

POSITION DESCRIPTION

POSITION TITLE:	Assistant Principal – Religious Education
SECTION:	St Therese’s School, Bentley Park
REPORTS TO:	The Principal
CLASSIFICATION:	Remuneration in accordance with the <i>Catholic Employing Authorities Single Enterprise Collective Agreement – Diocesan Schools of Queensland</i>
AUTHORISATION:	Executive Director

Catholic Education – Diocese of Cairns

Catholic Education - Diocese of Cairns (CEDC) 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.

CEDC 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.

CEDC 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 is the responsibility of the Executive Director of CEDC. 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

The Assistant Principal Religious Education is a member of the School Executive and Leadership Teams. Particular focus is exercised in the provision of leadership in learning and identity that includes mission, formation, the religious life of the school and the teaching of religion. Core to this role is the faith leadership of the school as delegated by the Principal. This includes outreach, forming staff in the Catholic Tradition, the Religious Life of the School and the planning, resourcing and oversight of the Religious Education Curriculum and student leadership.

The APRE promotes equity, excellence and justice across the school system, and demonstrates leadership by engaging and contributing as a highly effective community builder, internal and external to the school. The Assistant Principal Religious Education position draws on a repertoire of effective core leadership practises embedded in Catholic social teachings. These key personal qualities and capabilities are linked to improving learning outcomes for all stakeholders by:

- Ongoing commitment to 'dialogue' in the formation of self and others in the ministry and mission of the Catholic Church
- The person modelling the teachings of Jesus Christ, which is central to the unique ethos of a Catholic school
- Effective educational leadership underpinned by Gospel Values which are enacted through Catholic Social Teaching
- Effective spiritual leadership is central to the identity of the Catholic school
- Fostering the religious, pastoral, and academic mission of the Catholic school

In addition, the APRE provides specific leadership in those areas delegated by the Principal as designated in this position description.

- Effective Christian spiritual leadership is central to the identity of the Catholic school
- Catholic school leaders must foster the religious, pastoral and academic mission of the Catholic school

Essential Duties and Responsibilities

The essential duties and responsibilities for the position are derived from the CES Leadership Framework. The Leadership Framework describes five separate domains of Leadership each with three capabilities which assists leaders understand and focus on the type of leadership that best meets the needs of our local context. Typical duties performed may include, but are not limited to:

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TAKE THE LEAD

- Fosters connection to the Catholic ethos and identity of the school community, by embedding a recontextualized, dialogical approach into all facets of the school faith life and learning
- Co-creates and Co-facilitates Formation and Professional learning opportunities for staff, students, and parents
- Co-creates a formation plan for staff, students and parents that includes specific program and learning opportunities in the follow areas
- Leads induction processes for new staff
- Support early career teachers in scheduling and mentor processes
- Co-creates and co-facilitates Religious Life of the school experiences including liturgy celebrations, Justice and outreach experiences for students and the school community and cultural acknowledgement of significant days
- Supports and promotes collective responsibility and accountability for student achievement and wellbeing

- Supports high expectations and standards and the systematic monitoring of student learning
- Works in close collaboration with other leadership team members to form an effective team
- Line manages the Leader of Engagement, Leader of Diversity, Year Prep – 2 Classroom Teachers and School Learning Officers/ Wellbeing School Learning Officers
- Engages in effective staff developmental learning and performance management, including monitoring, review and appraisal
- Works with Catholic agencies for the pastoral support of all members of the school community
- Supports the formation of staff in First Nation spiritualities and cultures
- Deputises for the Principal and/or Assistant Principal Administration in their absence
- Supports the Principal in the efficient and effective management of the school within the Diocesan System in compliance with all funding bodies, Non-State School Accreditation Act and other legislation applicable to schools
- Assists in the enrolment process in line with appropriate policies and resources
- Assists in all matters pertaining to the employment process
- Uses effective decision-making processes, independently and in consultation with the principal as and when required
- Maintains appropriate behaviours when engaging with children
- Communicates and liaises with families regarding Prep Transition Program
- Creates timetable, transition packs and other resources for Prep Transition Program

THINK IT THROUGH (inclusive of three capabilities: Logical Thinking, Creative Thinking and Conceptual Thinking)

- Assists the Principal to develop and maintain processes to manage physical, human and financial resources in order to deliver effective education programs within the school
- Supports the alignment of policies, processes and activities that include the strategic and annual plans
- Supports compliance with appropriate risk management
- Coordinates efficient systems of data and records management and retention
- Advocates for effective human, financial and material resourcing within the relevant component of the school budget
- Provides support to Prep-Year 2 staff when it comes to student engagement, behaviour and well-being

WORK TOGETHER (inclusive of three capabilities: Communicating Clearly, Working Systematically and Building Relationships)

- Exercises a significant role in effective communication within the school
- Supports and implements the school's MTSS-E in consultation with parents when required
- Supports the communication, training, and supervision of staff particularly around induction and formation of staff
- Supports the preparation and update of the school's staff handbook in relation to the Religious Life of the School, Religious Education Curriculum and Formation
- Maintains a presence at school occasions and functions
- Engages in processes to build Catholic Christian community through the attendance of school and Parish events
- Develops partnerships and ensure appropriate communication with parents using a variety of communication platforms
- Supports the promoting and marketing of the school in the community
- Attends STS Community (formerly the P&F) and Governance Committee meetings as required
- Works collaboratively with the Senior Leadership Team

FOCUS ON IMPROVEMENT (inclusive of three capabilities: Intellectual Versatility, Future Oriented and Taking Responsibility)

- Works with the Principal and Leadership Team in establishing, implementing and reviewing the school's strategic plan, School Annual Improvement Plan and all other system required documentation
- Supports quality change processes
- Is an effective leader of change and improvement
- Uses relevant data to review and renew systems within the school in response to changing needs and contexts
- Accepts responsibility for specific tasks associated with school review and improvement processes
- Develops and implements procedures to ensure regular feedback is undertaken with staff, parents and students in relation to learning and teaching matters
- With the Leadership Team and as appropriate, supervises and supports teaching staff in their teaching roles
- Engages in Professional Learning opportunities

REFLECT AND GROW (which includes three capabilities: Developing Capacity, Faith Formation and Personal Mastery)

- Communicates effectively with all stakeholders and resolves issues in a positive manner
- Contributes to a culture of reflection and improvement
- Develops a Professional Growth in Action Plan annually, critically reflects on personal performance and shows a commitment to own ongoing learning in order to improve performance
- Uses relevant data to review and renew systems within the school, in response to changing needs and contexts
- Engages in professional development based on PGAIP with emphasis on Religious Education and Leadership

Genuine Occupational Requirements

- Facilitate the prevention of child harm by recognising and responding appropriately
- Accountable and responsible for ensuring professional behaviour
- Maintain appropriate behaviours when engaging with children
- 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

Mandatory Qualifications and Requirements

- Participation in and commitment to the sacramental life of the Church
- Understanding and commitment to education in the Catholic tradition
- Professional qualifications in Education and Religion as per Queensland Catholic Education Commission Position Statement for Senior Leadership Positions in Catholic Schools in Queensland
- Leadership experience:
 - Demonstrated ability in religious and education leadership
 - Demonstrated administrative ability
 - Demonstrated skills in interpersonal relationships
- Demonstrated knowledge of contemporary educational issues at state and national levels with particular reference to Religious Education
- Written and verbal communication skills of a high order
- Demonstrated commitment to the Pastoral Care of members of the school community
- Skills for building community including facilitation, delegation and consultation
- Professional qualifications in Education
- Registered or eligible to register with Queensland College of Teachers
- Promote child safety at all times
- Current drivers licence
- A strong demonstrated commitment to the objectives, vision and ethos of Catholic Education

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
- Senior Leadership positions in Catholic Schools in Queensland (QCEC Policy)
- Leadership Framework in the Cairns Diocese

Additional Information

The incumbent will need:

- 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.