

POSITION TITLE:	Director School Effectiveness – P-12 & Secondary
REPORTS TO:	Deputy Executive Director
SECTION:	Strategic Leadership Team
AUTHORISATION:	Executive Director

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.

PURPOSE OF THE ROLE AND POSITION IMPACT

The Catholic Education Community vision inspires and guides the professional roles of service and ministry to students, families and schools within a spirit of subsidiarity and co-responsibility. In this context, the Director: School Effectiveness assists schools and colleges in embedding the dimensions of the School Effectiveness Framework. This is achieved by ensuring that schools and colleges have:

- Embedded a lived and celebrated Catholic identity that inspires, animates and permeates all relationships, structures, processes, and learning and teaching.
- Established and are driving an explicit improvement agenda.
- Prioritised school wide analysis and discussion of systematically collected data on student outcomes.
- Established respectful, caring and positive relationships between staff, students and parents.
- Applied resources in a targeted manner to meet the learning and spiritual needs of all students.
- Procedures in place to encourage a schoolwide, shared responsibility for student learning success. Schools explicitly develop a culture of professional development and spiritual formation that includes on the job learning, collegial feedback, mentoring and coaching arrangements.
- A coherent, sequenced plan for curriculum delivery that ensures consistent learning and teaching expectations and a clear reference for monitoring learning across the year levels.
- A plan to identify and address the learning needs of individual students.
- Encouraged the use of research based teaching practices in all classrooms to ensure that every student is engaged, challenged and learning successfully.
- Procedures in place to ensure effective communications and to monitor and evaluate the intended impacts of the school's partnerships.

These responsibilities will be undertaken in response to system priorities and policy direction from the Board of Governance (through the Executive Director), and in alignment with the *CES Strategic Directions*, the *Encounter Catholic Identity Framework*, the *CES School Effectiveness Framework* and the *CES Leadership Framework*.

CORE ACCOUNTABILITIES

In collaboration with the Deputy Executive Director core accountabilities comprise:

- Provide collegial support and challenge to school Principals and School Effectiveness Team (SET) members across the broad range of dimensions of their role.
- Provide mentoring, support and guidance to Principals and SET members in developing a culture of servant leadership within the school community.
- Encourage and strengthen the capacity of principals and leadership team members to perform at their highest level of potential through thoughtfully guiding and coaching others.
- Conveys the CES vision to Principals and leadership teams, which includes defining clear boundaries for actions and behaviours, and assisting school leadership teams to translate the broader mission into meaningful actions.
- Negotiate personal renewal and professional development of Principals and in consultation with Principals develop a personal renewal and professional development program for the school leadership team based upon needs analysis and spiritual formation.
- Be responsible for (where delegated from Executive Director) line management matters including approving leave absences for Principals and SET members, performance management for SET members.
- Work with others, across the system, in a coordinated, collaborative and effective way to affect change. This includes offering support and insight to others and tapping into the collective wisdom of others.
- Facilitate effective communication between CES and school leadership teams.
- Demonstrate safeguarding children and young people as an organisational priority.

Coordinate the School Effectiveness Processes.

- Support the Assistant Executive Director, School Boards and Leadership Teams to understand and implement the CES School Improvement Framework and processes.
Ensure the School Annual Improvement Plan (SAIP) is developed annually and is aligned to the Cairns Catholic Education Community Strategic Directions, the School Effectiveness Framework (SEF) and uses effective processes in its development and monitoring.
- Negotiate with Principals and other CES team leaders the support needs of the schools and monitoring the support provided.
- Develop with Principals and SET members their Professional Growth in Action Plans.
- Lead, coordinate and manage a multidisciplinary school support team to support schools in the development, implementation and monitoring of school improvement processes. The team also supports individuals in the school, through the coordination and approval of the Principal and Director School Effectiveness.

Support the Executive Director, Deputy Executive Director and Assistant Executive Director in reporting to Board of Governance and other authorities.

- Provide reports through the Deputy Executive Director to Executive Director regarding the goals and performance of schools.
- Prepare reports for the Board at the request of the Executive Director.

SHARED ACCOUNTABILITIES

Provide Management Support.

- Ensure grievances are addressed, according to due process, from any member of the school community by liaising with the Professional Standards and Safeguarding Office as required.
- Undertake performance management processes for SET members as required.

Actively participate in the CES Strategic Leadership Team.

- Engage in, and contribute to, regular meetings of the Strategic Leadership Team and complete delegated tasks.
- Contribute through shared leadership to the development and implementation of Strategic Directions across the entire Catholic Education Community – Diocese of Cairns.
- Develop and provide leadership for specific projects as designated by the Executive Director, Deputy Executive Director, Assistant Executive Director and/or the Board of Governance.
- Participate in future oriented thinking which informs both short-term and strategic decisions to deliver the highest standards possible for the Diocese of Cairns.

KEY RELATIONSHIPS

The position reports to the Deputy Executive Director. The position also has a collegial relationship with the Executive Director, the Assistant Executive Director, The Vicar for Education, Principals, The Bishop and the Clergy of the Diocese.

The position is a member of the Strategic Leadership Team of Catholic Education Services.

The position will also from time to time be a member of various Diocesan committees, QLD Directors Forum committees, National committees and represent the Diocese at QCEC level.



GENUINE OCCUPATIONAL REQUIREMENTS

- Facilitate the prevention of child harm by recognising and responding appropriately.
- Maintain appropriate behaviours when engaging with children.
- 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.
- 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 typical interior office environment.
- Maneuvering within the school environment appropriate to the position.
- Frequent use of telecommunication and electronic equipment.
- Frequent driving of a motor vehicle.

MANDATORY QUALIFICATIONS AND REQUIREMENTS/SELECTION CRITERIA

- Relevant Degree level and/or Post Graduate qualification in education;
- Minimum of 5 years' experience as a Principal in a Secondary or P-12 school;
- Evidence of participation, innovation and research in the disciplines of school organisation and leadership development;
- Provide mentoring, support and guidance to colleagues that you have supervised, based on co-responsibility;
- Analyse system and school data to assist schools to identify student learning priorities in context;
- Manage a multidisciplinary Team which as a focus on supporting school leadership teams;
- Manage and coordinate annual goal setting, professional learning and career development;
- Excellent communication skills;
- An understanding of the School Effectiveness Framework including School Annual Improvement Plans and the Leadership Framework;
- A willingness to pursue continual improvement;
- A strong demonstrated commitment to the objectives, vision and ethos of Catholic Education;
- Meeting the faith criteria for senior leadership positions within Catholic Education;
- Registered or eligible to register with Queensland College of Teachers;
- Current drivers licence;
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- Promote child safety at all times;
- Capacity to understand and implement Duty of Care and Workplace Health and Safety requirements;
- A strong demonstrated commitment to the objectives, vision and ethos of Catholic Education.
- Knowledge and appreciation of contemporary organisation and leadership development in diverse P-12 and Secondary College settings;
- Understanding of change management theory and methodology as it applies in a P-12 and Secondary College setting;



- Demonstrated ability to implement contemporary pedagogy and practice in a P-12 and secondary college including the use of ICT;
- Demonstrated ability to effectively manage the administration of a P-12 and Secondary College;
- Evidence of personal professional development in areas relevant to this role.

Highly Desirable Criteria

- The equivalent of a Master of Educational Leadership;
- Post Graduate studies in Theology;
- Experience as a Principal in multiple schools.

RELATED DOCUMENTS

- Statement of Principles for Employment in Catholic Education.
- Code of Conduct for Employees of Catholic Education.
- Catholic Employing Authorities Single Enterprise Collective Agreement Diocesan Schools of Queensland 2015-2019.
- Diocese of Cairns Catholic Education Community Strategic Directions.

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.

Expectations:

- The position is a fulltime leadership position, which involves extended hours, evening meetings, overnight absence and interstate travel ranging over seven days.

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: _____

Signature: _____

Date: _____