

Position Description

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| Position Title | Primary Deputy Principal: Learning & Teaching |
| Organisation | Catholic Education Sandhurst Limited (CES Ltd) |
| School | St Mary's Primary School |
| Location | Echuca |
| Enterprise Agreement | Catholic Education Multi-Enterprise Agreement 2022 |
| Status | Fixed Term – 3 years (2024-2027) |
| Reports to | 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 2 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 Catholic Education Commission of Victoria Ltd (CECV), 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 Chief Executive Officer 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 Chief Executive Officer 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, 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.

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

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 Mary's Echuca is a co-educational Catholic primary school of 610+ students from Foundation to Year 6, founded by the Brigidine sisters in 1887. St Mary's is situated in the northern part of Victoria along the banks of the Murray River. Our Catholic faith is central to all we do and we celebrate that we are, *"A faith community, learning together, spreading the Good News of Jesus through positive relationships, trust and love."*

As a community we strive to nurture our graduate outcomes in all learners in hope that they embrace the world with the ability to respect, act with courage, be inclusive, strive to achieve, to serve others and celebrate all that life gives them. St Mary's staff, families and learners strive to make a difference to all.



Position Summary

The Deputy Principal role is an opportunity for leaders, and in particular, those who aspire to Principalship, to gain insights and professional learning into effective leadership within a Catholic School. The role of the Deputy Principal is to support the Principal and leadership team in effectively and purposefully managing the planning, delivery, evaluation and improvement of the school. The incumbent works closely with the Principal in enacting the school's strategic direction, including the deployment of resources, and aims to support improved learning outcomes for all learners engendering faith education and Catholic identity.

St Mary's leadership structure operates on a dual deputy model. The Deputy Principal, Learning and Teaching / Community Wellness will support the Principal and Deputy Principal Community Wellness / Learning & Teaching in providing both strategic and operational leadership of the school.

The Deputy Principal assumes the role of Acting Principal in the absence of the Principal when required. The Deputy Principal steps in for the alternate Deputy Principal when required. The Deputy Principal will report directly to the Principal and be a collaborative leader on; the Leadership Team, the Community Wellness Team and the School Advisory Council.

The position is delegated to exercise direct responsibilities in specifically designated areas including;

- Learning and Teaching
- Organisational and Daily management
- Policy & Procedure Development
- Technology development and management

- School review and improvement
- Professional standards and staff performance

In collaboration with the Principal and Deputy Principal's: Learning & Teaching will:

- Promote and strengthen the Catholic Identity of the school in line with the Charism of Brigidine Sisters
- Lead the strategic improvement of learning and teaching documentation, delivery and classroom practice
- Oversee timetable development
- Share daily organisation with dual Deputy Principal
- Assist the Principal with annual teaching allotments across the school
- Promote professional learning and create a performance and development culture engaging with staff performance management and feedback

Position of Leadership Structure

Effective school leadership uses a range of technologies to efficiently manage the resources and staffing of the school. High-impact leaders seek to build a successful school through effective collaboration with key stakeholders, including school boards, systems, parents and community. In collaboration with the Principal, the Deputy Principal drives the leadership team in establishing an environment that provides opportunities for all staff to learn and improve together whilst applying their knowledge of leadership, management concepts and best practice.



**St Mary's Leadership Structures
2023**



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

Key Responsibilities

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| Leading Catholic Identity | <ul style="list-style-type: none"> • Create a child centred school through a Catholic lens • Demonstrate understanding and model the ethos of the Catholic School and its mission • Displays understanding and commitment to the schools Charism • Model practice in prayer, liturgy and respectful relationships • Support the Leader of Catholic Identity • Oversee the religious education curriculum • Engaging and promoting accreditation of staff • Represent the school at celebrations, liturgies, masses |
| Leading Learning & Teaching | <ul style="list-style-type: none"> • Create a child centred school through a Catholic lens • Place the learner at the centre of strategic planning • Draws on best practice to embed a culture of inclusion and high expectations for all • Create and promote a learning culture • With the Principal and leadership staff, facilitate the implementation of a professional learning that supports staff and learner wellbeing • Consistent and compliant documentation school wide learning and pedagogical practices • Support the Leaders of Pedagogy – All curriculum areas • Promoting and facilitate professional learning in line with school improvement plans, individual staff needs, teams and leadership team development • In consultation with LOP: Year Level leaders oversee all external, internal reporting, testing and assessment, and promote effective use of data to improve and inform teaching practice • Effectively resource development and use of technologies for learning |
| Leading the Development of Self & Others | <ul style="list-style-type: none"> • Mentor and coach staff to build capacity, nurturing a culture of performance and development • Develop and monitor staff professional learning plans |

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| | <ul style="list-style-type: none"> • Develop relationships with families and engage them with the learning of their child via multiple platforms • Nurture relationships with relevant Catholic Education Sandhurst staff to support the role, implementing professional development, practices and strategies • Continuous commitment to own professional learning |
| Leading Improvement, Innovation & Change | <ul style="list-style-type: none"> • Lead continuous improvement, innovation and change to ensure contemporary practices and knowledge apply • Have an understanding and ability to use evidenced-based research and strategies to drive improvement • Lead, support and foster collegial relationships via coaching and grow the capacity of the following leaders: <ul style="list-style-type: none"> ○ LOP: Literacy ○ LOP: Numeracy ○ LOP: Year Level Leaders ○ iNext Team (Intervention & Extension) ○ LOP: Data Informed Education • Know, lead and enact the school improvement and annual action plan |
| Leading a Well & Engaged Community | <ul style="list-style-type: none"> • Models and nurtures a well community • Actively connect with local and global organisations to partner in learning • Facilitate the building of respectful and responsive relationships with key stakeholders in the local community; parish, feeder educational settings, government entities • Enhance parent engagement through learning • Support teachers in the development of positive classroom culture |
| Leading the Management of the School | <ul style="list-style-type: none"> • Ensure organised and compliant operation of the school • Arrange daily organisation, timetables and meeting schedules • Managing CRT Replacements • Communication with the wider community and parents • Oversee the logistics, organisation and event planning of school wide events • Excursion and incursion approval • Staff Induction, mentoring and support • Volunteer Induction • Policy Procedure design and embed expected practice • Support in finance, human resources and payroll • Interpret and embed legislative policies and procedures • Leadership of School Review processes • Ensure learners have a child-safe environment • Be familiar with and comply with the school child-safe policy and Code of conduct, and any other policies or procedures relating to child safety • Proactively monitor and support learner wellbeing • Exercise pastoral care in a manner which reflects school values • Implement strategies which promote a healthy and positive learning environment • Attend school assemblies • Attend school liturgical celebrations • Attend school organised activities relevant to school as required |

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.
- 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 a 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 ensuring 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

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| Essential | Qualifications and Registrations | <ul style="list-style-type: none"> • Maintain current Victorian Institute of Teaching (VIT) registration • 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 regularly • Complete Protecting Children - Mandatory Reporting and other Obligations (PROTECT) online learning annually |
| | Knowledge and Experience | <ul style="list-style-type: none"> • Previous experience of leadership in Catholic Education • Previous experience of leadership of Learning & Teaching |
| | Commitment to Catholic Education | <ul style="list-style-type: none"> • Live out the guiding beliefs and values of the Catholic Church • 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 | <ul style="list-style-type: none"> • Have a demonstrated understanding of child safety • Have a demonstrated understanding of appropriate behaviours when engaging with children • Be familiar with legal obligations relating to child safety (e.g. mandatory reporting) • Be a suitable person to engage in child-connected work |
| | Professional Networks, Teams & Memberships | <p>Professional Networks</p> <ul style="list-style-type: none"> • Sandhurst Primary Deputy Principal Network • Sandhurst Learning & Teaching Network <p>Professional Teams</p> <ul style="list-style-type: none"> • Executive Leadership Team • Leader of Pedagogy: Learning & Teaching / Key Curriculum areas • Leaders of Pedagogy: Year Level Leaders • iNext Team • ICT Operational Team <p>Memberships</p> <ul style="list-style-type: none"> • Finance Team • Consultative Committee • School Advisory Council |
| | Skills and Attributes | <ul style="list-style-type: none"> • The capacity to provide leadership that is characterised by a desire for continuous improvement, creative thinking, and innovation • High level of emotional intelligence, having the ability to manage one's emotions and display understanding of staffs |

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| | | <ul style="list-style-type: none"> • 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 • Skills to problem solve and aid conflict resolution • Ability to professionally document, keep records on behalf of school relations • The ability to work effectively as a team member • Proficiency in the use of information and communication technologies that support the operation of the school; Compass • A commitment to ongoing Professional Learning |
| Desirable | | <ul style="list-style-type: none"> • Post Graduate studies in Leadership and / or Learning and Teaching / Special Education • Experience and understanding of Inquiry based pedagogy • Experience and understanding of Data informed education |

