

	Position Title: Assistant Principal		Team: Berry Street School		Region: Central
	Supervisors: Principal – Berry Street School	Delegations and Authorities: In Line with Delegations Policy		Band: E	Date Completed: 24 November 2017

ORGANISATIONAL INFORMATION

OUR VISION AND FOCUS	ROLE CONTEXT
<p>All children should have a good childhood, growing up feeling safe, nurtured and with hope for the future.</p> <p>Berry Street chooses to work with children, young people and families with the most challenging and complex needs. We work across metropolitan, regional and rural Victoria.</p> <p>To achieve our Vision, Berry Street delivers a wide variety of programs, from those aimed at strengthening families and communities through to those that focus on helping people recover from the trauma of violence, abuse and neglect.</p> <p>We also engage government, other community organisations and the general public in child-focussed advocacy and knowledge sharing.</p>	<p>The Berry Street School is a specialist independent school consisting of four campuses based in Ballarat, Morwell, Noble Park, and Shepparton. The Berry Street School adheres to standards set by the Victorian and Federal Governments. We offer an adaptation of the Victorian Curriculum for years 7–10 and the Victorian Certificate of Applied Learning (VCAL).</p> <p>Many students referred to the Berry Street School have experienced trauma and disrupted attachment as a result of neglect, abuse, violence, or being witness to family violence. Our students may have significant gaps in academic achievement and have found it difficult to learn in a group setting, presenting with behavioural and social problems in school.</p> <p>The Berry Street Education Model encompasses a structured vision of wellbeing in the school community including the support of education case-management for each of our students. Students flourish when the school community is held to high expectations and students receive support that best meets their individual goals. Our relationship-based practice is grounded in unconditional positive regard for our students. The use of restorative practices assists students and staff to build the capacity to self-regulate behaviour, nurture relationships and ultimately to improve learning outcomes.</p> <p>The Berry Street School provides students with an individual education plan encompassing holistic support offering intensive literacy, numeracy, and personal development programs. Programming includes counselling, advice, and post school pathways planning.</p>

OUR VALUES	PRIMARY OBJECTIVES OF THE ROLE
<p><i>Berry Street expects all staff to apply these Values in all aspects of their work.</i></p> <p><i>Courage:</i> To be the best we can be and to never give up</p> <p><i>Integrity:</i> Expect a personal and organisation commitment to honesty</p> <p><i>Respect:</i> Acknowledge the importance of each person's heritage, traditions, identity, needs and aspirations</p> <p><i>Accountability:</i> Be responsible for our own actions</p> <p><i>Working Together:</i> Work with our clients, each other and our colleagues to share knowledge, ideas, resources and skills.</p>	<p>The Assistant Principal has primary responsibility for the management of significant areas or functions across this multi campus school to ensure the effective development, provision and evaluation of the school's education program. The primary objectives of the role are to:</p> <ul style="list-style-type: none"> • Assist the Principal in leading the School to achieving its strategic and educational objectives; • Support the implementation of the Berry Street Education Model within the school; • Ensure the delivery of a comprehensive curriculum across all campuses; • Contribute to the overall management of the school through involvement in policy formulation and decision making; • Manage all school information and data collection processes to support programming, accountability and compliance requirements; • Ensure effective use of the teaching staff and program budget of a defined area of the school's operation and for the oversight and leadership of the educational programs provided utilising these resources.
	<th data-bbox="725 635 2139 678">REPORTING RELATIONSHIPS</th>
	<p>This role is based at our Richmond Office. The Assistant Principal reports to the Principal who will provide supervision and review. The position has no direct reports, however may supervise staff from time to time.</p>

KEY SELECTION CRITERIA

Educational Leadership

- Outstanding capacity to manage change processes across a multi campus school and to monitor the school improvement process to enhance high-quality teaching and learning across the school.
- Highly developed capacity to respond to the educational needs of young people who are disengaged from education and training and a knowledge of the educational models/responses which address the needs of children with a history of trauma, disability, from Aboriginal culture, and children from culturally and linguistically diverse (CALD) backgrounds.

Financial , managerial and administrative ability

- Highly developed conceptual, strategic and analytical skills and a demonstrated capacity to effectively manage organisational practices, processes and data systems across a multi campus school that contribute to accountability and compliance requirements and the implementation of the school's vision and goals.

Leadership of staff and students

- Highly developed capacity to motivate staff and develop their talents and a commitment to creating and sustaining a range of effective professional learning teams across a multi campus school.

Interpersonal and communication skills

- Demonstrated ability to foster a safe, purposeful and inclusive learning environment, and the capacity to develop constructive and respectful relationships with staff, students, parents, regional colleagues and other stakeholders.
- Demonstrated capacity to model Berry Street values and appropriate behaviours to the school and community and commitment to the principles of equity, diversity, continual improvement, risk management and occupational health and safety.
- Demonstrated ability to flexibly manage competing priorities and stressful situations, monitoring own stress levels and practicing and promoting self-care strategies.

QUALIFICATIONS AND OTHER REQUIREMENTS

- A tertiary qualification Education or Teaching.
- Minimum four-year trained and have provisional or full registration from the Victorian Institute of Teaching.
- Staff must hold a valid WWCC, current drivers licence at all times and undergo a Criminal Records Check prior to employment. Subsequently, staff must report any criminal charges or court appearances.

DESIRABLE

- An approved special education qualification.
- A Masters of Education.
- Experience working within a multi-campus school.

KEY ACCOUNTABILITIES AND RESPONSIBILITIES

ACCOUNTABILITY	SPECIFIC RESPONSIBILITIES
The provision of quality educational programs and improved student outcomes.	<ul style="list-style-type: none"> • As Deputy Principal, to act in the role as leader of the school in the absence of the principal. • Management of programs to improve the knowledge and experience of staff. • Leadership of teaching and learning across the school campuses. • Support Strategic Planning and the development and implementation of Annual School Improvement Plans. • Development of consistent curriculum programs across the campuses. • Support the implementation of the Berry Street Model of Education • Support the monitoring of School key performance indicators.
A focus on developing self and others, and on building collective leadership capacity.	<ul style="list-style-type: none"> • Leadership of regular school meetings. • Responsibility for the development and implementation of staff professional development programs. • Manage the implementation of the Staff Appraisal process • Work collaboratively with regional leadership teams to develop and promote the Berry Street School.
The development of effective partnerships within Berry Street, with the broader community, other schools and key stakeholders.	<ul style="list-style-type: none"> • Establish and maintain productive working relationships with Central staff & regional leadership teams. • Maintain partnerships with key education and training stakeholders, including Government, academics, training providers, peak bodies, business, Aboriginal and other community providers; ensure these partnerships contribute strategically to better educational outcomes. • Development of partnerships that support whole school initiatives. • Establish and maintain working relationships with Independent Schools Victoria (ISV), DET and DHHS.
The maintenance of resources that support the school's strategic intent.	<ul style="list-style-type: none"> • Support the monitoring of the school budget • Support clear budgetary processes that support campus operations • Target strategic initiatives and support the implementation of these.
Compliance with legislative and regulatory requirements, and Berry Street policies and procedures.	<ul style="list-style-type: none"> • Manage the implementation of all information systems relating to student data and compliance processes (e.g. iWise, Maze, VASS, LEAD) • Manage all accountability and compliance reporting processes (e.g. Annual Report, LEAD) • Ensure a child safe environment in accordance with the child safe standards. • Lead policy development and implementation that ensures appropriate consistency across campuses. • Work with the Berry Street Quality team to ensure regular review of policy and processes. • Attend Independent Schools Victoria and other briefings as required and work with key staff to ensure compliance across all campuses.
Other	<ul style="list-style-type: none"> • Berry Street supports White Ribbon, Australia's campaign to stop violence against women. There is an expectation that staff never commit, excuse or remain silent about violence against women. • Berry Street is committed to the safety, participation and empowerment of all children, including those with a disability and culturally and/or linguistically diverse backgrounds. Berry Street are also committed to cultural safety, inclusion and empowerment of Aboriginal children, their families and communities.

CONDITIONS OF EMPLOYMENT

1. This position is for 76 hours per fortnight. There is no paid overtime, but any extra hours worked will be accrued as Time-in-Lieu according to the Berry Street Victoria Enterprise Agreement.
2. You will initially be employed at our Central Office in Richmond. You may be required to work from other Berry Street sites (on a temporary or permanent basis) as directed from time to time.
3. Terms and conditions of employment are in accordance with the Berry Street Victoria Enterprise Agreement, which includes above Award payments and eligibility for remuneration packaging. Salary packaging is available to full-time and 0.8 staff to a maximum value of \$15,899 and a maximum value of \$12,000 to all other permanent part-time staff, in line with our Salary Packaging policy.
4. The salary will be commensurate with the duties and responsibilities of the role. The value of the salary can be increased through salary packaging.
5. This position comes with the option of full private use of a vehicle.
6. Agency vehicles are available for authorised use and these should be used at all times for work-related purposes, in accordance with the Berry Street Motor Vehicle Policy. However, if you are authorised to use your own vehicle for work-related purposes, you will be paid an allowance per kilometre, which includes provision for comprehensive insurance and other running costs. Berry Street is unable to insure private vehicles owned by staff and will not accept any liability for damage to any staff vehicles incurred while being used for work-related purposes.
7. Superannuation will be paid according to Superannuation Guarantee into a compliant fund of your choice or into HESTA Superannuation Fund.
8. The successful applicant will be required to undergo satisfactory pre-employment checks, including 2 professional referees, a pre-existing injury/disease declaration, a criminal records check and proof of identity and qualifications.
9. The successful applicant will initially be employed for a probationary period of 3 months. During this period, either party can terminate employment with one week's notice. A probationary review before 3 months will be undertaken.
10. Under Victorian WorkCover legislation, it is the applicant's duty to advise Berry Street of any pre-existing medical condition, which could be aggravated by the type of employment for which they are applying. The existence of a medical condition will not preclude you from employment, unless you are unable to perform the inherent requirements of the position. However failure to disclose any relevant injury or disease will jeopardise any entitlement you may otherwise have for a work-related aggravation of that non-disclosed pre-existing condition.
11. Berry Street has a smoke-free workplace policy

INHERENT REQUIREMENTS OF WORK ACTIVITIES / ENVIRONMENT

Following is a table that outlines the main physical and psychological requirements of the position.

Element	Key Activity	Frequency
Work Environment	Manage demanding and changing workloads and competing priorities.	Daily
	Work in a team environment.	Daily
	Work in different geographic locations.	Regular
	Be exposed to all outdoor weather conditions.	Regular
	Work in unstructured environments (e.g. outreach).	Regular
	Work office hours with the possibility of extended hours.	Regular
	Work on-call after hours.	Regular
	Work in an open plan office.	Daily
	Work in buildings which may be two-storey	Regular
	Sit at a computer or in meetings for extended periods	Daily
	Work in an environment with competing demands.	Daily
	Present at court and other jurisdictions.	Occasional
People Contact	Work with clients who may have a physical or sensory disability	Regular
	Liaise with government, non-government and community organisations	Daily
	Interact with members of the public who may display the full range of emotional expressions, including parents, partners, significant others, family members, advocates, doctors, police.	Regular
	Interact with clients and members of the public who could display verbal or physically challenging behaviour.	Regular
	Facilitate access to specialist, generic and community services	Daily
	Undertake training and professional development activities.	Regular
Administrative Tasks	Undertake administrative tasks which may include the following: computer work, filing, writing reports, case notes/plans and client records, participating in meetings, concentrating for long periods of time, managing resources and budget and researching and analysing information and data.	Daily
	Undertake intensive administrative tasks, which include computer work, report writing (e.g. financial reports), participating in meetings and concentrating for long periods of time.	Daily
	Use technology including photocopier, telephones including mobiles, fax, overhead projectors, televisions, videos, and electronic whiteboards.	Daily
Transport	Drive vehicles possibly over long distances and in all traffic and weather conditions.	Regular
	Drive vehicles with possible distractions from client behaviour, verbal or physical.	Occasional