



<b>POSITION TITLE:</b>	<b>Primary Position of Leadership: Engagement</b>
<b>SECTION:</b>	<b>St Francis Xavier School, Manunda</b>
<b>REPORTS TO:</b>	<b>The Principal</b>
<b>CLASSIFICATION:</b>	<b>Remuneration in accordance with the <i>Catholic Employing Authorities Single Enterprise Collective Agreement – Diocesan Schools of Queensland</i> (Available at <a href="http://www.cns.catholic.edu.au">www.cns.catholic.edu.au</a>) Points of Added Responsibility: 3 points</b>
<b>AUTHORISATION:</b>	<b>Executive Director</b>

### **CATHOLIC EDUCATION SERVICES – DIOCESE OF CAIRNS**

Catholic Education Services in the Diocese of Cairns is a dynamic and growing organisation that is actively inviting schools to co-create with us, schools that are places of rich learning for now and into the 22<sup>nd</sup> Century.

*Our vision is to offer every student in every school a world class education enriched by their lived encounter with the Catholic Faith.*

Catholic Education Services is committed to this vision through Co-Leadership with schools to build communities of learning that provide a safe, nurturing and academically challenging environment. Our schools are places where we create opportunities for every student and every staff member so that they are inspired to contribute to our society, innovate, explore possibilities, and achieve excellence.

Catholic Education Services in the Diocese of Cairns embraces thirty (30) schools including twenty (20) primary schools, two (2) Prep to Year 12 colleges and eight (8) secondary colleges. One of these colleges is a Special Assistance College with campuses in Cairns, Cooktown, and Edmonton. This community also includes Catholic Education Services located in Cairns itself. Over the next five years there are two new schools planned.

All schools and colleges, except three, are within a two-hour drive of Cairns. Cooktown, Waibeni Island (Thursday Island) and Weipa are accessed by daily flights and located in some of the most beautiful parts of the country. In total, there are 11 500 students and 1500 staff.

Leadership and strategic management of Catholic Education Services is the responsibility of the Executive Director of Catholic Education. Through a team of professionals, and in Co-Leadership with principals, the Executive Director manages and facilitates a number of significant delegations which include:

- Support of the mission of the Church as delivered through Catholic Education
- Support of schools by providing services that strengthen school capacity
- Provision of leadership and forward planning to develop organisational capability
- Distribution to schools of government allocated funds and their accountability
- Monitoring quality of schools and compliance/accountability with requirements of governments, Church, and parents
- Within limits, provision of some centralised, specialised student services, where this is the most effective and efficient approach



Our staff are supported to experience success and satisfaction in their vital role.

Cairns also offers many lifestyle opportunities that can be found in few other places and is surrounded by World Heritage listed areas including the Great Barrier Reef and the Daintree Rainforest, all within an hour's journey from the growing City of Cairns. It is the gateway to our Asian neighbours with direct flights to China, Japan and Singapore as well as having direct flights to all the east coast capital cities, Darwin, and Queensland's Sunshine and Gold Coasts.

## PURPOSE OF THE ROLE

The Position of Leadership – Engagement is an important and valued position in the school. As a member of school's leadership team, the role Position of Leadership - Engagement contributes to the life of the school and its Catholic ethos. The role focuses on providing leadership in the overall organisation of school systems, according to Diocesan policies and practices.

The Position of Leadership - Engagement will work closely with staff, students and families on general social and emotional Engagement and may include matters of misbehaviour, student concerns and attendance. The Position of Leadership - Engagement assists with the positive behaviour support and social and emotional systems and practices to enhance the engagement of all students. The Position of Leadership - Engagement reports to the Principal or delegate, as line manager. The Position of Leadership - Engagement works in consultation with and direction from the Principal who will oversee the role and responsibilities of the Position of Leadership in all matters with Engagement.

The Position of Leadership – Engagement will model, inspire, and lead a whole school approach to effective initiatives in student Engagement that reflects contemporary research learning.

## ESSENTIAL DUTIES AND RESPONSIBILITIES / SELECTION CRITERIA

***Typical duties performed may include, but are not limited to:***

### ***Take the Lead:***

- Promote the philosophy of inclusive schooling in a supportive school environment.
- Is a member of the School's Leadership Team and works in close collaboration with other leadership team members
- Provides professional insight to the School Leadership Team on the effectiveness of all matters pertaining to engagement
- Co-Chairs or chairs the Multi Tiered Support Systems - Engagement meetings and works closely with the group in developing school documentation, the provision of professional development and the sharing of information to all stakeholders
- Lead the revision of the Whole School Positive Relationships Support Plan in line with MTSS-E and the Diocesan template
- Reviews, shares, and reports (to all relevant stakeholders) on engagement data using: Engage, BI tool and other survey data
- Monitor student attendance data and work with the Leadership Team to develop strategies to improve overall attendance of students, using a multi-tiered approach
- Enthusiastic in communicating an inspiring vision that engages others to action, setting boundaries for actions and behaviours in relation to broader mission of the school through meaningful daily actions
- Supports high expectations and standards and the systematic monitoring of student Engagement and behaviour



- Liaise and check Engage reports of student behaviour and assist teachers with appropriate communication to parents regarding incidents
- Assist staff to recognise the interrelationships between engagement and learning and identify and respond to students at risk or who require individual plans.
- Oversee the provision of community building and leadership opportunities for students such as Playground Guardians.
- Maintain appropriate behaviours when engaging with children

**Think it Through:**

- Analyse information in a logical and systematic way.
- Break down and share complex data, repeating patterns, trends, or connections across different situations and monitors and evaluates the effectiveness of programs.
- Build staff data literacy to understand student engagement trends and potential intervention points, using the Data Analysis and inquiry Cycle
- Collects, collates, and shares data from parents, therapists, and other stakeholders to inform educational programming/ practices especially around student management and engagement

**Work Together:**

- Works alongside the Diversity team and Leader of learning and Teaching in all matters pertaining to student Engagement, SEL and learning.
- Works with the Indigenous Liaison Officer to monitor attendance of First Nations students and build connection with First Nation families.
- Works with the Principal, APA, APRE and School Counsellor to monitor attendance of all students and develop relationships and systems of contact to address concerns with attendance
- Attends Diverse Learning Management Team meetings
- Works alongside teachers in the classroom, individually or in small groups for the support of student engagement
- Develops relationship with CES Consultant Diversity – Student Engagement to enable strong support of school needs regarding engagement of all students
- Effectively collaborates widely with others across the Diocese of Cairns, to build sense of purpose, mission, and team effectiveness in solving mutual problems.
- Monitor the student Engagement, safety and behaviour management policies, protocols and procedures and their implementation to ensure they meet the needs of students and the community and reflect the vision, mission and values of the school.
- Works alongside teachers either in the classroom, individually or in small groups for the support of student Engagement.
- Works in collaboration with the school counsellor in the development of positive ways of working with students

**Focus on Improvement:**

- Develops capacity in self and others to operate flexibly with dynamic and complex contexts, including making difficult decisions for a positive impact on learning for all
- Build capacity of teaching expertise and knowledge of effective, evidence-based teaching practices to improve student Engagement and learning across the curriculum with a focus on positive behaviour for learning and linking to appropriate differentiation practices
- Foster a culture of positive accountability between colleagues as part of everyday work and feedback to leadership team once a term
- Develop term goals and meet with Senior Leadership each term to review goals and suggest further action
- Ensure current individual behaviour and learning plans are in place for student impact. Liaise closely with Leader of Diversity to ensure consistency and processes.
- Assist teachers to effectively implement individual programs for identified students that positively impacts and improves student outcomes
- Represent the school at network meetings and conferences as appropriate.



**Reflect and Grow:**

- Facilitate professional development and capacity across the school
- Creates opportunities for others and self in ongoing spirituality in everyday situations and rituals
- Inspire and strengthen support for teachers working with challenging students by guiding them in the development of evidence-based intervention strategies
- Provide an environment where others are encouraged to reflect on their emotions and responses when dealing with difficult situations
- Remain abreast of educational issues pertaining to engagement by monitoring current research and trends

**Undertake any other duties as delegated by the Principal.**

**GENUINE OCCUPATIONAL REQUIREMENTS**

In addition to specific knowledge and skills required for the position, the Position of Leadership will demonstrate the following in the course of their duties:

- Share in the Church as a professional within the school faith community
  - Support the Catholic ethos of our schools
  - Participate in worship and prayer in our schools
  - Develop in students an appreciation and acceptance of Catholic values through teachings and by personal example, integrity and behaviour
- Plan, prepare and implement for effective learning and teaching (Refer to National Professional Standards for Teachers, Number 1, 2, 3 & 5)
  - Appropriate knowledge to plan and prepare teaching and learning programs which meet the diverse characteristics, needs and learning styles of students, and are consistent with relevant curriculum and policies
  - Implement effective and inclusive teaching and learning processes, including the use of technology, to establish a challenging learning environment to encourage students to work toward their full potential
- Create and maintain safe, supportive and caring environments (Refer to National Professional Standards for Teachers, Number 4)
  - Facilitate the prevention of child harm by recognising and responding appropriately
  - Communicate effectively with students including using appropriate interpersonal skills
  - Plan and apply appropriate behaviour management strategies that contribute to the establishment and maintenance of a safe and supportive learning environment
- Engage in professional learning and reflection (Refer to National Professional Standards for Teachers, Number 6)
  - Model continuous learning through participation in professional development activities
  - Review and evaluate personal teaching practices to improve student learning
  - Engage with colleagues to discuss teaching practices to improve educational outcomes
- Engage professionally with colleagues, parents/carers, and the community (Refer to National Professional Standards for Teachers, Number 7)
  - Comply with professional ethics and understanding
  - Understand the need to work collaboratively with school staff, parents and members of the wider community to establish effective partnerships and achieve educational outcomes
  - Contribute to the school community
- Accountable and responsible for ensuring professional behaviour



- Ability to cope with own emotions and behaviour effectively
- Ability to comply with legislation and professional regulations to reduce the risk of harm to self and others
- Ability to maintain an appropriate level of confidentiality
- Ability to communicate in English both verbally and in writing to meet necessary standards with respect to clarity, accuracy and professionalism appropriate to the position
- Ability to locate appropriate and relevant information from multiple sources and convey, integrate and implement knowledge in practice
- Ability to prioritise workloads and manage multiple tasks with competing timelines
- Ability to accept responsibility for own work
- Intermediate to advanced skills in Microsoft Office applications necessary to demonstrate the required range of skills and tasks
- Competent use of digital technologies necessary to demonstrate the required range of skills and tasks

**Physical requirements of the position:**

- Work is normally performed in a typical interior office and/or classroom environment
- Manoeuvring within the school environment appropriate to the position
- Frequent use of telecommunication and electronic equipment

**MANDATORY QUALIFICATIONS AND REQUIREMENTS**

- A strong demonstrated commitment to the values, vision, and ethos of Catholic Education.
- Professional qualifications in Education
- Registered or eligible to register with Queensland College of Teachers.
- Demonstrated ability in Learning and Teaching
- High level of written and verbal communication skills.
- Demonstrated commitment to the Engagement of members of the school community.
- Skills for building community, including facilitation, delegation, and consultation.
- Promote child safety at all times
- Willingness to support and participate in the prayer, liturgy, and sacramental life of the Church in the school community.
- Capacity to understand and implement Duty of Care and Workplace Health and Safety requirements.

**RELATED DOCUMENTS**

- Catholic Employing Authorities Single Enterprise Collective Agreement – Diocesan Schools of Queensland 2015- 2019.
- Senior Leadership positions in Catholic Schools in Queensland 2015 (QCEC Policy).
- Code of Conduct for Employees of Catholic Education.
- Statement of Principles for Employment in Catholic Education.
- Leadership Framework in the Cairns Diocese.

**ADDITIONAL INFORMATION**

The incumbent will need:

- The appointee to this position will be required to complete a period of 6 months' probation, in accordance with The Fair Work Act 2010.



- An in-depth understanding of and commitment to the mission and objectives of Catholic Education in the Diocese of Cairns.
- A sound working knowledge of the Catholic Education context and an appreciation for Catholic Education issues.

### EMPLOYEE ACCEPTANCE

The employee's signature signifies an understanding and acceptance that the content contained herein and forms an integral part of their employment terms and conditions.

I have read and acknowledge receipt of this Position Description:

**Employee Name:** \_\_\_\_\_

**Employee Signature** \_\_\_\_\_

**Date:** \_\_\_\_\_