**Position Description**

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| **Position Title** | Deputy Principal |
| **Organisation** | Catholic Education Sandhurst Limited (CES Ltd) |
| **School** | St Monica’s Primary School |
| **Location** | *Kangaroo Flat* |
| **Enterprise Agreement** | Catholic Education Multi-Enterprise Agreement 2022 |
| **Position of Leadership** | Deputy Principal (Category B): 2-1 - 2-3 |
| **Status** | Fixed Term – 3 years (2025-2027) |
| **Reports to** | Principal |

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| **Position Summary** |

The Deputy Principal will support the Principal in providing both strategic and operational leadership of the School. The Deputy Principal supports the Principal in the leadership of the School and assumes the role of Acting Principal in the absence of the Principal. The Deputy Principal is also delegated to exercise direct responsibility in specifically designated areas, including Learning and Teaching, Organisation Management and Policy Development, Staff Well-being and Technology Innovation.

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| **Our Organisation** |

Catholic Education Sandhurst Limited (CESL) is committed to the mission of Catholic Education across the Diocese of Sandhurst. With a rich history dating back to 1853 the Diocese reaches from Central to Northeast Victoria. The organisation supports more than 3,000 employees in just under 60 schools and early childhood facilities.

The Executive Director of Catholic Education Sandhurst is appointed by the Board of CESL to support the administrative, organisational and service matters to Catholic schools within the Diocese.

The Executive Director and all delegations via that position, including the Deputy Director, operate within the parameters of Canon Law and the established protocols of the Catholic Church. CESL is the employing authority for its schools and acknowledges and respects the role of Parish Priests within the Parish communities in which schools are located and supported.

CESL participates and cooperates in the work of the Victorian Catholic Education Authority (VCEA) as the peak body for Catholic Education in Victoria, which has responsibility for the allocation and distribution of government funding, facilitating cooperation across the four Victorian Dioceses, advocacy for Catholic education and collaboration with government statutory authorities.

**Magnify Sandhurst:**

Launched in Term 3 of 2024, Magnify Sandhurst is CESL's comprehensive school improvement initiative made in response to the CESL Strategic Plan. Magnify Sandhurst significantly enhances the resourcing and experience of our students, teachers and leaders across the key areas of spiritual development, the Victorian curriculum, wellbeing, the behaviour curriculum and a truly responsive pedagogy. At a systemic level, Magnify Sandhurst enables the proactive utilisation of inter-school capabilities and learnings, by fostering a Multi-Tiered System of Supports (MTSS) that operates at both the student and school level.

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| **Our Vision** |

The vision for CESL is to provide, in partnership with our families, stimulating, enriching, liberating, and nurturing learning environments in each of the Catholic school communities within the Diocese. At the heart of this vision is our commitment to the ongoing duty of care that we have for the safety, wellbeing and inclusion of all children and young people.

We believe:

* That the values of the Gospel are central to who we are, what we do, and how we act
* That we have a vital role in the mission of the Catholic Church to imagine and seek new horizons while respecting our Tradition
* That a strong sense of community is dependent on the quality of our collegial relationships
* That each person’s potential is fostered through the dedicated ministry of Catholic Education
* In leadership encompassing vision, innovation, and empowerment

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| **Our Values** |

CESL Values underpin and reflect the behaviours we expect of our staff:

**Principles of Catholic Social Teaching**

The identity of the Sandhurst Catholic School reflects the principles of Catholic social teaching, grounded in the person of Jesus, and interpreted and enacted for the “common good” in response to the “signs of the times”.

These principles require that the dignity and potential of each person be fully respected within a climate that is conducive to peace, security, and development. This must find expression in the relationships, structures, curricula, planning, processes, and care in the everyday life of the school

**Respect**

Respect for the dignity and potential of each person within a climate that is conducive to peace, security, and development. This must find expression in the relationships, structures, curricula, planning, processes, and care in the everyday life of the school

**Partnerships**

The Sandhurst Catholic Schools do not function in isolation. In attending to the religious dimension of education, the most fundamental partnerships are those with parents/guardians and with local Catholic faith communities. The school is part of the wider Church community

**Faith**

The tasks of evangelisation, catechesis and religious education are shared by home, school and parish, with each having its own distinct contribution to make in a sense of genuine partnership.

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| **School Summary** |

St Monica’s Primary School in Kangaroo Flat is a nurturing Catholic community which offers a comprehensive curriculum that supports and empowers its students to become independent, socially aware and lifelong learners. We challenge our students through Catholic Social Teachings to question the status of global community and give our students opportunities to support others who are locally and globally less fortunate.

At St Monica’s we endeavour to develop students who:

* Follow Christ in their care and respect for life, self, others and the environment,
* Are able to develop and sustain relationships with a sense of justice and empathy for others,
* Have the academic confidence to develop the skills and strategies to succeed in an ever-changing society,
* Follow their ideals with confidence and resilience

**Position of Leadership Structure**

The Deputy Principal will report directly to the Principal and be a collaborative leader on:

* Leadership Team
* Learning Leaders Team
* Middle Leaders Team
* Behaviour Support Team
* School Advisory Council

**Leadership Framework**

This role will work within the CES Ltd Leadership Framework. The Framework sets out that Leadership in a Catholic School creates a vision for a community in which all may have life and have it in abundance (John 10:10) and where student flourishing is the core purpose. Leaders in Catholic schools are guided by religious, professional, ethical, and moral principles and pursue this vision in service of the community. Servant leadership is at the core of all levels of leadership in the Catholic school. The leadership vision is student centred with a growth mindset that is guided by a belief in the dignity and potential of the human person.

Leadership in a Catholic school includes seven professional practices that are valued as critical elements in leading a Catholic school. They are as follows:

* Leading the Catholic School
* Leading a Well Community
* Leading Learning and Teaching
* Developing Self and Others
* Leading Improvement, Innovation and Change
* Leading the Management of the School
* Engaging and working with the Community

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| **Key Responsibilities** | |
| **LEADING LEARNING AND TEACHING** | The Deputy Principal in a Catholic school:   * builds a culture of purposeful learning and teaching fostering lifelong learning. * is responsible for the development of a deep understanding of pedagogical knowledge and practice. * cultivates a student-centred professional learning community informed by data and contemporary research, theory and practice. * sets high expectations for the whole school through collaborative and explicit planning in the delivery, monitoring and evaluation of the curriculum. * researches and recommends high impact teaching strategies, engaging staff in emerging pedagogies. * ensures that effective practices, structured feedback and the use of the standards lead to the improvement of staff practice and in turn student outcomes. * empowers and supports members of the school community to take on roles and responsibilities to enhance professional learning and collaborative team practice. * have strategic and operational responsibility for student reporting.   Key Elements:   * Schoolwide pedagogy development * Planning and professional feedback * Assessment and reporting |
| **ORGANISATIONAL MANAGEMENT OF THE SCHOOL** | The Deputy Principal works closely with the Principal to   * lead, initiate and contribute to designing, developing and articulating the strategic direction for the School. * translate the strategic direction of the school into organisational plans to deliver the outcomes of the schools vision. * embed operational decision-making processes on aspects of school organisation and management setting in place clear and appropriate structures, reporting lines and delegated authorities. * review and monitor whole-school policies to ensure alignment and compliance with the School’s strategic direction and statutory requirements. * manage issues regarding Child Protection. * lead, manage and implement special projects as defined and required by the Principal. * lead the school review process in consultation with the Principal.   Key Elements:   * Daily organisation, calendars and meeting schedules * Policy development * Assist with school review and VRQA processes including Child Safe |
| **LEADING A WELL COMMUNITY** | The Deputy Principal works closely with the Principal to:   * develop and communicate a clear vision for a well school environment. * empower learning and the building of respectful and responsive relationships. * develop relationships with families through school initiatives. * support the work of the Parents and Friends Committee. |
| **TECHNOLOGY** | The Deputy Principal is responsible for the planning and execution of technologies within the school. They focus on the use of technologies to support learning, as well as maintaining the current infrastructure within the school.  Key Elements:   * Develop and maintain contemporary infrastructure * Work in consultation with Nettek in managing school infrastructure * Work with staff to use technology in a meaningful way that supports student learning |

Carry out all other duties that are within the limits of the skill, ability, competence, and training of the employee, and aligned with the requirements of the role as may be directed from time to time.

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| **Key Selection Criteria** |

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| **Essential** | **Qualifications and Registrations** | * Maintain current Victorian Institute of Teaching (VIT) registration * Live out the guiding beliefs and values of the Catholic Church * Comply with the CECV Accreditation Policy to hold Accreditation to Teach in a Catholic School and Accreditation to Lead in a Catholic School * Complete the Disabilities Standards for Education professional learning course and Protecting Children - Mandatory Reporting and other Obligations (PROTECT) online learning annually |
| **Knowledge and Experience** | * Previous experience of leadership in Catholic education |
| **Commitment to Catholic Education** | * A demonstrated understanding of the ethos of a Catholic school and its mission * Demonstrate a commitment to instil in students a respect for each other in accordance with the teaching of Jesus Christ * Demonstrate a commitment to personal witness as a member of a faith community |
| **Commitment to Child Safety** | * Have a demonstrated understanding of child safety * Have a demonstrated understanding of appropriate behaviours when engaging with children * Be familiarity with legal obligations relating to child safety (e.g. mandatory reporting) * Be a suitable person to engage in child-connected work |
| **Skills and Attributes** | * The capacity to provide leadership that is characterised by a desire for continuous improvement, lateral thinking, and innovation * A proven capacity to work independently and effectively in the face of changing priorities, deadlines and pressures * Well developed interpersonal and communication skills and the ability to liaise and communicate effectively with others * The ability to work effectively as a team member * Proficiency in the use of information and communication technologies * A commitment to ongoing Professional Learning |
|  | **OH & S Requirements** | * Comply with legislated occupational health and safety practices and participate in consultative processes * Observe safe work practices in accordance with training and instruction given * Identify, report and where appropriate, action risks/hazards in order to eliminate or mitigate against the risk recurring (Risks arising in the workplace may be financial, site, task or person specific or related to safety.) * promote and implement occupational health and safety and risk mitigation processes within the school. |
| **Desirable** |  | * Post Graduate studies in Leadership and/or Learning and Pedagogy |

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| **Mandatory Responsibilities and Requirements** |

**Compliance with CESL Policies and Procedures**

* All CESL policies and procedures are available in either CompliSpace and/or the Staff Portal. It is expected that all employees of CESL must ensure that they comply with policies, procedures and standard ways of work practices when carrying out their work. Any breaches in compliance may result in disciplinary action.

**Compliance with Occupational Health and Safety**

* All CESL employees have a responsibility to take reasonable care of their own health and safety along with the safety of others. It is expected that all employees comply with policies, safe work procedures, instructions, and rules of CESL’s OH&S Management System.
* All employees must report any hazards or any other health, safety, or wellbeing issues to their team leader/principal. There is also an expectation that employees will actively eliminate hazards, follow instructions, and participate in training and consultation processes.
* All employees who have responsibility to supervise lead others have additional responsibilities including ensuring that employees have clearly defined safety roles and responsibilities, addressing OH&S issues immediately, be aware of tasks being undertaken by employees and ensure that they have the skills required to perform tasks safely, ensuring training is provided to address any knowledge or skills gaps for performing work safely, ensuring clear policies and procedures are implemented as well as holding regular OH&S meetings with employees and managing non-compliance.
* All employees will be required to provide evidence of vaccination status prior to commencing employment with CESL. Depending on the role some employees will also be required to provide evidence of successful completion of First Aid Certificate inclusive of Anaphylaxis training.

**Compliance with Child Safety Legislation**

* CESL is committed to creating and maintaining a child safe school environment in which all students feel safe and are safe. They do this by promoting the safety, wellbeing, and inclusion of all children.All CESL employees have a responsibility to comply with current Child Safety legislation. This includes keeping up to date with relevant mandatory reporting requirements and maintaining a valid working with children check or VIT registration. CESL are committed to ensuring the safety of children in our care, as such rigorous reference and background checks are conducted at the pre-employment stage. All staff are also expected to comply with the Child Safety Code of Conduct as amended or varied from time to time.