

Job Title:	School Engagement Lead	Job Category:	Religious - Full Time
Department/Area:	School Services	Travel Required:	Yes
Reporting to:	School Services Manager	Salary Packaging:	Yes
Location:	Head Office		
Direct Reports:	Chaplains and CVE volunteers (defined caseload)		

Role and Responsibilities

Reporting to the School Services Manager (SSM), the School Engagement Lead is responsible for two equally weighted and deeply connected functions: the active management and development of relationships with school communities across their caseload, and the direct line management of the chaplains and CVE volunteers who serve in those schools. Each region has two School Engagement Leads, with caseloads allocated by the SSM to best meet regional needs - which may mean a geographic split, a split by school type, or another arrangement that the SSM determines is most effective for the region.

The School Engagement Lead is the person who knows every principal and every chaplain and volunteer in their caseload personally - building the trust and credibility that makes YouthCARE an indispensable presence in each school community, and ensuring every chaplain and CVE volunteer is well-led, well-supported and growing in their role.

School Engagement Leads operate as a statewide functional team - each embedded in a region but working collaboratively across all regions to share learnings, build consistency of approach and strengthen YouthCARE's school engagement practice across the whole organisation.

Spiritual Leadership

- Model a genuine, active faith - understanding that chaplains, CVE volunteers and school communities will look to the School Engagement Lead as someone who embodies the mission they represent.
- Foster the spiritual life of chaplains and CVE volunteers in their school communities - creating space for prayer, encouragement and faith conversation as a natural part of the leader-chaplain/volunteer relationship.
- Champion the spiritual wellbeing of every chaplain and CVE volunteer in their school communities - treating their spiritual health as a genuine leadership priority, not a peripheral concern.

- Model servant leadership in every school community interaction - placing the needs of young people, school staff, families and chaplains at the centre of every decision.
- Participate actively in the SSM's regional spiritual formation rhythms and YouthCARE's broader formation practices.
- Must be actively engaged in the life of a Christian church that affirms the triune Godhead of Father, Son and Holy Spirit.

School Engagement

- Serve as the primary point of contact and relationship holder for principals, school leadership teams, student services teams, school boards and P&C associations across their school communities.
- Build deep, trust-based relationships with school communities - positioning YouthCARE as an indispensable partner in school community wellbeing and a trusted, proactive collaborator in school life.
- Conduct regular, structured visits to schools, ensuring principals feel known, supported and confident in YouthCARE's presence in their school.
- Grow YouthCARE's presence and service uptake within existing school relationships - identifying opportunities to introduce new programs, deepen or expand chaplaincy engagement and strengthen CVE delivery.
- Identify and pursue opportunities to establish YouthCARE's presence in new school communities within their area, working with the SSM to prioritise and plan new school engagement.
- Represent YouthCARE at school-based events, community activities and local educational forums relevant to their area.
- Monitor and respond to school community satisfaction, escalating concerns or relationship issues to the SSM promptly.

Chaplain and CVE Volunteer Line Management

- Directly line manage a defined caseload of chaplains and CVE volunteers - providing consistent, high-quality leadership, accountability and support across their school communities.
- Conduct regular 1:1 meetings with each chaplain and CVE volunteer in their school communities, providing structured support, clear performance feedback and genuine pastoral investment.
- Lead annual performance reviews for all chaplains and CVE volunteers in their school communities, setting clear goals, identifying development needs and celebrating growth.
- Monitor chaplain and CVE service delivery quality across their school communities - conducting school observations and reviews to ensure standards are maintained and support needs are identified early.
- Manage performance issues within their school communities with clarity, fairness and pastoral care, escalating to the SSM and HR where formal processes are required.

- Manage chaplain and CVE volunteer leave, availability and service continuity within their school communities, working with HR and the SSM on any gaps or transitions.
- Work in partnership with the Support and Development Partner to ensure new chaplains and CVE volunteers are inducted effectively into their school communities and that they are well supported from day one.

Chaplain and CVE Program Development

- Support chaplains and CVE volunteers in the delivery of YouthCARE programs (BUZ, SWELL, G.R.I.T., Peer Skills, etc.) across school communities in their school communities, working in partnership with the Support and Development Partner in building their confidence and capability as program deliverers.
- Work with chaplains and CVE volunteers to grow program uptake within their schools, identifying opportunities to introduce programs and supporting chaplains in pitching them to principals.
- Monitor program delivery quality and consistency across their school communities, providing feedback and support to chaplains and escalating patterns to the SSM.

Chaplain and CVE Vacancy Management

- Actively manage vacancies within their school communities - working in partnership with the HR Mission Partner and the SSM to ensure schools are not left without chaplaincy or CVE support for extended periods.
- Contribute to the recruitment and screening of chaplains and CVE volunteers for their school communities, in partnership with the HR Mission Partner.
- Work with the Community Partnership Lead to identify and develop potential chaplains and CVE volunteers through local church networks.

SSM Collaboration

- Provide the SSM with regular, accurate reporting on school relationship health, chaplain and CVE volunteer performance, vacancies and emerging issues across their school communities.
- Proactively surface risks, opportunities and complex situations so the SSM can exercise regional leadership with full awareness.
- Work collaboratively with the second School Engagement Lead in the region - sharing intelligence, learnings and approaches to ensure a coherent, consistent regional team.
- Function as an active member of the statewide School Engagement Lead team - sharing approaches, learnings and resources across all regions with genuine generosity, and contributing to the development of consistent, high-quality school engagement practice across YouthCARE.
- Participate in statewide SEL team meetings, peer learning and collaborative activities.

Cross-Functional Collaboration

- Work closely with the Support and Development Partner to ensure chaplains and CVE volunteers in their school communities receive well-coordinated pastoral care, operational support and training - sharing observations and ensuring the two roles complement rather than duplicate each other.
- Work with the Community Partnership Lead on chaplain and CVE volunteer pipeline development, sharing caseload intelligence about vacancies, school needs and potential candidates.
- Work with the COPO's team on child protection, screening, PCIR and HR processes as they apply to chaplains and CVE volunteers in their school communities.
- Work with the Communications and Marketing team to share stories and outcomes from their school communities that reflect YouthCARE's mission impact.
- Contribute to regional budget input and reporting as required by the SSM.

General

- Contributes to the development and improvement of the performance of the organisation.
- Upholds the Vision, Mission and Values of the organisation.
- YouthCARE upholds and promotes Child Safe policies and procedures.

Key Performance Indicators

Spiritual Formation

- Personal spiritual formation: active and growing engagement in personal spiritual formation - including regular church attendance, engagement in professional pastoral supervision, and intentional personal spiritual formation practices (e.g. prayer, Scripture, retreat, spiritual direction).
- Evidence that spiritual formation is embedded in the leader-chaplain relationship - chaplains and CVE volunteers in their school communities feel spiritually supported and invested in.

School Engagement

- Principal and school satisfaction with YouthCARE across their school communities (annual survey); qualitative feedback themes.
- Year-on-year growth in YouthCARE program uptake and chaplaincy engagement across schools in their school communities.
- Quality and consistency of school visit schedule; principals report feeling known and well-served.

Chaplain and CVE Volunteer Management

- Annual chaplain and CVE volunteer retention rate across their school communities at or above target; exit interview themes actioned.

- Chaplain and CVE volunteer satisfaction with line management and support (annual survey).
- Annual performance reviews completed for all chaplains and CVE volunteers in their school communities on time and to quality.
- Service delivery standards maintained across their school communities; observation and review schedule completed.

Vacancy Management

- Vacancy fill rate within their school communities; average vacancy duration reducing year-on-year.
- No school left without chaplaincy or CVE support for an unreasonable period; contingency plans in place for all vacancies.

Collaboration

- Evidence of effective collaboration with the Support and Development Partner, Community Partnership Lead and other regional team members - no duplication or gaps in chaplain and volunteer support.
- SSM-rated quality of reporting, intelligence sharing and regional team contribution.
- Active participation in statewide SEL team meetings and collaborative activities; peer feedback positive.
- Contribution to statewide consistency of school engagement approach - school relationship quality comparable across regions.

Selection Criteria

Essential

- Demonstrated experience in school chaplaincy, education, community services or a closely related field.
- Proven ability to build and maintain strong, trust-based relationships with school principals, leadership teams and community stakeholders.
- Demonstrated experience in line managing staff or volunteers, including performance management, development planning and difficult conversations.
- Strong understanding of the school chaplaincy model and the day-to-day realities of chaplaincy work in WA schools.
- Demonstrated commitment to and experience in supporting the spiritual formation of others - including the ability to foster faith conversations, encourage personal spiritual disciplines, and invest in the spiritual wellbeing of the people they lead.
- Excellent interpersonal and communication skills, with the ability to relate well to a wide range of people across diverse school communities.
- High degree of emotional intelligence and pastoral sensitivity.
- Deep personal Christian faith and genuine commitment to YouthCARE's mission, vision and values.

- Must be actively engaged in the life of a Christian church that affirms the triune Godhead of Father, Son and Holy Spirit.
- Current Working with Children Check and NCCHC clearance, or ability to obtain.
- Current valid driver's licence and willingness to travel across their school communities area.

Desirable

- Experience as a school chaplain or in direct school chaplaincy service delivery.
- Experience in program delivery or facilitation with young people.
- Familiarity with YouthCARE's programs and services.
- Qualifications in education, community services, management or a related field.
- Theological training or education, formal or informal - including Bible college, ministry training, or equivalent vocational formation.