



# Position Description

<b>Position Title</b>	<b>Deputy Principal: Community Wellbeing</b>
<b>Organisation</b>	Catholic Education Sandhurst Limited (CES Ltd)
<b>School</b>	St Liborius Primary School
<b>Location</b>	<i>Eaglehawk</i>
<b>Enterprise Agreement</b>	Catholic Education Multi-Enterprise Agreement 2022
<b>Position of Leadership</b>	Deputy Principal (Category B)
<b>Time Release</b>	FTE 1.0
<b>Status</b>	Fixed Term (2025 - 2027)
<b>Reports to</b>	Principal Deputy Principal

## Our Organisation

Catholic Education Sandhurst Limited (CES Ltd) 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 3000 employees in 52 schools and 3 early childhood facilities. It also provides support to 4 secondary colleges owned and operated by Religious Institutes.

CES Ltd participates and cooperates in the work of the Victorian Catholic Education Authority (VCEA), which has key responsibilities for the allocation and distribution of government funding, facilitating cooperation across the four Victorian Dioceses, and in working and cooperating with government statutory authorities.

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

The Executive Director and all delegations via that position operate within the parameters of Canon Law and the Catholic Church structures and processes. CES Ltd 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.

## Our Vision

The vision for CES Ltd is to provide, in partnership with our families and parishes, stimulating, enriching, liberating, sacramental and nurturing learning environments drawn from the Catholic tradition in each of the diocesan school communities.

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, a pursuit of excellence in all levels of learning and creating communities of welcome, hospitality and inclusion.

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.

## Our Values

CES Ltd 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**

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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.

## School Summary

St Liborius Catholic Primary School caters to the educational needs of families in Eaglehawk and nearby areas. St Liborius school was built in 1904, when the Sisters of Mercy founded the school, having already provided Sunday School to local children since the 1870s in the church. From 1920 to 1978, the Sisters of St. Joseph provided religious and educational instruction. Currently, the school is under the leadership of a lay principal and upholds the values and ideals of both religious orders.

The school is dedicated to delivering contemporary and innovative learning programs that equip students with the skills to be effective learners, collaborators, and adaptable to change. The school community embraces the Magnify project and is committed to maintaining the fidelity of this, within a personalised learning environment that caters to each student's learning needs.

St Liborius recognises the importance of providing students with modern resources and facilities in a supportive learning environment. The school aims to instil a sense of hope in each student by fostering a positive and caring atmosphere where children feel happy, secure, and engaged in their studies. Building positive relationships within the school is a priority to ensure students' safety, happiness, and social wellbeing. The school also encourages parents to participate actively in their children's learning and school life.

To reflect its personalised learning pedagogy and learning environment, St Liborius has undertaken an extensive building program resulting in contemporary, engaging, and practical facilities.

## Position Summary

The Deputy Principal: Community Wellbeing at St. Liborius Primary School is a key leader in fostering a culture of learning, performance and development that embraces all staff and students. This vital role is instrumental in creating an inclusive environment characterised by trust and respect, which is essential for the holistic growth of both students and staff.

In this capacity, the Deputy Principal will cultivate positive relationships and actively promote the engagement of students and staff in their own learning, wellbeing, and safety. Collaborating closely with the Director of Learning and Innovation, the Deputy Principal will oversee the implementation of effective coaching processes to ensure that educators are well-equipped to address diverse learning needs.

A key element of this position is supporting the Principal in leading the positive implementation of Magnify, ensuring that our initiatives align with the mission of "every student, every teacher in every school, every day" to support learner growth.

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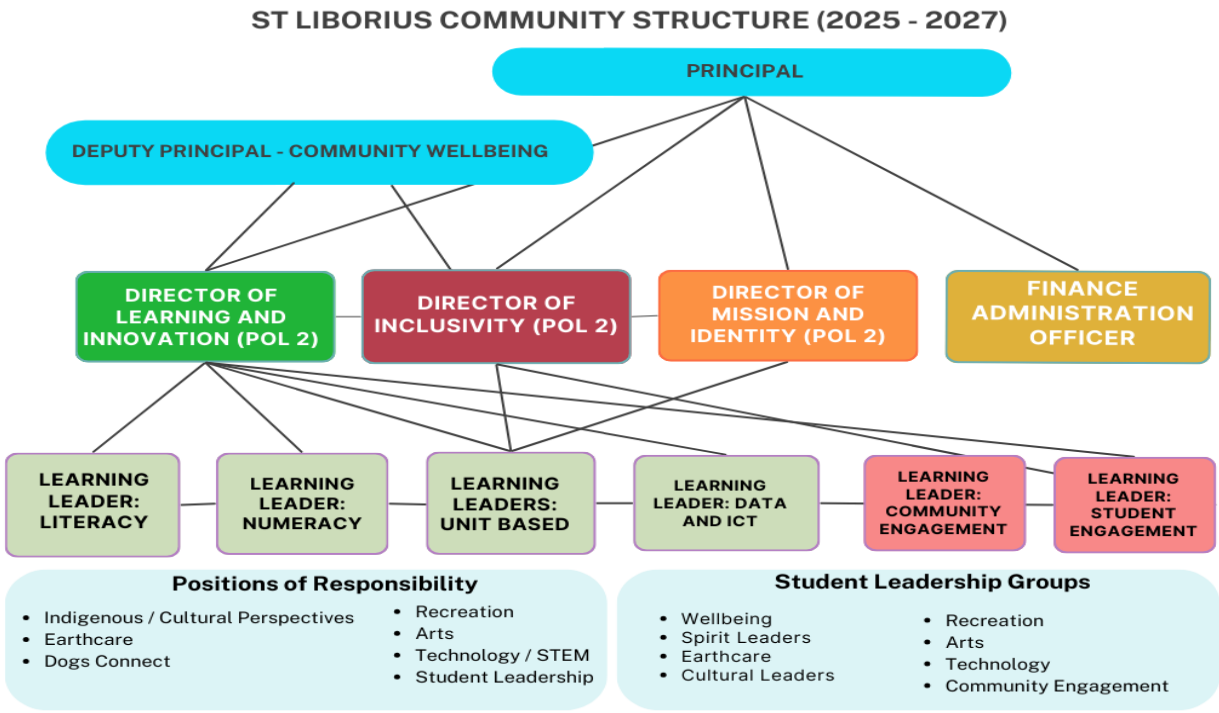
As the leader of the Healthy and Well Community, the Deputy Principal will guide the Learning Leaders for Community and Student Engagement. This includes the ongoing implementation and evaluation of Positive Behavioral Interventions and Supports (PBIS) and providing support to the Learning Leader: Student Engagement in managing the Behaviour Support Team.

With a profound commitment to our Catholic identity, the Deputy Principal will emphasize spiritual and faith development, thereby enhancing the overall wellness of the community. Additionally, they will ensure that the daily operations of the school reflect a balanced approach to learning, play, and workload, fostering an environment conducive to comprehensive development.

Furthermore, this role entails supporting the Principal in promoting a Child Safe environment and ensuring adherence to relevant regulations and standards. The ideal candidate will be a dedicated leader with a strong passion for community wellbeing, committed to cultivating a supportive and thriving school environment for all members of our community.

## Position of Leadership Structure – 2025 - 2027

The Deputy Principal: Community Wellbeing is a member of the St Liborius Leadership Team. It is a broad leadership position and leads the St Liborius “Healthy and Well Community”.



## 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

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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

## Key Responsibilities

<p><b>Whole School Leadership</b></p>	<ul style="list-style-type: none"> <li>• Work with the St Liborius Leadership Team to actively and publicly promote the Catholic ethos and Mercy, Josephite and Franciscan Charisms of the school</li> <li>• Provide leadership by actively and publicly supporting the St Liborius Vision and Mission Statement and implementing the Strategic Plan and Annual Action Plan</li> <li>• Embed high expectations of staff and students in the pursuit of excellence</li> <li>• Develop authentic relationships with students, staff and parents, promoting collegiality and open dialogue</li> <li>• Be a positive role model for colleagues and students and demonstrate a commitment to life-long learning</li> <li>• Support individuals to deal constructively with change and monitor and evaluate the effectiveness of change</li> <li>• Engage in ongoing personal professional learning to support school priorities, the implementation of the Strategic and Annual Action Plan, and to enhance personal leadership skills</li> <li>• Leads the development, implementation and review of whole school policies and procedures, in line with CESL guidelines, especially within areas of child safety</li> </ul>
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<p><b>Guides an evidence-based improvement agenda:</b></p>	<ul style="list-style-type: none"> <li>• Supporting the principal in efforts in analysing and discussing school data to inform improvement goals effectively. By engaging staff in data-informed discussions, this role ensures that targeted teaching and learning strategies are deployed to address specific areas of improvement.</li> <li>• Working with the Leadership Team to promote a school wide improvement agenda, characterised by consistency, accountability and efficiency.</li> <li>• Promotes and showcases “proven improvement strategies to encourage a culture of ongoing professional learning” (CES Strategic Plan, 2023 -2027, p12)</li> </ul>
<p><b>Commitment to Catholic Education</b></p>	<p>The Deputy Principal works closely with the Principal to achieve:</p> <ul style="list-style-type: none"> <li>• a demonstrated understanding of the ethos of a Catholic school and its Mission</li> <li>• a demonstrated understanding of the Church’s teachings and the Catholic teacher’s role in the mission of the Church</li> <li>• a demonstrated capacity to instil in students a respect for each other in accordance with the teachings of Jesus Christ.</li> <li>• Attend all Sacramental and School Masses and Celebrations.</li> </ul>
<p><b>Leading a Well Community</b></p>	<p>The Deputy Principal works closely with the Principal to:</p> <ul style="list-style-type: none"> <li>• develop and communicate a clear vision for a well school environment</li> <li>• leads the development of the Behaviour Support Team (BST) and chairs regular BST meetings</li> <li>• facilitate the building of respectful and responsive relationships</li> <li>• enhance parent engagement</li> <li>• implement strategies to enhance student wellbeing</li> </ul>

	<ul style="list-style-type: none"> <li>• support teachers in the development of positive classroom culture</li> <li>• mentor and coach to build staff capacity.</li> <li>• Supports the Magnify project, especially in relation to StepLab and Knowledge Society</li> <li>• Support others to build capacity and collaborative team work.</li> <li>• Draws on best practice to embed a culture of inclusion and high expectations for all</li> <li>• Works with the Healthy and Well Community, the Director of Inclusivity and the Dogs Connect leader to oversee the continual implementation and review of the Dogs Connect program</li> </ul>
<p><b>Pastoral Care and Child Safety</b></p>	<ul style="list-style-type: none"> <li>• Provide students with a child-safe environment.</li> <li>• Lead the Community understanding of the child-safe policy and code of conduct, and any other policies or procedures relating to child safety.</li> <li>• Proactively monitor and support student wellbeing.</li> <li>• Exercise pastoral care in a manner which reflects school values.</li> <li>• Implement strategies which promote a healthy and positive learning environment.</li> <li>• Attend Unit meetings as scheduled.</li> <li>• Attend school liturgical celebrations.</li> <li>• Participates actively in school events</li> <li>• Demonstrates and leads positive behaviour management strategies</li> </ul>
<p><b>Organisational Management of the School</b></p>	<p>The Deputy Principal works closely with the Principal to:</p> <ul style="list-style-type: none"> <li>• lead, initiate and contribute to designing, developing and articulating the strategic direction for the school</li> <li>• translate the strategic direction of the school into organisational plans to deliver the outcomes of the school’s vision</li> </ul>

	<ul style="list-style-type: none"> <li>• embed operational decision-making processes on aspects of school organisation and management setting in place clear and appropriate structures, reporting lines and delegated authorities</li> <li>• review and monitor whole-school policies to ensure alignment and compliance with the school’s strategic direction and statutory requirements</li> <li>• manage issues regarding Child Protection</li> <li>• lead, manage and implement special projects as defined and required by the Principal.</li> <li>• Responsibility for daily organisation, calendars and meeting schedules.</li> <li>• Managing CRT Replacements.</li> <li>• Assist with enrolment processes and class placements.</li> <li>• Assist with school review and VRQA processes including Child Safety requirements.</li> <li>• Timetabling</li> <li>• Professional Learning Team planning and implementation.</li> </ul>
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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.

## Mandatory Responsibilities and Requirements

### **Compliance with CES Ltd Policies and Procedures**

- All CES Ltd policies and procedures are available in either CompliSpace and/or the Staff Portal. It is expected that all employees of CES Ltd 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 CES Ltd 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 CES Ltd’s OH&S Management System.

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- 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.
- Depending on the role some employees will be required to provide evidence of successful completion of First Aid Certificate inclusive of Anaphylaxis training prior to commencing employment with CES Ltd.

### Compliance with Child Safety Legislation

- CES Ltd 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 CES Ltd 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. CES Ltd 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.

## Key Selection Criteria

<b>Essential</b>	<b>Qualifications and Registrations</b>	<ul style="list-style-type: none"> <li>• Relevant teaching qualifications and registration with VIT</li> <li>• Accreditation to Teach or Lead Religious Education</li> </ul>
	<b>Knowledge and Experience</b>	<ul style="list-style-type: none"> <li>• Record of teaching excellence</li> <li>• Broad understanding of curriculum and modern and effective teaching and learning approaches</li> <li>• Proven experience in promoting the use of data to informing practices</li> <li>• Demonstrated commitment to ongoing professional learning and self-reflection</li> </ul>

	<b>Commitment to Catholic Education</b>	<ul style="list-style-type: none"> <li>• Demonstrated understanding and commitment to Catholic Education</li> <li>• Ability to apply the Principles of Catholic Social Teaching in their leadership</li> </ul>
	<b>Commitment to Child Safety</b>	<ul style="list-style-type: none"> <li>• Have a demonstrated understanding of child safety.</li> <li>• Have a demonstrated understanding of appropriate behaviours when engaging with children.</li> <li>• Be familiar with legal obligations relating to child safety (e.g., mandatory reporting).</li> <li>• Be a suitable person to engage in child-connected work.</li> </ul>
	<b>Skills and Attributes</b>	<ul style="list-style-type: none"> <li>• Excellent interpersonal and communication skills, including the ability to work as an effective team member</li> <li>• A proven capacity to work independently and effectively in the face of changing priorities, deadlines and pressures.</li> <li>• Well-developed interpersonal and communication skills and the ability to liaise and communicate effectively with others.</li> <li>• The ability to work effectively as a team member.</li> <li>• Proficiency in the use of information and communication technologies.</li> <li>• A commitment to ongoing Professional Learning.</li> <li>• An ability to maintain professional relationships with staff, students and parents</li> <li>• Well-developed ability to encourage, support, lead, provide formative feedback and, when appropriate, challenge members of staff</li> </ul>
<b>Desirable</b>	<b>Additional registrations or qualifications</b>	<ul style="list-style-type: none"> <li>• Completion of Postgraduate studies in Education, Leadership, Student Wellbeing, Theology, or relevant field</li> </ul>