



JOB DESCRIPTION

Date	September 2026
Position Title	Junior Social Worker
Reports to	Director of Students and Leadership Deputy Head of Junior School

Summary

The purpose of this role is to provide individual and group support to students facing social, emotional, and behavioural challenges, promoting wellbeing and resilience.

This role requires strong collaboration and integration with key pastoral care staff and those supporting students, including in the Health Centre, Living Room and Junior School, to identify and respond to students' needs through appropriate interventions. This may include group programs, parent education, staff consultation and counselling.

The successful applicant will have genuine empathy for boys and families and an awareness of the developmental needs of boys.

Responsibilities

- Builds strong relationships with staff, students, and families, to foster a safe, inclusive, and supportive school environment.
- Leads proactive initiatives such as group workshops, class activities, and discussions focussed on improving emotional and social well-being of students.
- Deliver measurable and positive outcomes in collaboration with children and young people, families, schools, communities, other professionals and stakeholders.
- Collaborates regularly with wellbeing staff, staff in the Health Centre and other allied health services to identify and respond to student needs through appropriate interventions. This may include counselling, group programs, parent/caregiver education, staff consultation and building staff capacity.
- Engages families as active partners in their child's development and connects them with relevant internal and external support services as needed.
- Demonstrates an enthusiastic approach to developing relationships across the school community including a willingness to engage in co-curricular activities.
- Supports staff by providing guidance and strategies for managing student behaviour and wellbeing in the classroom, particularly for students with complex needs.
- Promotes student voice and agency by helping students develop self-awareness, coping strategies, and social-emotional skills that enhance learning outcomes.

- Models the Schools' values such as compassion, respect, and integrity in interactions with students, families, and staff.
- Manage resources responsibly to maximise the impact of interventions and wellbeing programs.
- Maintain accurate records and ensure compliance with ethical standards, policies, and legal requirements.
- Engages in continuous professional development and supervision to improve service quality and uphold accountability.
- Assist in managing critical incidents and crisis intervention processes
- Advocate for student's needs within the school and broader community.
- Where necessary, communicates with families to provide general strategies that support consistency between home and school
- Actively contributes as a member of a student's collaborative team, attending meetings and engaging in collaborative planning, problem-solving and decision making
- Contributes to planning for students requiring Tier 2, Tier 3 and Tier 4 intervention
- Collaborates with key staff to assist in the development of practical classroom strategies
- Work collaboratively with the key teaching staff in classroom settings to model effective strategies that support self-regulation, engagement and participation.
- Monitor and evaluate the effectiveness of interventions in collaboration with key stakeholders

The Headmaster, at his sole discretion, reserves the right to vary your duties at any time. Such a variation of your duties does not constitute a breach of contract or termination of your employment. As part of the School's routine pre-employment practices, the School will contact your referees and/or previous employers to ask specific mandatory questions relating to Child Safety. We also reserve the right to conduct social media checks, as part of this process.

Key Working Relationships

Key working relationships include but are not limited to:

- Relevant Deputy Heads
- Heads of Learning Centre (Junior School)
- School Psychologist
- Classroom teachers, Learning Support Teachers and Pastoral Care Staff
- Director of Students and Leadership
- Health Centre and Living Room Manager
- School nurses
- Indigenous Students Coordinator
- Relevant Allied Health professionals and/or external agencies

Child Protection

Hale School takes child protection seriously and is committed to supporting the wellbeing of all children and young people, respecting their dignity, ensuring their safety, and protecting them from abuse and other harm. All candidates for roles at Hale School are subject to rigorous screening procedures and assessment as a condition of employment.

All staff are required to uphold the standards and adhere to the procedures outlined in our Code of Conduct for all Staff, Code of Ethics, Child Safety and Child Protection and Mandatory Reporting Policies.

As part of your duties and responsibility as an employee you will be required to:

- Promote the safety and wellbeing of children and young people
- Ensure your interactions with children and young people are positive and safe
- Provide appropriate support and supervision of children and young people in your care
- Act as a positive role model for children and young people
- Participate in regular performance management and professional learning linked to our Codes of Ethics and Code of Staff Conduct, Child Safety and Child Protection and Mandatory Reporting Policies.
- Maintain an up to date and valid Working with Children Check
- If appropriate meet professional standards for teachers and maintain teacher registration and,
- Report to the Headmaster any criminal charges or convictions you receive during your employment that may indicate a possible risk to children and young people

The Hale School community has zero-tolerance for child abuse, and all allegations and safety concerns are treated very seriously and consistently with our robust safeguards and procedures.

Selection Criteria

- Strong interpersonal and communication skills and the ability to work effectively with boys.
- The capacity to develop appropriate professional relationships with boys, staff and parents.
- Ability to communicate effectively, both orally and in writing.
- The ability to work on own initiatives and on deadlines.
- The ability to work as part of team.

Qualifications

- Tertiary qualifications in social work or other relevant qualifications in social work are preferred.
- Previous experience in the independent school sector an advantage.
- School Social Worker Credential desirable.