

POSITION DESCRIPTION

POSITION TITLE:	Assistant Principal - Religious Education (APRE)
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 2019 - 2023
LOCATION:	Good Shepherd Catholic School, Rasmussen

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

Good Shepherd Catholic School is a co-educational school offering Prep to Year 6. Established in 1996, the school is situated on ten hectares of land and supports the families of the surrounding suburbs of the growing Upper Ross area of Townsville.

The APRE provides for the effective professional leadership in developing and nurturing the Catholic tradition and Religious Life of the School (RLoS), and the coordination of the Religious Education curriculum.

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.

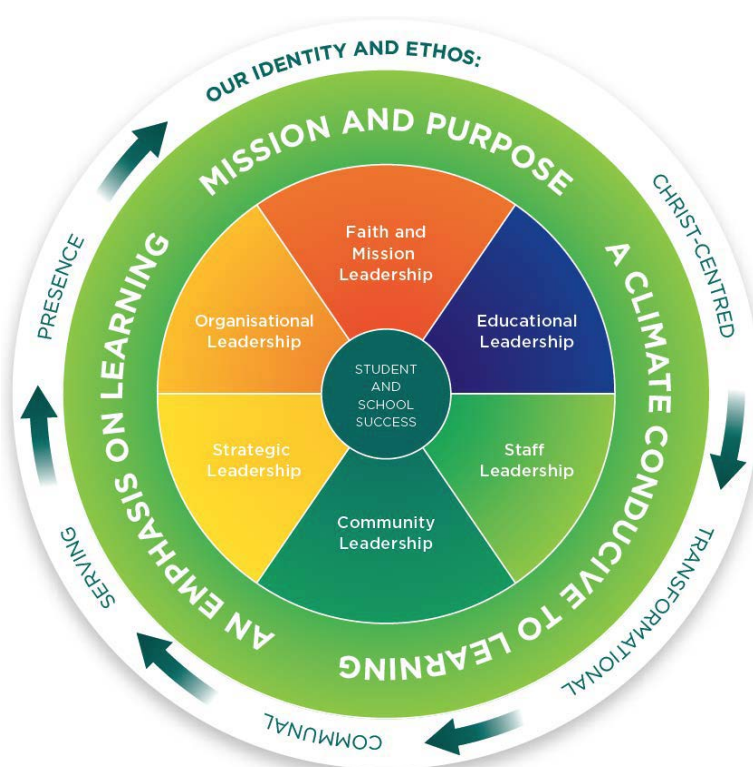
Staff Leadership - work with teachers who identify with, and are committed to, these objectives.

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 APRE 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 APRE is responsible for the supervision of those areas as delegated by the Principal and as designated in his/her duty statement which should be reviewed annually.

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 APRE assists the Principal to:

- i. Promote Catholic Identity through culture, Gospel Values, evangelization, faith education, liturgy and prayer
- 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. Demonstrate active pastoral engagement, authentic witness, sacramental participation and leadership in the life of the Church and school community
- v. Nurture a school climate which is faith centred
- vi. Facilitate engaging and appropriate prayer and liturgical experiences
- vii. Embrace, promote and engage Diocesan initiatives
- viii. Contribute to and display commitment to the vision and mission of the school as it functions and flourishes within the ethos of the Catholic Church
- ix. Demonstrate active pastoral engagement, authentic witness, sacramental participation and leadership in the life of the Church and school community
- x. Support the Christian community of this school to strive to be of service and facilitate social justice
- xi. Seek opportunities for personal faith development and to nurture personal spirituality
- xii. Acknowledge and promote ecumenical opportunities.

DIMENSION 2 EDUCATIONAL LEADERSHIP

Leading learning and teaching

The APRE assists the Principal to:

- i. Support Learning and Teaching across the school
- ii. Ensure effective pedagogy is implemented to improve student learning
- iii. Implement a plan for a coherent and sequential curriculum
- iv. Develop and promote a Catholic educational vision for life
- v. Take a leading role in the development of the classroom and school Religious Education program and its evaluation
- vi. Monitor the classroom teaching of Religion and regularly facilitate the review of Religious Education programs
- vii. Maintain current knowledge of professional development activities available in Religious Education including theology and spirituality

- viii. Support the building of teacher capacity particularly in the inclusion of Catholic perspectives at the school level
- ix. Provide for diverse student needs

DIMENSION 3 STAFF LEADERSHIP

Developing self and others

The APRE assists the Principal to:

- i. Provide appropriate leadership for a Professional Learning Community of highly able teachers
- ii. Support the spiritual formation and professional development of staff
- iii. Practise life-long learning through a personal commitment to Professional Learning Plans
- iv. Work with the Religious Education Staff individually and in groups, to obtain their commitment and input to the Religious education curriculum
- v. Support staff and workplace practices efficiently and effectively
- vi. Build a continuous improvement culture focused on teaching and learning
- vii. Demonstrate the personal ability to develop self, others and team
- viii. Contribute to the successful operation of the Leadership Team
- ix. Develop and maintains positive, trusting, professional relationships with staff and students
- x. Encourage and promote leadership of staff.

DIMENSION 4 ORGANISATION LEADERSHIP

Leading the management of the school

The APRE assists the Principal to:

- i. Support the Targeted Strategic Resourcing of the school
 - ii. Be proactive in taking some responsibility for the efficient and effective management of the school
 - iii. Establish effective communication and decision-making processes
 - iv. Draw upon the expertise of various staff / community members to facilitate the effective implementation of the Religious Education program
 - v. Assist all staff to develop competence in preparing prayer / liturgical experiences, processes and resources
 - vi. Seek appropriate timetabling of Religious Education
 - vii. Build a successful school through effective collaboration and participation as required with school boards, governing bodies, parents and others
 - viii. Apply for adequate budget allocation for RE and manages same
 - ix. Contribute to the development of school policies in collaboration with the school community
 - x. Participate in enrolment practices as required
 - xi. Ensure duty of care is carried out for students and staff, in accordance with legislative, compliance and policy requirements
- Fully support the school's vision and values and the operational tasks which support them

DIMENSION 5 COMMUNITY LEADERSHIP

Engaging and working with the community

The APRE assists the Principal to:

- i. Play a leadership role in School, Staff, Parents, Church and Community Partnerships
- ii. Ensure the school is a place of welcome and Christian hospitality
- iii. Participate fully in the life of the Church within the Parish

- iv. Support parental engagement in the life of the school
- v. Create an ethos of respect, taking account of the spiritual, moral, social, health and well-being of all.
- vi. Promote understanding and reconciliation with Indigenous people especially elders and community leaders respectful of Indigenous spirituality
- vii. Promote understanding and participation in our multi-cultural community by supporting inter-faith understandings
- viii. Create opportunities for students to be active participants in their school community, cognisant of Catholic Social Teaching
- ix. Support, co-operate and collaborate with the Diocesan Education Council, Catholic Education Office, Parish, School Board, Parents and Friends' Association, and members of the wider community, particularly in the Religious and Spiritual spheres
- x. Actively be part of parent support groups (e.g. School Board; Parents and Friends Association) to ensure parental support is sought and considered

Actively participate in the collegial and co-responsible approach to leadership in the Diocese.

DIMENSION 6 STRATEGIC LEADERSHIP

Leading improvement, innovation and change

The APRE assists the Principal to:

- i. Support The School Improvement Agenda
- ii. Develop a Learning Culture which promotes learning and success
- iii. Ensure the use of Data Informed Practices
- iv. Support evidence based improvement, change and innovation to improve student learning
- v. Endeavour to ensure that teachers are adequately resourced for the classroom teaching of religion
- vi. Contribute to a climate that facilitates the effective engagement of the school community
- vii. Use suitable communication skills to build a trusting work environment.

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 staff cohorts to establish and maintain a collaborative learning culture that infuses the religious dimension across the curriculum
- Recent Religious Education leadership experience in a Catholic School
- Demonstrated successful experience coaching and supporting school staff to implement Religious Education programs, and competency in preparing and presenting professional development for teachers in an adult learning environment
- Experience in the application of contemporary Religious Education policy and research.

Knowledge

- Demonstrated knowledge of latest research and developments in faith development, spirituality, pedagogy, 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 pertaining to the role.

Skills

- A proven ability to effectively communicate with a range of staff across primary and secondary school settings
- Demonstrates 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
- Highly developed analytical skills necessary to provide advice
- 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 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 minimum of 8 semester units of post graduate study in 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, 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.

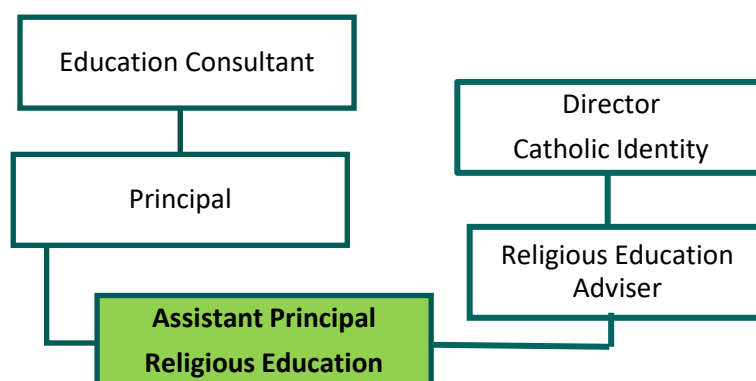
Desirable Criteria

- 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 APRE is accountable in the first instance to the Principal. The APRE 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:** _____