

POSITION DESCRIPTION

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| POSITION TITLE: | Deputy Principal, Learning & Thinking |
| SECTION: | School Leadership |
| REPORTS TO: | The Principal |
| CLASSIFICATION | Positions of Leadership in Diocesan Schools |
| AWARD | Catholic Employing Authorities Single Enterprise Collective Agreement – Diocesan Schools of Queensland 2023 – 2026 |
| LOCATION | Mary Help of Christians Catholic College, Shaw |

OUR ORGANISATION

Townsville Catholic Education (TCE) supports 29 schools within the Diocese, located throughout a diverse region including urban and rural environments extending to Mount Isa to the west, Proserpine to the south and north to Ingham. TCE provides a diverse range of education choices including primary, secondary and Prep-to-Year 12. Each setting provides a high educational standard in a caring and a stimulating environment. The Diocese has a growing Indigenous education program and some of our schools offering both boarding and day-student facilities.

TCE employs in excess of 2,500 teaching, professional and ancillary/support employees to fulfil our mission of providing quality educational services through our Catholic school communities. A Catholic education involves much more than simply teaching the educational basics. It encourages students to embrace Catholic values and faith while providing them with an excellent education and diverse life experiences that will prepare them to be a contributing member of the community in their adult lives.

The proud reputation Catholic schools enjoy within the Diocese today is based on the strong tradition built by religious orders who found Catholic Education in the Townsville Diocese in 1872.

Please visit our website for additional information <https://www.tsv.catholic.edu.au/>

OUR SYSTEM VISION

“The promotion of the human person is the goal of the Catholic school”

THE CATHOLIC SCHOOL ON THE THRESHOLD OF THE THIRD MILLENNIUM, 1998



ABOUT THE ROLE

As the newest TCE school, Mary Help of Christians Catholic College is focussed on nurturing the potential of every student while preparing them to become well-rounded, compassionate, adaptable, and forward-thinking individuals. With a commitment to academic excellence, character development, and 21st-century critical thinking skills, Mary Help of Christians Catholic College offers a stimulating and inclusive learning environment for students aged 11 to 18.

The position of Deputy Principal, Learning & Thinking is a significant Senior Leadership position in the college's organisational structure and as such is a member of the College Leadership Team. The role holder provides general leadership in support of the Principal in the achievement of the acknowledged mission and goals of the school and its community, and importantly, in the shaping of the overall educational experience for the students so as to enhance their learning and thinking capabilities.

Centred on a curriculum that is designed to be engaging, integrated, and future-oriented, through hands-on projects, practical applications and experiential learning opportunities, our students develop practical skills and gain a deeper understanding of their subjects. We take pride in our new, state-of-the-art facilities and creative learning spaces and recognise the importance of a holistic education that emphasises ethical and Catholic-Social-Teaching values, 'whole of child' character building and social responsibility.

The Deputy Principal, Learning & Thinking, will have a particular focus on the leadership of all other staff members in the areas of pedagogy and the curriculum – including the development and implementation of innovative, best in class learning and thinking programs — and the continual monitoring and improvement of these.

By negotiation, the Deputy Principal may be expected to assume the delegated role of the Principal in her/his absence.

KEY ACCOUNTABILITIES

The purpose of the Deputy Principal, Learning & Thinking position is to exercise leadership and assist with management of the school in accordance with Catholic Education policy and in consultation with other personnel as appropriate and with due reference to Catholic Education structures, processes and practices.

Specific responsibilities of the role holder will include:

Provide vision and leadership in the development of best practice in pedagogy

- Lead and manage programs that ensure sustainable best practice in learning and thinking skills, strategies and techniques
- Work closely with the Knowledge, Performance and Transformation Lead (future role) to ensure successful and collaborative integration of the curriculum across learning areas; in a way that is innovative, bold, and alive to best practice in the broader or external educational landscape.
- Promote a thorough understanding of the AITSL professional standards for teachers, while assisting with staff personalised development planning to upskill and build capability where required for the teacher cohort – ensuring a specific focus on early career teachers
- Ensure effective pedagogy is implemented to support successful student learning and thinking across all year levels.

Provide vision and leadership of an integrated curriculum

- Support the Principal in ensuring that Learning and Thinking is the continued focus of the school's vision, mission and everyday values
- Ensure high expectations are held by everyone for personalised student learning, thinking and growth of the whole child
- Implement a plan for a coherent and sequential curriculum, encompassing the many and different, complex learning styles and needs of our students

- Promote initiatives of evidenced-based practice creating a broad and deep knowledge across learning areas
- Promote and support the development of research skills to ensure that students develop the ability to enquire and ensure other members of teaching staff are coached and mentored to assist students in this regard
- Promote the development of skills to ensure that students develop the ability to enquire, problem solve and think creatively and critically
- Actively stay abreast of educational trends and issues
- Affirm and promotes best practice in all aspects of student learning and thinking – collaborating closely with the Leader of Knowledge, Performance and Transformation (when implemented) on matters relating to evidence-based' practice and innovative approaches from external research and anecdotal case studies.

Foster capability, accountability, and a culture of innovation and continuous improvement

- Demonstrated understanding and commitment to fostering a Catholic ethos and identity — and to the faith leadership of the college.
- Recognise and play a primary role in connecting and integrating service delivery across multi-dimensional functional teams across the college.
- Provide for uninterrupted learning across a range of innovative and agile learning spaces
- Nurture relationships as a basis for learning and teaching, and leveraging to build optimal teacher capability
- Provide for diverse student needs and ensure the teacher cohort is supported for this to be consistently applied
- Ensure educational accountability practices are in place; to ensure the maintenance of high educational standards and levels of engagement
- Ensures there is a coaching culture of feedback for students and staff
- Set high standards for students around behaviour and attendance.

People Leadership

- Setting Clear Expectations: Communicate the team's goals, objectives, and performance expectations clearly to each team member.
- Decision-Making: Make well-informed and timely decisions that align with the team's goals and objectives. Involve team members in the decision-making process when appropriate to encourage ownership and buy-in.
- Leading by Example: Demonstrate the values, ethics, and behaviours expected from team members. Be a role model in terms of work ethic, integrity, and professionalism.
- Change Management: Help the team navigate through organisational changes effectively, providing reassurance, support, and direction during periods of transition.
- Empowering and Delegating: Delegate tasks and responsibilities to team members based on their strengths and capabilities. Empower them to take ownership of their work and make decisions within their scope.
- Providing Support and Resources: Offer the necessary resources, tools, and training required for team members to excel in their roles.
- Building and Maintaining a Positive Culture: Foster a positive work environment that promotes collaboration, trust, respect, and open communication. Encourage diversity and inclusion, ensuring everyone feels valued and respected.
- Motivating and Inspiring: Encourage and inspire team members to achieve their best performance. Recognise and reward their efforts, boosting morale and job satisfaction.

- **Recognition and Celebration:** Acknowledge and celebrate individual and team accomplishments. Publicly recognise team members' contributions to boost morale and reinforce positive behaviours.
- **Coaching and Development:** Provide ongoing coaching and feedback to help team members enhance their skills and develop professionally.
- **Effective Communication:** Be a concise and considerate communicator; ensuring information flows effectively between team members and leadership. Keep the team informed about organisational changes, goals, and strategies.
- **Conflict Resolution:** Address conflicts within the team promptly and objectively, mediating disputes and work towards finding resolutions that foster a harmonious working environment.
- **Performance Management:** Regularly evaluate individual and team performance and provide constructive feedback and support with performance improvement plans where appropriate.

Leadership Success for those in positions of Senior Leadership in Catholic Schools in the Diocese of Townsville

Catholic School Leadership is to be undertaken in a spirit of Christ-centred values and ethics. Christian leadership embodies a presence that is communal, transformational and serving. The six dimensions of leadership are bound by this context. (Refer to the [TCE School Leadership Framework Brochure](#) for further details)

HOW YOU WILL BE ASSESSED

As a Senior Leader your leadership success will be assessed on your ability to use your vision and values, experience, knowledge, skills and competencies, confidentially with good judgement and wisdom. You will be assessed on your ability to demonstrate the following four capabilities within context to the six dimensions of leadership detailed in the Leadership Framework.

THE LEADER'S CAPABILITIES

The four sets of Leader's Capabilities indicated below incorporate the qualities, attitudes, dispositions and observed behaviours that serve to inspire and motivate others across the six core dimensions of the Leadership Success Model. They have been grouped against the capability areas developed by the Australian Institute of Teaching and School Leadership (AITSL).

| Capabilities | |
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| Vision and Values | Knowledge and Understanding - Professional |
| Establishes regular patterns of prayer, worship and service | Models life-long learning |
| Articulates a personal faith | Makes decisions collaboratively and equitably |
| Takes time to reflect on personal motivations, beliefs, values and behaviours | Is knowledgeable about contemporary directions and specific issues in education |
| Values and encourages the views and input of others | Displays accountability for work and focuses on intended results |
| Situates work within the faith community of the Church | Builds organisational capability and responsiveness through others |
| Applies ethical standards to complex and value-sensitive situations | Nurtures effective learning environments for a diverse range of students |
| Embodies the Catholic vision in the school's goals, policies, programs, structures and operations. | Values staff input and views |
| | Is an effective coach and is able to respond clearly |
| | Is able to give and receive feedback. |
| Personal | Interpersonal |
| Listens actively and objectively articulates what has been heard | Treats staff as professionals, trusting them implicitly to perform their roles |

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| Engages in personal theological reflection | Shares personal faith experiences |
| Exemplifies honesty and integrity | Is an example of faith, hope and love |
| Responds to staff and community issues and concerns | Displays confidence, curiosity, enthusiasm, optimism and resilience |
| Is present to and visible in the school community | Displays emotional intelligence in working with individuals and groups |
| Acts as a genuine, thoughtful, caring and compassionate person | Affirms the work of others and demonstrates a genuine interest in and concern for people |
| Effectively integrates work and personal life – caring for personal well-being | Builds an inclusive, trusting community by forging personal and professional bonds with others |
| Understands the need for the health and well-being of others | Cultivates productive working relationships |
| Is consistent, trustworthy and level-headed. | Deals openly with difference and successfully negotiates solutions. |

Attention is drawn to TCE documents: “TCE School Leadership Framework”; “Process for Review and Professional Appraisal of Senior Leaders in Schools”.

As part of annual and cyclical performance reviews the role holder should refer to this position description when reflecting on performance and formulation of professional learning plans.

STATEMENT OF RESPONSIBILITY

The carriage of the role will always presume the role-holder’s responsibility to act cognisant of, and in harmony with, the Mission and Purpose of Catholic Education and Catholic Education policies.

The employee will be expected to abide by the *Statement of Principles for Employment in Catholic schools*, the *Staff Code of Conduct* and other Diocesan guidelines.

Employees will maintain appropriate confidentiality, sensitivity and empathy in the execution and management of all matters.

Employees will demonstrate a willingness and acceptance to initiate and participate in relevant training and professional development opportunities.

Each employee is responsible for ensuring his/her health, safety and wellbeing and is expected to not willingly place at risk the health and safety of one’s self or others.

Employees will:

- Adhere to Work Health and Safety instructions
- Promote a commitment to safe work practices
- Be familiar with workplace incident, hazard and accident reporting and emergency procedures
- Take reasonable action to avoid, eliminate or minimise risk and hazards
- Utilise personal protective equipment
- Participate in the development of a safe and healthy workplace
- Seek information and advice as necessary and comply with instructions.

ABOUT YOU

Experience

- Demonstrated ability to lead, inspire, develop and work with staff cohorts to establish and maintain an innovative and collaborative learning culture across the curriculum.
- Proven track record of successfully engaging with others in a diverse school community, building positive and productive working relationships

- Demonstrated understanding and commitment to the ethos of Catholic education and to the faith leadership of the college.
- A strong understanding of key educational issues and current practices covering teaching and learning, pastoral care, professional learning and accountability
- Demonstrated capacity and commitment to enhance curriculum, college development, leadership and Principal support.
- Experience with the integration of technology into teaching and learning, data interpretation, analysis and innovative initiatives that support growth, compliance and change.
- Knowledge of daily organisation in a school setting, including Edvasl and Compass use.

Knowledge

- Demonstrated knowledge of evidence-based research and developments in faith development, spirituality, pedagogy, curriculum, learning delivery models and tools, assessment and student wellbeing.
- Developed knowledge of college leadership roles and the challenges and opportunities they provide in adding value to the learning journeys of students in the Catholic Education context.
- Deep knowledge of contemporary curriculum (including State and Federal curriculum directions), pedagogy and professional learning practice.
- Established knowledge of, and experience in leading curriculum initiatives including but not limited to:
 - Implementation of the Australian Curriculum
 - QCAA senior secondary programs and documentation
 - Post school pathways
 - Integrating ICT into effective learning and teaching
 - Staff professional development.

Skills

Strategic Leadership:

- Innovative Thinking: openness to and ability to think differently
- Future Focus: a positive and outward perspective by default
- Critical thinking & complex reasoning: ability to interrogate facts, data and circumstance to make reasonable decisions
- Data driven: the ability to grasp the importance of, and understand, data and evidence in the context of education (i.e. its accuracy, analysis, and to be skilled and experienced with drawing insights for optimising decision-making)
- Institutional courage: the ability to be bold in design thinking and execution even when there is risk or it has never been done before
- Systems thinking: ability to look at intersecting multidisciplinary teams, functions, accountabilities and deliverables and see how the micro perspective fits into the macro or broader perspective
- Strategic thinking: being deliberate and considered in planning and decision-making

Other:

- Outstanding interpersonal skills, including an ability to build and maintain productive relationships with a broad stakeholder group.
- Highly developed analytical skills with the ability to interpret and understand relevant data and information to inform future plans for improvement
- The ability to have a clear awareness of strengths and developmental needs with the capacity to learn by leading, reflecting on one's own practice and inviting feedback from others
- A passion for lifelong learning

- Ability to work with colleagues in a professional, informed, flexible and caring manner
- Effective management style that encourages participation, innovation and commands confidence
- Determination and courage to manage difficult issues and conflicts and see them through to a positive conclusion
- Well-developed capacity for creative and strategic thinking in the areas of problem-solving and future directions.

Mandatory Criteria/Professional Registration/Other

- Ability to perform the physical requirements of the role in a safe manner
- Appropriate Tertiary qualification with registration or eligibility for registration with Queensland College of Teachers
- A commitment to enrol and complete a minimum of 8 semester units of post graduate study in Religious Education, Scripture, Theology, Catholic Ethos.
- Full accreditation to teach in a Catholic school
- Is committed to the Catholic faith, an active member of a Catholic Eucharistic community and is free from any impediment to full acceptance by the church and the school community
- Current Driver's Licence
- Ability to travel from time to time within the Catholic Diocese of Townsville.

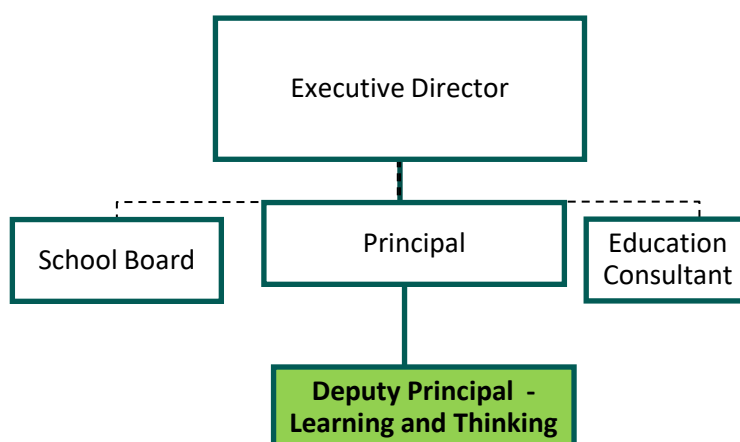
Desirable Criteria

- Masters or other post graduate qualification in Theology, Religious Education or Educational Leadership
- Recent leadership experience in a Catholic School with the ability to lead the drive for educational excellence
- Can show evidence of educational, pastoral, theological and managerial aspects of school leadership.

Some employees may be subject to pre-employment medical assessments during the selection process. Depending on the nature of the position, it may be necessary for successful applicants to be immunised against certain preventable diseases in order to minimise the risk of transmission.

REPORTING & OTHER RELATIONSHIPS

The Deputy Principal – Learning and Thinking is accountable in the first instance to The Principal. The Deputy Principal – Learning and Thinking consults and liaises with other TCEO personnel, Principals in schools, and other Diocesan staff/committees, where appropriate.



ACKNOWLEDGEMENT

I have read, understood and acknowledge the scope and responsibility of the position outlined in this position description.

Employee Name: _____

Signature: _____ **Date:** _____