

POSITION DETAILS

| | |
|---------------------------|-----------------------------------------|
| Title of Position: | Principal |
| Reports to: | Executive Director or Diocesan Director |

BROAD PURPOSE

Catholic Education South Australia (CESA) has embarked on a significant period of innovation and change to respond to opportunities emanating from the South Australia Commission for Catholic Schools (SACCS) strategy, Towards 2027: Expanding Horizons and Deepening Practices.

Catholic schools and the Catholic Education Office (CEO) work in partnership with families, children, and young people to give life to the Living, Learning, Leading Framework and to successfully position CESA as the leading education system and an employer of choice. Diocesan Catholic schools in South Australia are established by the Archbishop of Adelaide and the Bishop of Port Pirie to provide quality Catholic education for students in their pre-school, primary and secondary years.

The Catholic educational sector is committed to providing excellence for every child whose learning and education is entrusted to their care. Learning experiences are grounded in Catholic values and beliefs where every student experiences success according to their unique characteristics and talents. Catholic schools work in partnership with families and communities to create opportunities for students to encounter life to the full in all its personal, intellectual, religious, social, and cultural richness.

In this work with young people and their families, Catholic schools share the Church's mission to preach the Gospel. In fostering dialogue between the Gospel and people's lived experience, a life of faith is nurtured in each person.

POSITION OVERVIEW

As a leader in Catholic education, the Principal is committed to students and to understanding all people - seeing them as 'thriving people, capable learners, leaders for the world God desires.' The Principal's leadership is animated by a deep and reflective faith in Jesus Christ which is both expressed in, and nourished by, the Catholic Eucharistic community to which the Principal belongs.

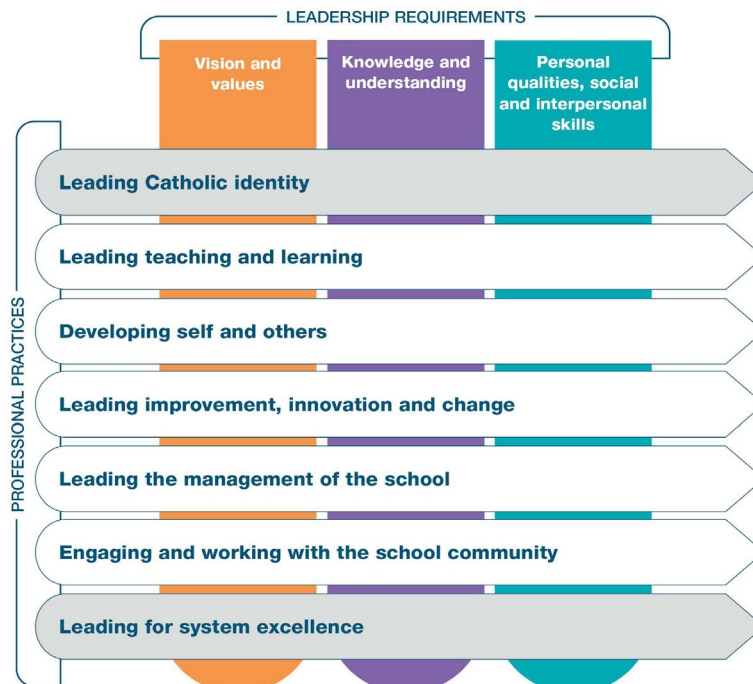
As a leader in faith, religious education, learning, community and school operation and resources, the Principal works in collaboration with all members of the community to ensure excellent teaching and learning in a faith-centred environment. As a leader in Catholic education the Principal leads a community that is explicitly committed to safeguarding children at all levels of the organisation in ways consistent with the Church's national safeguarding authority.

LIVING LEARNING LEADING STANDARD AND CESA LEADERSHIP STANDARD

The Living Learning Leading Standard and the Leadership Standard have been designed to raise aspirations for excellent schools and leaders within a continuously improving system, raise student voice and achievement, ensure high quality teaching and learning, and support communication with the wider school community and other stakeholders to foster increased confidence in, and accountability for, each school's effectiveness and outcomes.



The CESA Leadership Standard provides a framework for what principals and those aspiring to principalship (such as the Deputy Principal) should know, understand and do to succeed as a Catholic school leader. It articulates the leadership requirements and practices required to attend to school and system priorities and goals.



REPORTING RELATIONSHIPS AND KEY STAKEHOLDERS

In Diocesan schools, the Principal is responsible to the Executive Director for the leadership of the school as an authentic Catholic educational community. The Principal is also accountable, through the Executive Director, to the community of schools that comprise Catholic Education SA, to the wider Church community and to government statutory authorities.

The Principal is required to complete probation, annual and tenure point appraisals in accordance with the requirements of *Professional Appraisal for Principals and Deputy Principals in Diocesan Schools*.

The Principal works closely with:

- School Performance Leader (SPL)
- School Leadership Team
- School Staff
- Parish Priest/Priests of the Parish and region
- Catholic Education Office Personnel
- Parents
- Students
- School Board and other parent organisations
- Local community organisations, as appropriate

KEY RESPONSIBILITIES

LEADERSHIP IN CATHOLIC IDENTITY

- Promotes, maintains, and enhances the Catholic identity of the school.
- Articulates clear Vision and Mission for the school that embodies its Catholic identity.
- Articulates his/her own Catholic faith in a contemporary and accessible way.
- Creates a positive culture to develop the personal religious and faith formation of all staff and students including, where relevant, the charism of the school's founding community.
- Ensures that all students and staff experience Catholic faith, liturgy, culture, sacramental life, and traditions in meaningful and authentic ways.
- Ensures excellent religious education, teaching and learning in a faith centred and inclusive school community.
- Promotes parish/school partnership.
- Pursues social justice and equity within the school, parish, and wider community.
- Applies Catholic Theology to the daily operations and interactions with all community members.

LEADERSHIP IN TEACHING AND LEARNING

- Inspires and influences others so that students become thriving people, capable learners, leaders for the world God desires.
- Ensures a contemporary and inclusive educational vision for the school.
- Through strategic leadership, empowers all students and staff to excel according to the principles of the Living Leading Learning Framework.
- Leads, designs, and manages the quality of effective teaching and learning for student achievement in all aspects of their development.
- Collaboratively plans, monitors, and reviews the effectiveness of learning.
- Encourages independent, lifelong learners who are actively engaged and have a strong student voice.
- Leads high aspirations in learning by establishing systematic methods for collecting and interpreting data and evidence to identify excellent teaching and learning, including appropriate assessment and reporting processes.
- Ensures a quality curriculum taking account of student needs and the requirements of State and Federal bodies.
- Ensures that the curriculum and the structures that support it address the effects of disadvantage on learning.
- Models collaborative leadership by engaging with other schools and organisations to share and improve practice and encourage innovation.

LEADERSHIP IN COMMUNITY ENGAGEMENT

- Fosters a transparent and harmonious staff culture.
- Builds a community that is inclusive of Indigenous and other cultures by taking into account the richness and diversity of the wider school community.
- Develops and maintains positive partnerships with students, families, and carers and all associated with the school and its wider community.
- Creates an ethos of respect taking account of the spiritual, moral, social, and physical health and wellbeing of students and staff.
- Recognises and supports the needs of students, families and carers from communities facing complex challenges.
- Leads an outward focused, inclusive school organisation by engaging with other agencies to support the health wellbeing and safety of students and their families.

LEADERSHIP IN IMPROVEMENT, INNOVATION AND CHANGE

- Works collaboratively to produce and implement clear, evidence-based improvement plans and policies for the development of the school.
- Leads and manages innovation and change to ensure the vision and strategic plan are realised within a culture of continuous improvement.
- Evaluates the personal and organisational effects of change through regular feedback from stakeholders and the evidence of its impact on student outcomes.
- Leads educational networks by trialing and exploring new ideas for the system, and leads in ways that influences school excellence across the system.

LEADERSHIP IN SYSTEM EXCELLENCE

- Operates as a system leader by working closely with the Director/s in setting conditions to enable reform and improvement.
- Demonstrates care for and work for the success of other schools, as well as their own.
- Utilises research and advice to reform and enhance practice as system leaders.
- Builds a collaborative culture across schools to achieve system priorities.
- Expects and facilitates staff to contribute and lead in initiatives in and beyond schools.

LEADERSHIP IN STAFF AND SELF DEVELOPMENT

- Builds a professional learning community focused on continuous improvement of teaching and learning.
- Supports staff to achieve high standards and develop their leadership capacity.
- Facilitates staff access to professional development.
- Creates challenging roles, responsibilities, and opportunities for senior leaders.
- Manages performance through effective professional learning and feedback.
- Builds and sustains a coaching and mentoring culture at all levels in the school and have a system of peer review and feedback in place.
- Displays commitment to their own ongoing professional development and personal health and wellbeing to manage the complexity of the role.

LEADERSHIP IN SCHOOL MANAGEMENT

- Ensures the school's resources and staff are efficiently organised and managed to provide an effective and safe learning environment.
- Commits to safeguarding children at all levels of the organisation in ways consistent with child protection requirements and the Church's national safeguarding authority.
- Monitors accountabilities by embedding a culture of review, responsibility, and processes to achieve high standards for all.

- Collaborates with the SPL, school leadership team, school boards, governing bodies, parents, students, staff, and the wider school community to develop, review and improve strategic plans and school policies.
- Reviews the effectiveness of processes and data in school strategic plan improvement.
- Shares best management practice and use of resources with other schools and education networks.
- Embeds a culture of continuous improvement, ensuring research, innovation and creativity are core characteristics of the school.
- Oversees implementation of WHS practices by complying with the policies and procedures outlined in the Catholic Church Safety Manual and the priorities of the exempt licence to ensure that the school is a safe place for students and staff.
- Ensures effective financial and risk management.

ESSENTIAL SELECTION CRITERIA

In order to be eligible for shortlisting and selection, an applicant is required to meet the essential criteria listed below. However, the Executive Director has the authority to exercise discretion with regard to eligibility criteria in exceptional circumstances. Applicants who do not meet any one of the essential criteria and who wish to make an application for the Executive Director's discretion should do so at the time of application, giving reasons in detail.

PERSONAL, PROFESSIONAL LEADERSHIP REQUIREMENTS

- A Catholic who is an active member of a Catholic Sunday Eucharistic community.
- Working towards/completion of a post-graduate award which includes a Catholic studies component (minimum of 2 Scripture/Theology units and 1 Religious Education unit) at Masters level or above.
- Working towards/completion of a post-graduate award which includes a significant school/educational leadership component at Masters level or above.
- Commitment to and application of ongoing personal and professional learning which may include school leadership preparation program(s).
- High-level organisational skills with demonstrated ability to plan strategically, problem solve, prioritise, work to deadlines to achieve quality outcomes, give attention to detail and relate tasks/actions to a wider strategic improvement context.
- High-level written and oral communication, interpersonal and negotiating skills with demonstrated capacity to cooperate and communicate effectively with people at all levels.
- Engagement with professional associations.
- Registration (or eligibility for registration) as a teacher in South Australia including Working With Children Check (WWCC).
- Completion of (or commitment to complete if new to CESA) Teacher Accreditation (Catholic Education SA).
- Electronic screening clearance to work in Catholic Education SA.
- Completion of Responding to Risks of Harm Abuse and Neglect – Education and Care (RRHAN-EC) training, Officer training (WHS) and current First Aid training prior to, or as soon as possible after appointment.

ADDITIONAL REQUIREMENTS

- Intrastate travel.
- Current driver's licence.

OTHER CONDITIONS

- Support CESA's Values:
 - *Openness to God's Spirit at work in our midst and living in Catholic faith.*
 - *Respect for the dignity of each person.*
 - *Commitment to processes of learning that are formative, challenging, engaging, life-long and life-wide.*
 - *Inclusivity of those at the edges.*
 - *Sensitivity, justice, and compassion.*
- Participate in good character screening processes.
- Always act in accordance with the CESA Code of Conduct and the Charter for Staff in Catholic Schools in South Australia.
- Comply with the Work Health & Safety management system and, as a worker, while at work, take reasonable care for their own health and safety.
 - Take reasonable care that their actions or omissions do not adversely affect the health and safety of other persons.
 - Comply, in so far as they are reasonably able, with any reasonable instruction given by the employer.
 - Co-operate with any reasonable policy or procedure of the employer that is related to health and safety at the workplace that has been notified to workers.

NOTE: Copies of the above listed qualifications/licences/certificates are required as evidence on appointment.