

# POSITION DESCRIPTION

<b>POSITION TITLE:</b>	Deputy Principal – Secondary
<b>SECTION:</b>	School Leadership
<b>REPORTS TO:</b>	The Principal
<b>CLASSIFICATION:</b>	Positions of Leadership in Diocesan Schools
<b>AWARD:</b>	Catholic Employing Authorities Single Enterprise Collective Agreement – Diocesan Schools of Queensland 2019 - 2023
<b>LOCATION:</b>	St Catherine's Catholic College, Proserpine

## 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.

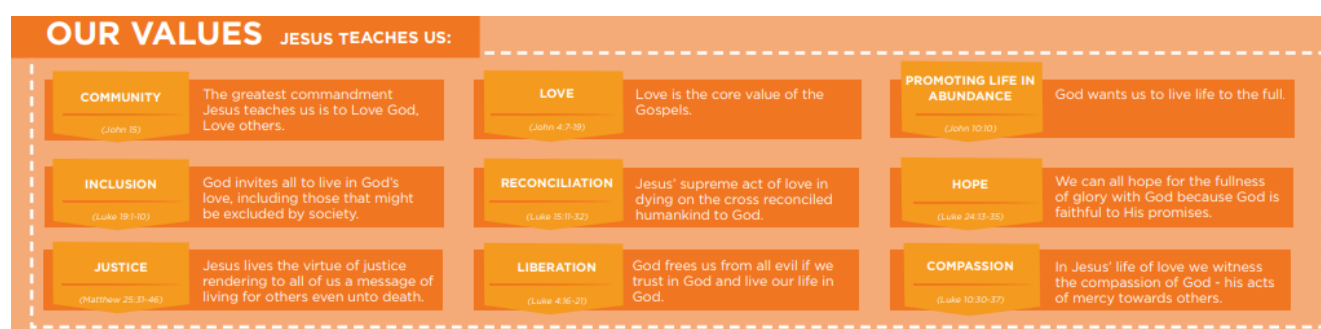
The proud reputation Catholic schools enjoy within the Diocese today is based on the strong tradition built by religious orders who found Catholic Education in the Townsville Diocese in 1872.

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

St Catherine's Catholic College, Proserpine is a Prep to Year 12 co-educational college, established by the Sisters of Mercy in 1925. The College has vibrant, modern and innovative facilities which inspiring learning spaces for students both within the classroom and outside, allowing teachers to use the right strategies at the right time for their class.

The purpose of the Deputy Principal – Secondary is to exercise leadership and assist with management of the College 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. The Deputy Principal – Secondary will lead the Student Wellbeing Team within the secondary Campus to promote student wellbeing at St Catherine's Catholic College.

### 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.

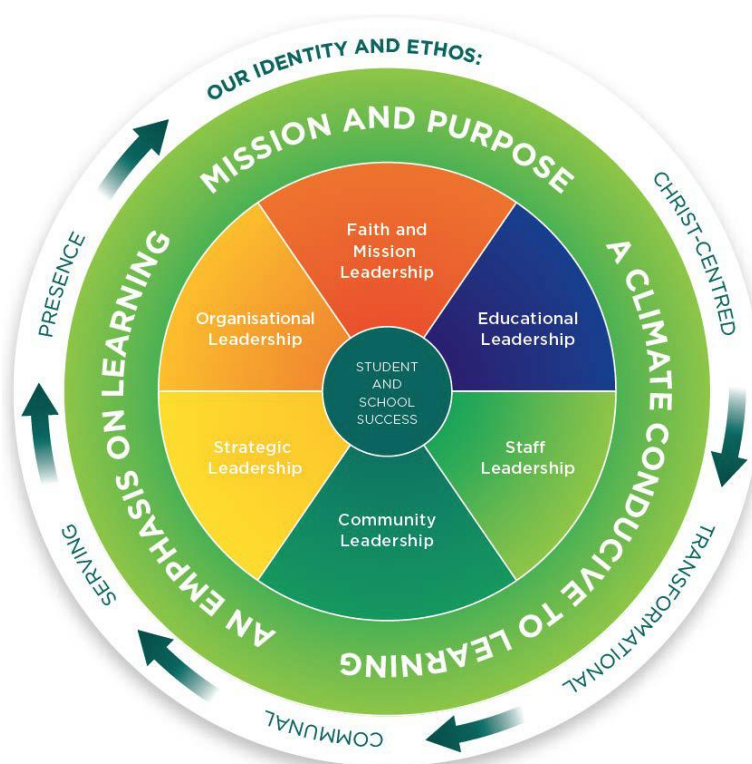
**Staff Leadership** - work with teachers who identify with, and are committed to, these objectives.

**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)



## KEY ACCOUNTABILITIES

The purpose of the Deputy Principal – Secondary 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.

The Deputy Principal as a member of the Leadership Team, assists the Principal in the leadership of the school/college. By negotiation the Deputy Principal, may be expected to assume the delegated role of the Principal in his absence.

## **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 Deputy Principal assists the Principal to:**

- i. Develop, nurture, maintain, and celebrate the school's Catholic Identity
- ii. Work 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. Act in a spirit of co-responsibility as part of the Church
- iv. Is conscious of and embraces Diocesan initiatives
- v. Nurture and share commitment to the vision and mission of the school
- vi. Promote Catholic identity through culture, gospel values, evangelisation, faith education, liturgy and prayer
- vii. Demonstrate active pastoral engagement, authentic witness, sacramental participation and leadership in the life of the Church and school community
- viii. Maintain the standards of Religious Education in the school, in accordance with Diocesan guidelines and policies
- ix. Facilitate Christian community service and social justice
- x. Seek opportunities for personal faith development and to nurture personal spirituality
- xi. Acknowledge and promote ecumenical opportunities.

## **DIMENSION 2 EDUCATIONAL LEADERSHIP**

### **Leading learning and teaching**

#### **The Deputy Principal assists the Principal to:**

- i. Ensure Learning and Teaching is the focus of the school's endeavour
- ii. Ensure high expectations are held by everyone for student learning
- iii. Ensure effective pedagogy is implemented to support successful student learning
- iv. Implement a plan for a coherent and sequential curriculum
- v. Develop and promote a Catholic educational vision for life
- vi. Ensure opportunities for students to achieve to the best of their ability
- vii. Provide for uninterrupted learning
- viii. Nurture relationships as a basis for learning and teaching
- ix. Build teacher capability at the school level
- x. Provide for diverse student needs
- xi. Ensure educational accountability practices are in place
- xii. Build and maintain high educational standards and levels of engagement
- xiii. Is knowledgeable about current educational trends and issues
- xiv. Affirm and promote best practice
- xv. Ensure there is a coaching culture of honest feedback for students and staff
- xvi. Set high standards for students around behaviour and attendance.

### **DIMENSION 3 STAFF LEADERSHIP**

#### **Developing self and others**

**The Deputy Principal assists the Principal to:**

- i. Ensure there is a Professional Learning Community of highly capable teachers
- ii. Oversee the spiritual formation and professional development of staff
- iii. Care about staff and their health and well-being
- iv. Practise life-long learning through a personal commitment to the Professional Learning Plans
- v. Manage effective staff performance and review processes
- vi. Is committed to the support, development, implementation and evaluation of school and Diocesan policies
- vii. Lead and manage staff and workplace practices efficiently and effectively
- viii. Ensure effective staff selection, recruitment, induction and developmental learning
- ix. Develop leadership in others to support succession management
- x. Build a continuous improvement culture focused on teaching and learning
- xi. Demonstrate the personal ability to develop self, others and team
- xii. Contribute to the successful functioning of the Leadership Team
- xiii. Develop and maintain positive, trusting, professional relationships
- xiv. Encourage and promote leadership capability in all staff.

### **DIMENSION 4 COMMUNITY LEADERSHIP**

#### **Engaging and working with the community**

**The Deputy Principal assists the Principal to:**

- i. Engage and promote the growth of the school, staff, parents, Church and community partnerships
- ii. Ensure schools are places of welcome
- iii. Participate fully in the life of the Church within the Diocese
- iv. Liaise with the parish priest in accordance with Diocesan policy and practice
- v. Witness and challenge the community in the mission of the church – charity, service, solidarity, and action for justice
- vi. Engage parents and carers in the life of the school with a view to supporting student success
- vii. Create an ethos of respect taking account of the spiritual, moral, social, health and well-being of all
- viii. Lead and promote understanding and reconciliation with Indigenous people especially elders and community leaders
- ix. Promote understanding and participation in our multi-cultural community
- x. Create opportunities for students to be active participants in their school community
- xi. Support, co-operate and collaborate with the Diocesan Education Council, Townsville Catholic Education Office (TCEO), Parish, School Board, Parents and Friends Association, and members of the wider community
- xii. Establish and maintain parent support groups (e.g. School Board; Parents and Friends Association) to ensure parental engagement is sought and considered
- xiii. Promote a spirit of co-responsibility at an intra and inter school level
- xiv. Actively participate in the collegial and co-responsible approach to leadership in the Diocese
- xv. Ensure effective pastoral care of all students is practised.

## **DIMENSION 5 STRATEGIC LEADERSHIP**

### **Leading improvement, innovation and change**

#### **The Deputy Principal assists the Principal to:**

- i. Lead The School Improvement Agenda
- ii. Develop a learning culture which promotes success
- iii. Ensure the use of data informed practices
- iv. Develop, lead and implement clear, evidence based School Improvement Plans
- v. Engage and inspire evidence-based improvement, change and innovation to foster successful student learning
- vi. Work in the spirit of co-responsibility according to Diocesan policy and procedures
- vii. Encourage a culture of continuous school renewal and improvement
- viii. Ensure effective financial management
- ix. Be an effective change manager
- x. Develop a climate that facilitates the effective engagement of the school community
- xi. Lead and manage innovation and change so goals are realised
- xii. Communicate the need for change in an inspirational and logical way
- xiii. Act as a gatekeeper when necessary.

## **DIMENSION 6 ORGANISATION LEADERSHIP**

### **Leading the management of the school**

#### **The Deputy Principal assists the Principal to:**

- i. Target the Strategic Resourcing of the school
- ii. Contribute to the efficient and effective management of the school, in compliance with funding bodies, diocesan policy and regulations, and legislation applicable to schools
- iii. Establish effective communication and decision-making processes
- iv. Build a successful school through effective collaboration with TCEO, school boards, parents and others
- v. Use a range of data management methods to ensure an effective and safe learning environment
- vi. Lead the development of school policies in collaboration with the school community
- vii. Promote and manage enrolment within policy and resources
- viii. Contribute to the stewardship of resources, including accountability for administration of the school funds and maintenance and development of facilities
- ix. Ensure duty of care is carried out for students and staff, in accordance with legislative, compliance and policy requirements
- x. Ensure employment processes are in accordance with Diocesan policies
- xi. Celebrate success and acknowledges the contributions of others
- xii. Develop and manage effectively the plant and equipment in accordance with diocesan, parish and legislative requirements
- xiii. Maintain effective administration practices, including reporting and evaluation
- xiv. Clarify the connection between the school's vision and values and the operational tasks which support them.

## 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.

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, develop and work with staff cohorts to establish and maintain a collaborative learning culture across the curriculum
- Demonstrated understanding and commitment to the ethos of Catholic education and to the faith leadership of the school
- Demonstrated capacity and commitment to enhance curriculum, school development, leadership and Principal support
- Demonstrated capacity to lead and inspire development in a collaborative team setting.

#### Knowledge

- Demonstrated knowledge of latest research and developments in faith development, spirituality, pedagogy, curriculum, assessment and student well-being
- Developed 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 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 or
  - QCAA senior secondary programs and documentation,
  - Integrating ICT into effective learning and teaching
  - Staff professional development.

#### **Skills**

- 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 meet deadlines and achieve shared outcomes
- Highly developed analytical skills with the ability to interpret and understand relevant data and information to inform future plans for improvement
- Ability to work with colleagues in a professional, informed, flexible and caring manner
- Well-developed capacity for creative and strategic thinking in the areas of problem-solving and future.

#### **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 minimum of 8 semester units of post graduate study in Educational Leadership, Religious Education, Scripture, Theology, Catholic Ethos and/or currently undertaking, with a commitment to completion
- Full accreditation to teach Religious Education in a Catholic school
- Is committed to the Catholic faith, and supports the ethos of Catholic Education
- Current Driver's Licence
- Ability to travel from time to time within the Catholic Diocese of Townsville.

#### **Desirable Criteria**

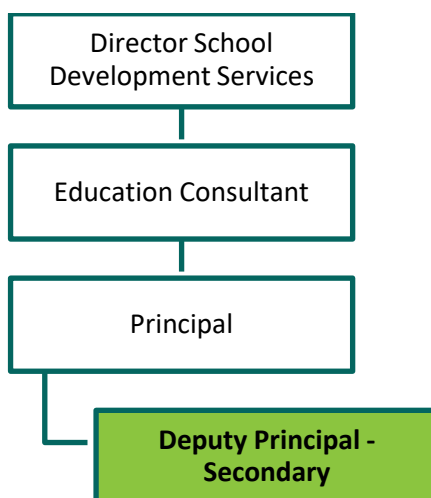
- Masters or other post graduate qualification in Theology, Religious Education or Educational Leadership
- Can show evidence of educational, pastoral, theological and managerial aspects of school leadership.
- Is an active member of a Catholic Eucharistic community, free from any impediment to full acceptance by the church and the school community

*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 - is accountable in the first instance to The Principal. The Deputy Principal - Curriculum role holder 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:** \_\_\_\_\_