

# ROLE STATEMENT

<b>Role Title:</b>	Chaplain
<b>Department:</b>	Field Operations
<b>Location:</b>	Various schools across Queensland
<b>Reports to:</b>	Field Development Manager

## SU QLD and its Vision

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

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

SU QLD is an inter-denominational Christian organisation which has worked in schools for more than 80 years and has successfully employed chaplains since 1990. We have more than 700 people and a highly valued network of 3500 volunteers.

## 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 QLD 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

<b>Internal</b>	<ul style="list-style-type: none"><li>○ Field Development Manager</li><li>○ Regional Manager</li></ul>
<b>External</b>	<ul style="list-style-type: none"><li>○ School Principal</li><li>○ Local Chaplaincy Committee (LCC)</li><li>○ School staff, particularly the Guidance Officer and Student Welfare Team</li><li>○ Churches and community groups</li><li>○ Donors and supporters</li><li>○ Program volunteers</li></ul>

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

<p><b>4. Community Development</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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.</li> <li>• Assist the LCC and SU QLD to build the profile of the Chaplaincy Service in the community and among supporters through newsletters, P&amp;C reports, and speaking at local Churches and other Chaplaincy events.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
<p><b>5. Educational Support</b></p> <ul style="list-style-type: none"> <li>• Implement programs and activities that support the needs of students at risk of disengaging from school.</li> <li>• Facilitate and/or contribute to 'life skills' and personal development programs</li> <li>• Provide assistance in the classroom and contribute to the learning outcomes of all students (in light of the overall purpose of the Chaplaincy Service)</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
<p><b>6. Extra-Curricular Activities</b></p> <ul style="list-style-type: none"> <li>• Participate in general school activities (assemblies, camps, excursions, sports day etc) and contribute to building a positive school environment.</li> <li>• Develop voluntary activities for students that build a positive school culture and enhance personal wellbeing of students.</li> <li>• As a member of the school team, seek to contribute to school events (staff meetings, parent-teacher evenings, awards nights etc) as relevant.</li> <li>• Participate and/or initiate local holiday programs and/or camps</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in general school activities, e.g. camps, excursions, sports day or coaching team sports.</li> </ul>
<p><b>7. Team contribution</b></p> <ul style="list-style-type: none"> <li>• Attend compulsory training, development and SU QLD events (including occasional nights away)</li> <li>• Promote the Chaplaincy Service in the wider community and support LCC</li> </ul>	<ul style="list-style-type: none"> <li>• Contribution to the Field Operations Department and participate in wider SU QLD organisation-based activities. Comply with WH&amp;S requirements. Receive Positive feedback from Department Manager/</li> </ul>

<p>fundraising initiatives.</p> <ul style="list-style-type: none"> <li>• Provide regular reports to the P&amp;C and LCC</li> <li>• Develop and follow a Professional Development plan (including further study where required)</li> <li>• Attend Professional Supervision (minimum quarterly)</li> <li>• Participate in wider organisation-based activities and learning opportunities.</li> <li>• Comply with WH&amp;S policy and procedures (both SU QLD and DET as relevant)</li> </ul>	<p>Coordinator and external stakeholders including LCC, Principals, School staff, community and churches.</p>
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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 higher provided they attain the Diploma standard within three (3) years.

\*Must include the two compulsory units: *Work effectively in Mental Health* (CHCMH301C) & *Respond holistically to client issues and refer appropriately* (CHCCS422B)

### Competencies

Competency	Definition
<b>Christian framework and spiritual support</b>	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.
<b>Professional knowledge and proficiency</b>	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"> <li>• Valid Working with Children Compliance in Queensland (Blue Card) or ACT (WWVP) is essential.</li> </ul>
<b>Motivational "fit"</b>	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.

<b>Teamwork (cooperation)</b>	Working collaboratively and respectfully with all stakeholders and partners (Principal, LCC, teaching staff, student support staff, agencies, Churches, volunteers etc) for the benefit and wellbeing of students.
<b>Rapport Building</b>	The ability to proactively develop relationships in the school community, with students, staff and parents across all age groups and cultural backgrounds.
<b>Oral communication</b>	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.
<b>Written communication</b>	Expressing ideas clearly in any written format (memo, email, letter) with the appropriate organisation and structure.

### Additional Requirements

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<p>SU QLD requires that the Chaplain:</p> <ul style="list-style-type: none"> <li>• subscribe to one or both of the creeds of the Christian church (Apostles' Creed and/or Nicene Creed)</li> <li>• demonstrate a living and personal relationship with Jesus Christ</li> <li>• demonstrate strong Christian character evidenced by servant leadership, valuing of people in general and marginalised people in particular</li> <li>• be a respected member of a local Christian church that we recognize</li> <li>• hold a valid "Blue Card" from the Blue Card Services Department for the purposes of child related employment</li> <li>• is willing to work under SU QLD's Staff Code of Conduct</li> </ul> <p>SU QLD also requires that the Chaplain be compliant with all DET (Department of Education and Training) policies and undertake the relevant training Student Protection training and school based induction.</p>

<b>Developed By</b>	Field Operations
<b>Checked By</b>	People Services
<b>Approved By</b>	Director of Field Operations
<b>Approved By</b>	Director of People Services
<b>Date</b>	April 2015