

## Assistant Principal (Primary/Secondary)

### ROLE DESCRIPTION

REPORTS TO

Principal

### CONTEXT

The Catholic Schools Office (CSO) is responsible for the leadership, operation and management of systemic schools which educate more than 20,000 students in 44 primary schools, 11 secondary schools, one K–12 school, one flexible learning centre and one special school in the Catholic Diocese of Maitland-Newcastle.

The incumbent commits to working within work health and safety guidelines and code of conduct at all times whilst employed by the Catholic Diocese of Maitland Newcastle. The Diocese of Maitland-Newcastle is committed to safeguarding children and vulnerable adults, preventing those in our care from suffering abuse or neglect. The Diocese is committed to being compliant with the National Principles for Child Safe Organisations and the National Catholic Safeguarding Standards. All employees are required to undergo a National Police Check, retain a valid NSW Working with Children Check and ensure compliance with our safeguarding policies, the Diocesan Safeguarding Commitment Statement and the Codes of Conduct.

### PURPOSE

The Assistant Principal will assist the Principal to lead across the school community to:

- Model faith in action
- Develop and shape a shared vision focused on providing quality educational experiences and learning outcomes for all students
- Nurture positive relationships between students, teachers and all other stakeholders
- Support and monitor the learning and growth of effective teachers
- Set high standards for students and staff performance

### VISION STATEMENT

At the heart of everything there is always Jesus Christ.

Catholic schools educate:

- From and for the community of faith
- From and for excellence in learning
- In a rigorous, creative and critical pursuit of truth

Catholic schools educate from and for vibrant, welcoming and diverse communities with a particular commitment to the poor; for justice, integrity and peace; and with hope for the future.

### CRITERIA/EXPERIENCE

1. Practising Catholic active in the life of a Eucharistic community, with an understanding of their baptismal call to share and witness the good news of Jesus Christ
2. A strong background in and command of a core content area in education with the ability to model evidence-based practice and effectively utilise data to optimise student outcomes
3. Demonstrated success in creating and leading effective professional learning and building the capacity of teachers as leaders in learning
4. Demonstrated ability to think and act strategically; initiate and drive change and ensure a culture of continuous improvement

5. High level communication and interpersonal skills with the capacity to develop and sustain constructive and respectful relationships within and beyond the school community
6. Capacity to strengthen and integrate equity and diversity, work health and safety and performance management principles in the ongoing management and development of staff

**Desirable**

- ▶ Experience in the role of Religious Education Coordinator (primary schools), or in the roles of Ministry Coordinator and/or Leader of Learning Religion (secondary schools)

**QUALIFICATIONS/ACCREDITATIONS**

- ▶ Four-year trained teacher classification and at least six, preferably eight years, successful teaching experience
- ▶ Postgraduate qualification in Religious Education or Theological Studies or willingness to complete within four years of appointment
- ▶ Current NESA Teacher Accreditation
- ▶ Working with Children Clearance number
- ▶ Completion of anaphylaxis training
- ▶ Postgraduate qualifications in Educational Leadership (Desirable)

| KEY WORKING RELATIONSHIPS               |   |
|---|---|
| <b>STAFF DIRECTLY REPORTING TO ROLE</b> | ▶ School Staff  |
| <b>INTERNAL</b>                         | <ul style="list-style-type: none"> <li>• Principal</li> <li>• CSO staff and designated Assistant Director</li> <li>• School staff</li> </ul>  |
| <b>EXTERNAL</b>                         | <ul style="list-style-type: none"> <li>• School and CSO networks</li> <li>• Family and community partners</li> <li>• Relevant agencies e.g. Office of Safeguarding, Department of Communities and Justice, NESA, ACARA, etc.</li> </ul> |

**LEADERSHIP FRAMEWORK**

The Leadership Framework captures the characteristics and behaviours of effective leadership articulated through six leadership capabilities that staff at all levels can practise and develop.



Guided by Gospel values, the **Assistant Principal** is responsible for the following:

**LIVE YOUR FAITH**

*By giving witness to Catholic faith and cultural tradition and setting an example of faith, hope and love in word and action*

| RESPONSIBILITIES   | EXAMPLES OF IMPACT  |
|--|---|
| <ul style="list-style-type: none"> <li>• Working to build a harmonious community that ensures opportunities for the school community to share their faith through work, reflection, celebration and prayer</li> <li>• Providing leadership in the Religious Education curriculum and assisting in the integration of Catholic values across the curriculum</li> <li>• Fostering partnerships between parents and staff and supporting families in the education, moral and faith formation of their children</li> <li>• Willingness to Comply or Compliance with the CSO Accreditation to Work, Teach and Lead Policy. Category E – Accreditation for Senior Leadership</li> </ul> | <ul style="list-style-type: none"> <li>• Stakeholder feedback re participation in planning and organisation of school liturgies and staff prayer</li> <li>• Evidence of ongoing commitment to faith development of self and others</li> <li>• Evidence of celebration of the achievements of individuals and teams</li> <li>• Stakeholder feedback re involvement in parish and promotion of the school within parish life</li> </ul> |

**LEAD TEACHING AND LEARNING**

*By promoting a shared understanding and clarity around how and what to teach*

| RESPONSIBILITIES   | EXAMPLES OF IMPACT  |
|--|---|
| <p>In partnership with the school community and CSO staff, working to improve student outcomes through:</p> <ul style="list-style-type: none"> <li>• Ensuring teaching programs align and comply with NESA and CSO requirements</li> <li>• Fostering an inquiry-based approach to continuous improvement and innovation in teaching and learning</li> <li>• Integration of teaching, learning and technology</li> </ul> <p>Fostering a commitment to equity of outcome and a culture of inclusion through responding to the diverse learning needs of all students</p> | <ul style="list-style-type: none"> <li>• Evidence that teaching programs include impactful evidence based pedagogical strategies (including digital learning) that develop knowledge, skills and attributes for learning</li> <li>• Evidence of setting challenging learning goals and clear success criteria for all students</li> <li>• Compliance with CSO and NESA curriculum requirements</li> </ul> |

**LEAD IMPROVEMENT INNOVATION AND CHANGE**

*By working purposefully to support a shared system and school vision and the delivery of improvement initiatives*

| <b>RESPONSIBILITIES</b>   | <b>EXAMPLES OF IMPACT</b>  |
|---|--|
| <ul style="list-style-type: none"> <li>Supporting the Principal in motivating and engaging with staff to ensure that the vision and strategic plan is actioned and that accountabilities are delegated and monitored</li> <li>Ensuring the authentic integration of the Australian Curriculum's General Capabilities into teaching programs</li> <li>Creating opportunities for people to innovate and empowering people to take on new challenges</li> <li>Working with school and CSO staff to facilitate effective long-term change in the school and system of schools</li> </ul> | <ul style="list-style-type: none"> <li>Production and implementation of clear, evidence-based improvement plans and policies for the development of the school</li> <li>Recognition and sharing of student and staff achievements</li> <li>Evidence of growth in students' literacy, numeracy and ICT skills</li> <li>Evaluation evidence of quality teaching and learning programs, varied teaching and learning strategies to meet the needs of students</li> <li>Ongoing professional development, e.g. attendance of staff at conferences</li> </ul> |

**MAINTAIN FOCUS ON EVIDENCE AND IMPACT**

*By identifying and implementing evidence-based strategies to deliver improved student outcomes and engaging with the community to focus on what matters most*

| <b>RESPONSIBILITIES</b>  | <b>EXAMPLES OF IMPACT</b>  |
|--|--|
| <ul style="list-style-type: none"> <li>Ensuring a focus on the analysis of student literacy, numeracy and wellbeing data in order to guide school priorities and improve student learning outcomes</li> <li>Production and implementation of clear, evidence based Strategic and School Improvement Plans and policies for the development of the school</li> <li>Ensuring individual and team accountabilities are clearly defined in school documentation, and are appropriately monitored to support staff development</li> </ul> | <ul style="list-style-type: none"> <li>Ongoing collaborative planning and monitoring of the effectiveness of learning with appropriate action to address gaps in school performance</li> <li>Using multiple sources of evidence to monitor progress towards school and system improvement targets and adjusting implementation as required</li> <li>Modelling timely support for and management of performance issues and difficult conversations</li> </ul> |

**DEVELOP SELF AND OTHERS**

*By demonstrating commitment to building capacity through self-reflection, own professional learning and supporting the professional learning of others*

| <b>RESPONSIBILITIES</b>   | <b>EXAMPLES OF IMPACT</b>  |
|---|--|
| <ul style="list-style-type: none"> <li>Working with and through others to build a culture of shared learning and ownership for</li> </ul> | <ul style="list-style-type: none"> <li>Establishment of effective and collaborative professional learning communities</li> </ul> |

|   |  |
|---|--|
| <p>continuous improvement in teacher expertise and student learning outcomes</p> <ul style="list-style-type: none"> <li>Supporting all staff to develop leadership capacity through facilitating effective continuing professional learning and performance feedback</li> <li>Developing and maintaining effective strategies and procedures for staff induction and professional learning</li> </ul> | <ul style="list-style-type: none"> <li>Provision of opportunities for staff to engage in professional learning and receive formal and informal feedback linked to professional standards and PP&amp;D goals</li> <li>Identification of leadership potential in others and provision of opportunity for others to demonstrate leadership</li> <li>Engagement in external Leadership Courses, and with external organisations to build school expertise</li> </ul> |
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**ENGAGE AND WORK COLLABORATIVELY WITH THE COMMUNITY**  
*By building and maintaining respectful relationships with students, colleagues, families, parish and external agencies and considering the impact actions and decisions have on others*

| RESPONSIBILITIES  | EXAMPLES OF IMPACT  |
|---|---|
| <ul style="list-style-type: none"> <li>Fostering inclusive and collaborative relationships with staff, students, families, the broader school community and system of schools</li> <li>Recognising and supporting the needs of students, families and carers from communities facing complex challenges</li> <li>Actively engaging with other schools to build effective learning communities and promote Catholic education</li> </ul> | <ul style="list-style-type: none"> <li>Evidence of engaging with and responding to the local community in a manner that positively promotes the school and the professionalism of staff</li> <li>Carer and family awareness of school vision, strategy, child's learning progress e.g. reports, student led conferences, newsletters, social media, annual report</li> <li>Engagement with the School system network to deliver continuous improvement and share learnings</li> </ul> |

**MANAGE RESOURCES EFFECTIVELY**  
*By implementing and supporting structures and processes that contribute to the effective management of school and system resources and policies*

| RESPONSIBILITIES   | EXAMPLES OF IMPACT   |
|--|--|
| <p>In partnership with the school community and CSO staff, working to improve student outcomes through:</p> <ul style="list-style-type: none"> <li>Effective governance practices, and strategic alignment with CSO priorities, policy and audit requirements</li> <li>Inducting staff in the Code of Conduct; policy requirements and mandatory training procedures</li> <li>Exercising a significant role in the effective daily administration of the school and efficient management of available resources</li> </ul> | <ul style="list-style-type: none"> <li>Evidence of effective governance practices and strategic alignment with CSO policy and audit requirements</li> <li>Annual evaluation of the impact of resource allocations on learning priorities and school strategic plan</li> <li>Effective measures in place to record student attendance and monitor and follow up student absences</li> <li>Appropriate records in accordance with CSO and NESA audit requirements</li> </ul> |

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| <ul style="list-style-type: none"> <li>• Managing the teacher accreditation process through the AITSL framework</li> <li>• Supporting a strong safety culture whereby safety is everyone's responsibility</li> </ul> | <ul style="list-style-type: none"> <li>• Stakeholder feedback regarding administration and collaboration</li> <li>• Policies, training programs and practices which promote the safety, self-esteem and welfare of staff and students</li> </ul> |
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## FUNCTIONAL REQUIREMENTS

- Sedentary to light physical work
- Frequently sits or stands at an issued desk
- Stands and walks frequently around the teaching spaces to teach the class, monitor and interact with young people and to provide individual support to pupils
- Occasional bending, lifting, pulling or carrying, bending, squatting or crouching, stretching and twisting
- Occasional to frequent repetitive neck, upper body, wrist, hand and finger movements may be required
- Occasional stretching, climbing and twisting may be required
- Voice used extensively while communicating, instructing and supervising students