

POSITION DESCRIPTION

POSITION TITLE: Principal
SECTION: School Leadership
REPORTS TO: Executive Director
CLASSIFICATION: Principal in a Catholic Systemic School
AWARD: Townsville Catholic Education Principals' Agreement 2016 – 2020
LOCATION: Holy Spirit Catholic School, Cranbrook

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

OUR VALUES		JESUS TEACHES US:	
COMMUNITY <small>(John 15)</small>	The greatest commandment Jesus teaches us is to Love God, Love others.	LOVE <small>(John 4:7-10)</small>	Love is the core value of the Gospels.
PROMOTING LIFE IN ABUNDANCE <small>(John 10:10)</small>	God wants us to live life to the full.	INCLUSION <small>(Luke 10:1-10)</small>	God invites all to live in God's love, including those that might be excluded by society.
HOPE <small>(Luke 24:13-35)</small>	We can all hope for the fullness of glory with God because God is faithful to His promises.	RECONCILIATION <small>(Luke 15:11-32)</small>	Jesus' supreme act of love in dying on the cross reconciled humankind to God.
JUSTICE <small>(Matthew 25:31-46)</small>	Jesus lives the virtue of justice rendering to all of us a message of living for others even unto death.	LIBERATION <small>(Luke 4:18-21)</small>	God frees us from all evil if we trust in God and live our life in God.
COMPASSION <small>(Luke 10:30-37)</small>	In Jesus' life of love we witness the compassion of God - his acts of mercy towards others.		

ABOUT THE ROLE

Holy Spirit Catholic School, Cranbrook is a place where children learn and find strength - the Spirit. As a Catholic co-educational primary school located in Cranbrook, Holy Spirit is one of Townsville's oldest and now largest Catholic schools with more than 670 students from Prep – Year 6. The dedicated staff continuously strive for educational excellence based in the Catholic tradition, underpinned by the school's motto is 'Strength in the Spirit'.

The position of Principal provides for the leadership and management of quality Catholic schooling and the growth and development of the Principal in the role. The Principal's call to leadership is a call to respond to the centrality of Jesus Christ and thus serve the Mission of Catholic Education. The Principal is the leading educational professional within the school, inspiring students, staff and members of the community to continuously enhance learning.

The Performance Criteria, as they relate to the role of the Principal, are intended to point to those essential aspects of the role which, when carried to the fullest extent, would combine to result in exemplary carriage of the role.

This Position Description guides the Townsville Catholic Education Office (TCEO) document "Process for Review and Professional Appraisal of the Principal". This document should be read in conjunction with the TCE School Leadership Framework.

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.

Faith and Mission Leadership - context of the community of the people of God.

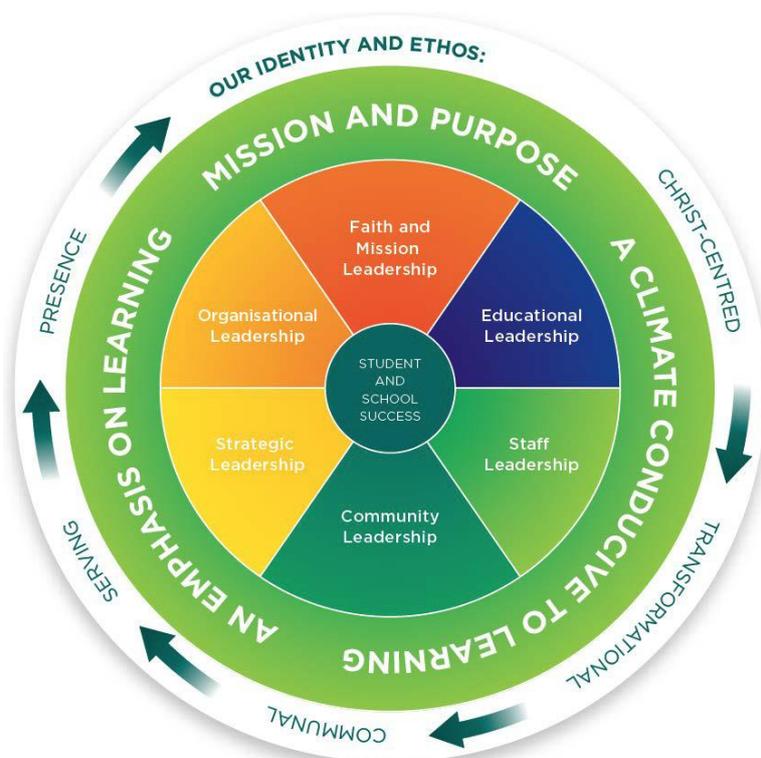
Educational Leadership - leadership and management of the achievement of the school's educational objectives.

Staff Leadership - work with teachers who identify with, and are committed to, these objectives.

Community Leadership - as part of a community of students, parents, teachers, other administrators, support staff and system wide personnel.

Strategic Leadership - who are committed to the school's broad philosophy and mission for improvement, innovation and change.

Organisational Leadership - within a school structure and climate that efficiently and effectively supports and facilitates the work and vision of the school and its role in contributing to the common good.



(Refer to the TCE [School Leadership Framework Brochure](#) for further details)

The Principal:

Faith & Mission *Within the context of the community of God*

Education *Guides the achievement of the school's educational objectives*

Staff *Through their work with teachers who identify with, and are committed to these objectives*

Community *As part of a community of students, parents, teachers, administrators, support and systems staff*

Strategic *Committed to the school's broad philosophy and mission for improvement, innovation and change*

Organisation *Within a school structure and climate that efficiently and effectively supports and facilitates the work and vision of the school and its role in contributing to the Common Good*

KEY ACCOUNTABILITIES

The purpose of the Principal is to exercise leadership with the management of the school in accordance with Catholic Education policy and with due reference to Catholic Education structures, processes and practices.

Working in an often complex, challenging and changing environment the Principal is responsible for the supervision, at the school level, of its overall educational functioning, ensuring processes are in place for regular curriculum and program review.

It is a function of the Principal to provide leadership to all employees – 'managing the school of today, but conscious of the needs of tomorrow', to guide education direction and development of the school. The Principal will ensure adequate leadership that facilitates sound planning, support and evaluation, defining clear delegation and responsibility allocation.

The Principal is the leading educational professional within the school, inspiring students, staff and members of the community to continuously enhance the learning of all, as they continually strive to understand and improve their impact.

The Principal is responsible for the formation of a community that supports the teaching of the Catholic faith and is expected to model the religious and moral convictions of the faith community and to uphold the religious ethos of the school.

The Principal will network and collaborate with a wide range of people to secure the best possible learning outcomes and wellbeing of all students.

The Principal is responsible and accountable for the development of children and young people so that they can become 'successful learners, confident creative individuals and active informed citizens'. The Principal will create, maintain and review systems which ensure active compliance with all relevant legislation and regulations.

The Principal will make a valuable contribution in:

- Leading teaching and learning within the school
- Leading the management of the school via whole of school leadership
- Raising student achievement at all levels and stages
- Promoting equity and excellence within the school community
- Model and comply with the teachings of the Catholic faith
- Creating and sustaining the conditions under which quality teaching and learning thrive

- Influencing, developing and delivering on community expectations and policy.

DIMENSION 1 FAITH & MISSION LEADERSHIP

Acknowledging the centrality of Jesus Christ to the Mission of the Church and act as leader within the school faith community

The Principal:

- i. Develops the school's Catholic Identity
- ii. Works to share in the Mission of the Church and the centrality of Jesus Christ as partners with the representatives of the Diocesan and local Church
- iii. Acts in a spirit of co-responsibility as part of the Church
- iv. Is conscious of and embraces Diocesan initiatives
- v. Nurtures and shares commitment to the vision and mission of the school
- vi. Promotes Catholic identity through culture, gospel values, evangelization, faith education, liturgy and prayer
- vii. Demonstrates active pastoral engagement, authentic witness, sacramental participation and leadership in the life of the Church and school community
- viii. Maintains the standards of religious education in the school, in accordance with Diocesan guidelines and policies
- ix. Facilitates Christian community service and social justice
- x. Seeks opportunities for personal faith development and to nurture personal spirituality
- xi. Acknowledges and promotes ecumenical opportunities.

DIMENSION 2 EDUCATIONAL LEADERSHIP

Leading learning and teaching

The Principal:

- i. As leader ensures learning and teaching is the focus of the school's endeavor
- ii. Ensures effective pedagogy is implemented to improve student learning
- iii. Implements a plan for a coherent and sequential curriculum
- iv. Develops and promotes a Catholic educational vision for life
- v. Ensures opportunities for students to achieve to the best of their ability
- vi. Nurtures relationships as a basis for learning and teaching
- vii. Builds teacher capacity at the school level
- viii. Ensures effective pastoral care of all students is practiced
- ix. Provides for diverse student needs
- x. Ensures educational accountability practices are in place
- xi. Builds and maintains high educational standards
- xii. Is knowledgeable about current educational trends and issues
- xiii. Affirms and promotes best practice
- xiv. Models lifelong learning.

DIMENSION 3 STAFF LEADERSHIP

Developing self and others

The Principal:

- i. Ensures there is a professional learning community of qualified and skilled teachers
- ii. Ensures effective staff selection, recruitment, induction and developmental learning
- iii. Oversees the spiritual formation and professional development of staff
- iv. Demonstrates the personal ability to develop self, others and team

- v. Facilitates the operation of the Leadership Team
- vi. Manages staff and workplace practices efficiently and effectively
- vii. Provides effective supervision of staff
- viii. Develops and maintains positive, professional relationships with staff and students
- ix. Manages effective staff performance and review processes
- x. Is committed to the support, development, implementation and evaluation of school and Diocesan policies and practices
- xi. Encourages and promotes leadership of staff
- xii. Ensures effective staff selection, recruitment, induction and capacity building
- xiii. Enables and develops leadership in staff
- xiv. Nurturing own professional development needs.

DIMENSION 4 COMMUNITY LEADERSHIP

Engaging and working with the community

The Principal:

- i. Engages and promotes the growth of the school, staff, parents, Church and community partnerships
- ii. Ensures the school is a place of welcome
- iii. Utilises strategies to engage parents in the life of the school
- iv. Liaises with the parish priest in accordance with Diocesan policy and practice
- v. Supports, co-operates and collaborates with the Diocesan Education Council, Catholic Education Office, Parishes, School Board, Parents and Friends' Association, and members of the wider community
- vi. Participates fully in the life of the Church within the Parish and Diocese and is duly accountable
- vii. Establishes and/or maintains parent support groups (e.g. School Board; Parents and Friends Association) to ensure parental support is sought and considered
- viii. Creates opportunities for students to be involved in the life and plans for their school
- ix. Actively participates in the collegial approach to leadership in the Diocese
- x. Actively supports a spirit of co-responsibility at intra, and inter-school levels.

DIMENSION 5 STRATEGIC LEADERSHIP

Leading improvement, innovation and change

The Principal:

- i. Leads the school improvement agenda by developing a culture of school renewal
- ii. Develops a learning culture which promotes learning, success and improvement
- iii. Ensures the use of data informed practices to enhance student outcomes
- iv. Works in the spirit of co-responsibility, according to Diocesan policy and procedures
- v. Encourages a culture of continuous school renewal and improvement
- vi. Ensures effective financial management
- vii. Is an effective change manager or is developing this skill set
- viii. Develops a climate that facilitates the effective engagement of the school community
- ix. Engages and inspires evidence based improvement, change and innovation to improve student learning
- x. Leads and manages innovation and change so that goals are realised
- xi. Allocates responsibility and appropriate delegation to members of the Senior Leadership Team and monitors same.

DIMENSION 6 ORGANISATION LEADERSHIP

Leading the management of the School

The Principal:

- i. Targets the strategic resourcing of the school
- ii. Takes control and responsibility for the efficient and effective management of the school, in compliance with funding bodies, Diocesan policy and regulations, and legislation applicable to schools
- iii. Establishes effective communication and decision-making processes
- iv. Leads the development of school policies in collaboration with the school community
- v. Promotes and manages enrolment within policy and resources
- vi. Oversees the stewardship of resources, including accountability for administration of the school funds and maintenance, and development of facilities
- vii. Ensures duty of care is carried out for students and staff, in accordance with legislative, compliance and policy requirements
- viii. Ensures employment processes are in accordance with Diocesan policies
- ix. Develops and manages effectively the plant, equipment and maintenance plan of the school, in accordance with diocesan, parish and legislative requirements
- x. Maintains effective system administration practices, including reporting and evaluation
- xi. Implements transparent and informed Governance practices.

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 above and signified in the Leadership Success Model (page 2).

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	
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
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.

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.

Authority, to carry out the responsibilities of this position, is delegated by the Executive Director of the TCEO.

ABOUT YOU

Experience

- Demonstrated ability to work with, and effectively lead staff cohorts to establish and maintain a collaborative learning culture that infuses the religious dimension across the curriculum
- Recent leadership experience in a Catholic school with the ability to lead the drive for educational excellence
- Proven track record of successfully engaging with others in a diverse school community, building positive and productive working relationships

- A strong understanding of key educational issues and current practices covering teaching and learning, pastoral care, professional learning and accountability
- Experience with the integration of technology into teaching and learning, data interpretation, analysis and innovative initiatives that support growth, compliance and change.

Knowledge

- Demonstrated knowledge of latest research and developments in faith development, curriculum, assessment and student well-being
- Deep knowledge of school 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 Church policy, research, best practice and regulatory requirements, theology (assessment and reporting), Catholic formation and Religious Education curriculum and teaching practice
- Deep knowledge of contemporary curriculum (including State and Federal curriculum directions), pedagogy and professional learning practice
- Knowledge of Diocesan policy and procedures.

Skills

- Exceptional leadership and collaborative practice, with the ability to bring together different voices in the school community
- Demonstrated creativity and visionary in calling for a fuller response and participation in the way of faith, celebration and witness
- Outstanding interpersonal skills, including an ability to build and maintain productive relationships with a broad stakeholder group
- Ability to work in a matrix structure and effectively manage time commitments and relationships to achieve shared outcomes
- A well-developed strategic and visionary thinker who can translate ideas and concepts into action, analyse complex situations and engage proactively with others to enable change and improvement to inform future directions
- Be authentic with a strong personal presence, poise and natural capacity to inspire students, staff and the wider community
- The ability to have a clear awareness of strengths and development needs with the capacity to learn by leading, reflecting on one's own practice and inviting feedback from others
- A passion for lifelong learning
- 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.

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
- Full accreditation to teach Religious Education 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

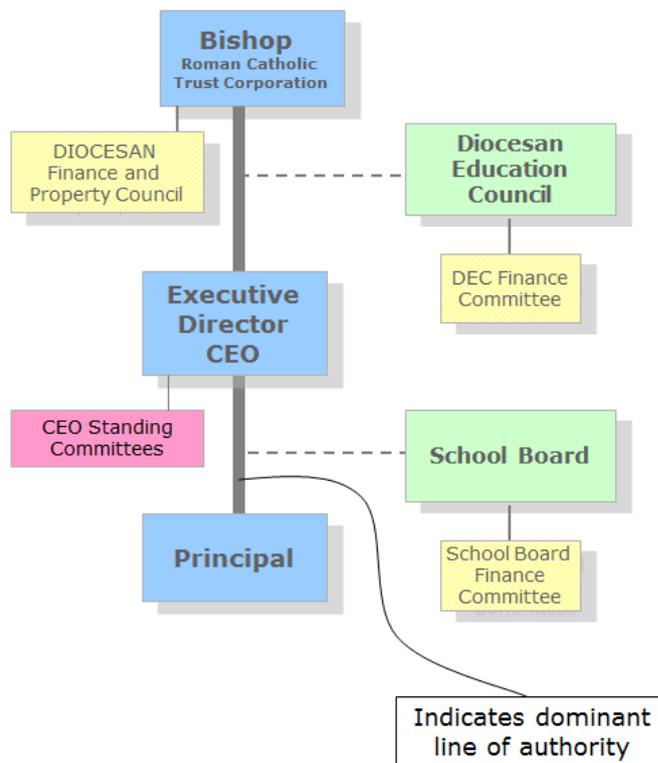
- Masters or other post graduate qualification in Theology, Religious Education or Educational Leadership
- Can show evidence of educational, pastoral, theological and managerial aspects of school leadership.

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 Principal in matters relating to performance of the role, reports in the first instance to the Education Consultant who reports to the Director School Development Services. Important directive relationships also exist with the Parish Priest and with senior management personnel, committees and boards within Townsville Catholic Education.

Structure showing the relationship between the Roman Catholic Trust and Diocesan Schools in the Diocese of Townsville



ACKNOWLEDGEMENT

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

Employee Name: _____

Signature: _____ Date: _____