

POSITION TITLE:	Principal
REPORTS TO:	Director School Effectiveness through to the Executive Director
CLASSIFICATION:	Remuneration in accordance with the <i>Catholic Employing Authorities Single Enterprise Collective Agreement – Diocesan Schools of Queensland</i> (Available at www.cns.catholic.edu.au)
AUTHORISATION:	Executive Director

'We must remember that teachers as educators fulfil a specific Christian vocation and share an equally specific participation in the mission of the Church, to the extent that it depends chiefly on them whether the Catholic school achieves its purpose.'

The Catholic School on the Threshold of the Third Millennium

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 22nd 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.

PRIMARY PURPOSE OF THE ROLE

As faith leader, the Catholic school principal models faith in action, leading the school community to enact a shared vision that focuses on the provision of a world class Catholic education for all students.

POSITION SPECIFIC REQUIREMENTS

(A) ESSENTIAL REQUIREMENTS

1. Demonstrates a commitment to the Catholic faith and regularly participates in the sacramental life of the Church.
2. Professional qualifications in Education and Religion, as per Queensland Catholic Education Commission Position Statement for Senior Leadership Position in Catholic Schools in Queensland.
3. Postgraduate academic qualifications additional to initial teacher training (and or willingness to achieve) and evidence of personal responsibility for ongoing relevant professional learning. Registered or eligible to register with Queensland College of Teachers.
4. Minimum of five years experience as a teacher.

(B) AREAS OF RESPONSIBILITY (Demonstrated experience or demonstrated abilities to perform these roles.)

AREA OF RESPONSIBILITY	PRACTICE DESCRIPTIONS (AS PER THE AUSTRALIAN PROFESSIONAL STANDARD FOR PRINCIPALS - APSP)
LEADING CATHOLIC IDENTITY AND OUREACH	<ul style="list-style-type: none"> • Gives witness to the distinctive educational, moral and social purpose of the Catholic school. • Communicates and collaborates with priests to nurture communities in the celebration of sacraments, scripture and prayer. • Leads the implementation of a rigorous Religious Education Curriculum. • Provides a range of faith formation opportunities for self, staff, students and families that grow understanding and commitment as missionary disciples. • Enables all members of the school community to participate in the practice of Christian witness and the core of social teaching, through appropriate activities and social justice opportunities. • Ensures the vision, school policies and practices are consistent with the mission of the Catholic School. • Fosters partnerships between parents and staff and supports families in the education, moral and faith formation of their children.
LEADING LEARNING AND TEACHING	<ul style="list-style-type: none"> • Nurtures a positive culture that enables effective teaching that promotes independent lifelong learners. • Leads a culture of effective teaching, for leading, designing and managing the quality of learning and teaching and for the students' achievement in all aspects of their development. • Sets high expectations for the whole school through purposeful collaborative planning, monitoring and reviewing of the effectiveness of learning. • Sets high standards of behaviour and attendance, encouraging active engagement and a strong student voice. • Leads the analysis of school-based and system-wide student data to inform school priorities, targets and teaching and learning programs. • Maintains currency on educational issues and leads staff in dialogue around implications for practice



<p>DEVELOPING SELF AND OTHERS</p>	<ul style="list-style-type: none"> • Works with and through others to build a professional learning community that is focused on continuous improvement of teaching and learning. • Uses current research to support all staff to achieve high standards and to develop their leadership capacity through managing performance and providing effective feedback and targeted professional learning. • Treats people fairly and with respect and supports others to build capacity. • Models effective leadership and is committed to ongoing professional learning, personal health and wellbeing in order to manage the complexities of the role. • Ensures the implementation of a comprehensive wellbeing policy for staff.
<p>LEADING IMPROVEMENT, INNOVATION AND CHANGE</p>	<ul style="list-style-type: none"> • Produces and implements clear, evidence-based improvement plans and policies for the development of the school and its facilities. • Leads and manages innovation and change to ensure the strategic plan is implemented across the school and that its goals and intentions are realised. • Creates a school culture that is able to respond to the changing educational landscape.
<p>LEADING THE MANAGEMENT OF THE SCHOOL</p>	<ul style="list-style-type: none"> • Uses a range of data management methods and technologies to ensure that the school's resources and staff are efficiently organised and managed to provide an effective and safe learning environment. • Ensures accountabilities are met through appropriate delegation of tasks and there is effective monitoring of these accountabilities. • Seeks to build a high performing school through effective collaboration with the parish, school board, governing bodies, parents and others.
<p>ENGAGING AND WORKING WITH THE COMMUNITY</p>	<ul style="list-style-type: none"> • Embraces inclusion and helps build a culture of high expectation that recognises the richness and diversity of the school and broader school community. • Establishes and maintains collaborative relationships and/or partnerships with staff, students, families, the broader school community and system. • Forms effective partnerships with business and industry where appropriate. • Creates an ethos of respect taking into account the spiritual, moral, social and physical health and wellbeing of students and staff. • Promotes sound lifelong learning from pre-school through to adult life. • Recognises the multicultural nature of Australia's people and fosters understanding and reconciliation First Nations cultures and histories. • Actively engages with other schools to build effective learning communities and promotes Catholic education. • Recognises and supports the needs of students, families and carers from communities facing complex challenges.

Adapted from the Australian Professional Standard for Principals and the Leadership Profiles (2015).



(C) KEY WORKING RELATIONSHIPS

Internal	<ul style="list-style-type: none"> • Parish Priest • School Leadership Team • School Staff • Students • Parents/Carers • Parish and Local Community • CES Personnel • Diocesan Principals and Leadership Teams
External	<ul style="list-style-type: none"> • QCT

(D) LEADERSHIP FRAMEWORK

Capability **Examples of Effective Behaviours (As per Catholic Education Diocese of Cairns Leadership Framework)**

TAKES THE LEAD	<ul style="list-style-type: none"> • Sets a clear and inspiring vision and direction for others. • Be up-to-date and knowledgeable about contemporary educational agendas and practices. • Integration of spiritual, personal and professional lives demonstrating alignment in words and actions. • Support the marginalised, courageously advocating for what is right and true according to Gospel values.
THINK IT THROUGH	<ul style="list-style-type: none"> • Purposefully and robustly explore challenges before making decisions. • Think analytically, creatively and conceptually about the best way forward. • Examining situations from different perspectives and making decisions that enable the school to operate at its highest potential.
WORKING TOGETHER	<ul style="list-style-type: none"> • Working in a collaborative and effective way with others within and outside the Diocese. • Openly listening to others' perspectives and deeper needs, obtaining their support and building genuine professional relationships.
FOCUS ON IMPROVEMENT	<ul style="list-style-type: none"> • Having the mental agility to operate flexibly within dynamic and complex contexts. • Proactively make decisions with the future in mind. • Ensuring there is internal encouragement and accountability for delivering strong and improved wellbeing and student learning.
REFLECT AND GROW	<ul style="list-style-type: none"> • Create a culture of ongoing spiritual and professional growth and thoughtful reflection for self and others. • Internally focus on the continued growth and strengthening of own and others' spiritual formation. • Improving own self-awareness and inner resilience.



GENUINE OCCUPATIONAL REQUIREMENTS

- Accountable and responsible for ensuring professional behaviour.
- 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 prioritise workloads and manage multiple tasks with competing timelines.
- Accountable and responsible for creating a positive workplace culture and reducing the risks to physical and mental health in the workplace

Physical requirements of the position:

- Work is normally performed in a school setting including typical office and/or classroom and/or outdoor environment.
- Manoeuvring within the office/school environment appropriate to the position.
- Frequent driving of a motor vehicle.
- Frequent use of information technology systems.

RELATED DOCUMENTS

- Statement of Principles for Employment in Catholic Education
- Code of Conduct for Employees of Catholic Education
- Encounter – Catholic Identity Framework
- Diocese of Cairns Catholic Education Community Strategic Directions
- School Effectiveness Framework and Handbook
- Leadership Framework
- Learning Framework
- Student Wellbeing Framework
- Professional Learning Framework
- Catholic Education Services Policies, Procedures and Guidelines
- The Role of the Principal

ADDITIONAL INFORMATION

The incumbent will need:

- To complete a period of 6 months' probation, in accordance with The Fair Work Act 2009.
- 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 forms an integral part of their employment terms and conditions.

I have read and acknowledge receipt of this Position Description:

Employee Name: _____

Signature: _____

Date: _____