

Role Title: Mental Health in Schools (MHIPS) and Behaviour Support Teacher

Fixed Term - 2026 School Year.

FTE - 0.8 (negotiable)

Leadership opportunities for the right applicant

Teaching Role



Role

The **Mental Health in Schools (MHIPS) and Behaviour Support Teacher** plays a vital role in strengthening student wellbeing, mental health, and inclusion across the school. Central to this role is supporting the implementation of the School-Wide Positive Behaviour Support (SWPBS) framework, RRRR, Community Wellbeing and trauma-informed practices, in line with our 2026–2029 School Improvement Strategy.

This role promotes a culture of safety, predictability, and respect where every student can thrive academically, socially, emotionally, and spiritually. The MHIPS and Behaviour Support Teacher works in close collaboration with staff, students, families, and allied health professionals to foster inclusive practices and ensure a holistic approach to wellbeing and learning.

Key Responsibilities

Catholic School Culture

- Model Gospel-inspired leadership that reflects Catholic values and promotes respect, dignity, and compassion.
- Actively contribute to the Catholic identity of the school through word, action, and presence in community life.
- Foster a school environment where faith, wellbeing, and learning are integrated.

Whole-School Wellbeing & Mental Health

- Lead proactive and preventative wellbeing practices drawing on SWPBS, trauma-informed strategies, and Catholic values.
- Embed routines and procedures that support predictability, regulation, agency, and collective care.
- Work collaboratively with the Deputy Principal, Learning Diversity and Wellbeing to design and deliver targeted interventions and build capacity for sustainable student support.
- Promote early intervention strategies for students experiencing social, emotional, or behavioural challenges.

Behaviour Support

- Implement and embed evidence-based behaviour management strategies that foster respect, resilience, and responsibility.
- Support staff in developing tailored behaviour support plans and model positive behaviour strategies.
- Analyse behavioural data with staff and students to co-design solutions, develop regulation plans, and respond constructively to complex needs.

Student Wellbeing, Leadership & Agency

- Foster student agency by involving students in decision-making, promoting ownership of behaviour and learning, and empowering contribution to a respectful school culture.
- Lead Student Leaders, the Student Representative Council, and contribute to the Student Agency Forum.
- Promote cultural diversity, inclusion of EAL learners, and respectful relationships.

Inclusive Practices & Learning Diversity

- Champion inclusive practices so that all students can thrive academically, socially, emotionally, and spiritually.
- Guide staff in differentiation, adjustments, and maintaining Individual Learning Plans (ILPs).
- Lead NCCD processes to ensure compliance while strengthening staff confidence in inclusive teaching practices.
- Partner with the Deputy Principal: Learning & Teaching to ensure interventions are curriculum-aligned.

Parent & Community Engagement

- Maintain open communication with parents regarding student wellbeing, progress, and concerns.
- Encourage parental involvement in their child's education and provide resources and support.
- Build partnerships with families, local schools, health agencies, and community organisations.

Staff Capacity & Professional Learning

- Mentor and coach staff in restorative, strengths-based wellbeing approaches.
- Coordinate professional learning related to wellbeing and inclusion in collaboration with the Executive Leadership Team.
- Lead inquiry-based professional growth cycles aligned with school improvement priorities.
- Contribute to diocesan and regional wellbeing initiatives.

Child Safety & Duty of Care

- Champion a culture of child safety, student voice, and empowerment.
- Ensure full compliance with Child Safe Standards, legal requirements, and school policies.
- Respond to disclosures and concerns with compassion, integrity, and professionalism.
- Supervise students actively in all learning environments and uphold duty of care at all times.

Workplace Health & Safety

- Take responsibility for identifying and addressing potential hazards in the school environment.
- Adhere to WHS policies, risk assessments, and emergency protocols.
- Prioritise student and staff safety during all activities, including excursions and camps.

Professionalism & Compliance

- Demonstrate professionalism in conduct, punctuality, reliability, and communication.
- Maintain confidentiality and uphold the mission and values of St Paul's.
- Ensure compliance with legislation, policies, and diocesan guidelines (DOBCEL).
- Undertake other duties as directed by the Principal in support of school improvement.