

	Position Title: Assistant Principal	Team: Berry Street School – Morwell Campus		Region: Gippsland
	Supervisor: Principal, Berry Street School	Delegations and Authorities: In Line with Delegations Policy	Band: E Rem: AP - Assistant Principal Full Private Use Vehicle	Date: November 2019

OUR VISION AND FOCUS		ROLE CONTEXT		
<p>We believe children, young people and families should be safe, thriving and hopeful.</p> <p>Our Vision for 2022: Together we will courageously change lives and reimagine service systems.</p> <p>For over 140 years, Berry Street has adapted to a changing world, and we will continue to adapt to achieve our purpose.</p> <p>Berry Street will continue to be a strong and independent voice for the children, young people and families with whom we work. In collaboration with others, we will advocate for investment in early intervention and prevention services that enable families to be safe and stay together. We will use approaches that are culturally safe and informed by the best evidence available. We will measure and learn from the impact of our work, and we will continually contemporise our models of practice.</p> <p>We look forward to working with children, young people, families, carers, staff and partners to achieve this vision. Together.</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>Courage: to never give up, maintain hope and advocate for a ‘fair go’</p> <p>Integrity: to be true to our word</p> <p>Respect: to acknowledge each person’s culture, traditions, identity, rights, needs and aspirations</p> <p>Accountability: to constantly look at how we can improve, using knowledge and experience of what works, and ensure that all our resources and assets are used in the best possible way</p> <p>Working Together: to work with our clients, each other and our colleagues to share knowledge, ideas, resources and skills</p>		<p>The Assistant Principal holds primary responsibility for the management of the Morwell Campus. This includes the provision of high-quality service supported by Berry Street recruitment and staff development systems. The primary objectives of the role include:</p> <ul style="list-style-type: none"> • Overall accountability for a high standard of delivery and the continued improvement of curriculum, competency-based learning, student intake, welfare & emotional wellbeing within the campus. • Maintaining a cohesive team bringing together the disciplines of education and welfare and ensuring team members are provided with supervision, support and professional development. • Establishing, and growing local community partnerships and networks representing Berry Street’s educational programs. 		
		REPORTING RELATIONSHIPS		
		<p>This role is based at our Berry Street School Campus located in Morwell.</p> <p>This role reports to the Principal, Berry Street School who will provide supervision and review.</p>		

EXPECTATIONS	
<ul style="list-style-type: none"> Conduct oneself in accordance with the Berry Street Code of Conduct which is underpinned by the values of accountability, courage, integrity, respect and working together within the principles of continuous improvement and occupational health and safety. Berry Street is committed to diversity and inclusion. We aim to ensure every individual is treated with dignity and respect regardless of their cultural background, ability, ethnicity, gender identity, sexual orientation, spirituality or religion. Berry Street is committed to being a child safe, child friendly and child empowering organisation. In everything we do we seek to protect children. We are committed to the cultural safety of Aboriginal and Torres Strait Islander children; children from culturally and/or linguistically diverse backgrounds; children with a disability; children who identify with a sexual and or gender minority identity. 	
KEY SELECTION CRITERIA: KNOWLEDGE, SKILLS AND ABILITIES REQUIRED TO FULFIL THE ROLE	
<ul style="list-style-type: none"> Excellent written and oral communication skills (including public speaking, presentations and facilitation skills). Demonstrated ability to flexibly manage competing priorities and stressful situations, monitoring own stress levels and practising and promoting self-care strategies. Demonstrated experience or outstanding capacity for exemplary educational leadership of students who have experienced trauma and educational disengagement. A working knowledge of the educational models/responses which address the needs of young people with a history of trauma, disability, from Aboriginal culture, and children from culturally and linguistically diverse (CALD) backgrounds. Financial and administrative management skills to contribute to the development of program budgets and the optimal use of resources. Demonstrated understanding of key government education policy directions and the ability to build and maintain positive and respectful relationships with relevant government, community sector organisations, local partnerships as well as the young people and those that contribute to their overall care. 	
QUALIFICATIONS AND OTHER REQUIREMENTS	DESIRABLE
<ul style="list-style-type: none"> A minimum Bachelor level qualification in Education/Teaching. Minimum four-year trained and have full registration from the Victorian Institute of Teaching. Staff must hold a valid Employee WWCC and VIT, a 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. 	<ul style="list-style-type: none"> An approved special education qualification. A Masters of Education. Experience working within a multi-campus school. Demonstrated expertise in Berry Street's trauma-informed positive education approach.

KEY ACCOUNTABILITIES AND RESPONSIBILITIES

ACCOUNTABILITY	SPECIFIC RESPONSIBILITIES
Service Delivery	<ul style="list-style-type: none"> • To be responsible for the Berry Street Morwell Campus conforming to all relevant Berry Street policies and procedures, State and Federal governments' legislation and guidelines. • To ensure a high standard of curriculum delivery for all students that is focussed on achieving strong pathways outcomes. • To ensure a range of processes are in place to maximise a differentiated approach to teaching, learning and wellbeing. • To ensure the high-quality delivery of the Berry Street Education Model (BSEM). • To promptly identify and address issues where the delivery of programs does not meet standards expected by VRQA, VCAA, VIT or other authorising bodies. • To actively participate in the school and regional leadership teams to implement appropriate policies and procedures. • Form healthy working relationships with Child Protection, Youth Justice, DEECD and other Community Service Organisations.
Staffing and Recruitment	<ul style="list-style-type: none"> • To provide supervision to staff according to the Berry Street Supervision policy, monitor workloads and provide annual staff appraisals, including support for professional and career development as identified in staff appraisals and review. • To provide leadership of employment processes, including the selection, orientation, induction, and on-going performance management of staff. • To implement strategies and processes that support teacher professionalism and team building and enhance staff morale.
Program Development and Review	<ul style="list-style-type: none"> • Ensure school program development, implementation, and review processes are implemented in accordance with documented practice. • Implement annual strategic objectives and ensure systems are in place to monitor and evaluate outcomes. • Effectively contribute and participate in the Berry Street School leadership team. • To develop and maintain positive and respectful working relationships with key services and the community. • Explore opportunities and initiatives for community connections to enhance outcomes for students in conjunction with the Principal.
Financial and Administrative Management	<ul style="list-style-type: none"> • In conjunction with the Principal, take financial responsibility for the Morwell campus including the monitoring and reviews of expenditure. To ensure systems are in place to collate, analyse and report on data relating to campus performance in accordance with timelines. • Ensure program and student reporting, along with collection of statistical data, is completed by required deadlines. • To oversee the development and maintenance of the Morwell Campus and its facilities in conjunction with the Principal and Facilities Manager. • Exercise a significant role in the effective daily administration of the campus. • To provide a written monthly report to the School Principal re campus matters.
Other	<ul style="list-style-type: none"> • Other duties as reasonably directed.

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	Liaise with government, non-government and community organisations.	Daily
	Work with clients who may have a physical or sensory disability.	Regular
	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
	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