Role

The role of a school Chaplain is to provide social, emotional and spiritual support to students, parents and staff, taking into account the specific needs of the school.

Chaplains provide support for a range of day-to-day matters affecting the school community and communicate effectively with a diverse group of people.

SU Chaplains operate from a framework of Christian belief and personally model and own their own faith position. In the course of respectful dialogue, Chaplains respond to questions and may, in good faith, express views and articulate values consistent with their own beliefs, however Chaplains must not take advantage of their position to proselytise, evangelise, advocate for or denigrate a particular view or faith.

Key Relationships

Internal	<ul style="list-style-type: none"> ○ Field Development Manager ○ Regional Manager
External	<ul style="list-style-type: none"> ○ School Principal ○ Local Support Groups (LSG) ○ School staff, particularly the School Line Manager and Student Welfare Team ○ Churches and community groups ○ Donors and supporters ○ Program volunteers

Key Accountabilities & Expected Outcomes

Chaplains will perform the following tasks to various extents, depending on the specific needs of the individual school.

Key Accountabilities	Expected Outcomes
<p>1. Social and Emotional Support</p> <ul style="list-style-type: none"> • Provide pastoral care and personal support for students, staff and parents of the school community within a Christian framework in cooperation with the school's support staff. • Provide pastoral care and support following critical incidents. • Assist in the development and outworking of the school's care programs (including initiatives from the Department of Education (DoE), and anti-bullying strategies. • Provide activities and programs that build a positive school environment and help foster self-esteem and build resilience among students. 	<ul style="list-style-type: none"> • Assist students to develop knowledge, understandings and skills that support learning, positive behaviour and constructive social relationships through social skills programs.
<p>2. Spiritual Support</p> <ul style="list-style-type: none"> • Provide spiritual guidance to students, staff and families who seek it. • Facilitate voluntary groups and activities for students seeking to explore and/or develop their spirituality. • Encourage students to engage in meaningful dialogue regarding spirituality, religion, values and ethics, with an attitude of respectful inquiry. 	<ul style="list-style-type: none"> • Provide an additional dimension to the school's care, guidance and support of students with spiritual and/or religious needs.
<p>3. Mentoring</p> <ul style="list-style-type: none"> • Facilitate mentoring programs with and for students (utilising peers and/or volunteers). • Assist students to build positive, supportive relationships with peers, family and adults. • Act as a role model for all students and the school community, demonstrating Christian values and upholding school community standards. • Support the leadership development of students. 	<ul style="list-style-type: none"> • Act as a role model for students and assist them to develop supportive relationships for, with, and among students.

<p>4. Community Development</p> <ul style="list-style-type: none"> • Build and maintain a network of support agencies, Churches and community groups who can provide a broad range of services to students and the wider school community • Build partnerships and coordinate the involvement of volunteers, Churches and community groups (under the direction and discretion of the Principal) to facilitate and/or enhance Chaplaincy activities. • Assist the LSG and SU to build the profile of the Chaplaincy Service in the community and among supporters through newsletters, P&C (and school boards) reports, and speaking at local Churches and other Chaplaincy events. 	<ul style="list-style-type: none"> • Enhance the links between the school and its community, working with school-based support staff, community-based youth organisations, Churches and other networks to support students.
<p>5. Educational Support</p> <ul style="list-style-type: none"> • Implement programs and activities that support the needs of students at risk of disengaging from school. • Facilitate and/or contribute to 'life skills' and personal development programs • Provide assistance in the classroom and contribute to the learning outcomes of all students (in light of the overall purpose of the Chaplaincy Service) 	<ul style="list-style-type: none"> • Assist with classroom activities (under the direction of a teacher) where involvement by the chaplain provides further social, emotional or spiritual support for those students who may be at risk of disengagement.
<p>6. Extra-Curricular Activities</p> <ul style="list-style-type: none"> • Participate in general school activities (assemblies, camps, excursions, sports day etc) and contribute to building a positive school environment. • Develop voluntary activities for students that build a positive school culture and enhance personal wellbeing of students. • As a member of the school team, seek to contribute to school events (staff meetings, parent-teacher evenings, awards nights etc) as relevant. • Participate and/or initiate local holiday programs and/or camps 	<ul style="list-style-type: none"> • Participate in general school activities, e.g. camps, excursions, sports day or coaching team sports.

<p>7. Team contribution</p> <ul style="list-style-type: none"> • Attend compulsory training, development and SU events (including occasional nights away) • Promote the Chaplaincy Service in the wider community and support LSG fundraising initiatives • Provide regular reports to the P&C/school boards and LSG • Develop and follow a Professional Development plan (including further study where required) • Attend Professional Supervision (minimum quarterly) • Participate in wider organisation-based activities and learning opportunities • Participate in the annual Chaplain Development Planning (CDP) • Comply with Health Safety Child Protection policy and procedures (both SU and DoE as relevant) • SU also requires the Chaplain be compliant with all DoE policies, SU Code of Conduct and undertake relevant training as well as mandatory student protection training and school based induction. 	<ul style="list-style-type: none"> • Contribution to the Field Operations Department and participate in wider SU organisation-based activities. Comply with Health Safety Child Protection (HSCP) requirements. Receive Positive feedback from Department Manager/ Coordinator and external stakeholders including LSG, Principals, School staff, community and churches.
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Qualifications

- Diploma in Youth Work* (or equivalent) or higher.
 - Chaplains may begin their employment with a Certificate IV in Youth Work* (or equivalent) or a Certificate IV in Chaplaincy & Pastoral Care or higher provided they attain the Diploma standard within three (3) years.
- *Must include the two compulsory units: **Respond to client needs** (CHCCS016) & **Work with people with mental health issues** (CHCMHS001).

Competency	Definition
Christian framework and spiritual support	An understanding of the core teachings of the Bible, an ability to articulate its message appropriately and apply them to real life situations. Chaplains must be committed to working with various Christian denominations and have an appreciation for the theological issues important for working in an interchurch context. They must also have an understanding of other faith and non-faith perspectives, and how to work respectfully with, and support, people from other faith and non-faith perspectives.

Professional knowledge and proficiency	An understanding of the theories and practicalities of providing pastoral care and spiritual support to the school community. A track record of working effectively with children and young people and broad understanding of the issues affecting them. Experience in 'Adventure based learning' and group work facilitation is highly desirable. <ul style="list-style-type: none"> Valid Working with Children checks in the relevant States or Territories are essential.
Motivational "fit"	Chaplains are often dealing with complex social and emotional issues and should find satisfaction through engaging and relating with people. Effective Chaplains are motivated by compassion for others, striving to support good outcomes for staff, students and their families.
Teamwork (cooperation)	Working collaboratively and respectfully with all stakeholders and partners (Principal, LSG, teaching staff, student support staff, agencies, Churches, volunteers etc.) for the benefit and wellbeing of students.
Rapport Building	The ability to proactively develop relationships in the school community, with students, staff and parents across all age groups and cultural backgrounds.
Oral communication	An ability to communicate ideas effectively with a range of people in a range of settings, including the ability to communicate faith issues openly and respectfully, remaining sensitive to the faith and belief systems of others.
Written communication	Expressing ideas clearly in any written format (memo, email, and letter) with the appropriate organisation and structure.
Additional requirements	
<p>SU requires that the Chaplain:</p> <ul style="list-style-type: none"> subscribe to one or both of the creeds of the Christian church (Apostles' Creed and/or Nicene Creed) demonstrate a living and personal relationship with Jesus Christ demonstrate strong Christian character evidenced by servant leadership, valuing of people in general and marginalised people in particular be a respected member of a local Christian church that we recognize Valid Working with Children checks in the relevant States or Territories for the purposes of child related employment is willing to work under SU's Staff Code of Conduct 	

Developed By	Director of Field Operations
Checked By	Employee Relations Manager
Approved By	Director of Field Operations & Employee Relations Manager
Approved By	Director of Field Operations
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