

POSITION DESCRIPTION

POSITION TITLE:	Assistant Principal – Administration
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 – Administration is directly responsible to the Principal for the performance of their duties. They will work closely with the Assistant Principal – Religious Education, Leader of Learning and Teaching, Leader of Diversity and Leader of Engagement. The leadership team collaborate in decision making and the planning, implementation, and evaluation of school goals.

The APA promotes equity, excellence and justice across the schools system, and demonstrates leadership by engaging and contributing as a highly effective community builder, internal and external to the school. The position draws on the repertoire of core leadership practices and behaviours embedded in key personal qualities and capabilities; thereby improving learning outcomes for all stakeholders. The APA along with the Principal, is accountable for Workplace Health and Safety and facilities management, and operational matters ensuring effective systematic processes are maintained.

In addition, the APA provides specific leadership in those areas delegated by the Principal as designated in this duty statement.

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:

TAKE THE LEAD (inclusive of three capabilities: Setting the Vision and Direction, In the Know and Leading Authentically)

- Supports Learning leader, Instructional leader, P-2 Engagement and Teaching.
- Demonstrates active participation in the Catholic ethos and identity of the school community, by leadership that is visible in all facets of school life
- Supports and promotes collective responsibility and accountability for student engagement, wellbeing and learning
- Support the LL / IL to maintain high expectations and standards and the systematic monitoring of student learning and achievement
- Works in close collaboration with other leadership team members to form an effective team
- Supports the Principal to leads process for professional learning and performance management, including monitoring, review and appraisal
- Deputises for the Principal and/or Assistant Principal Religious Education 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 the school
- Assists in the enrolment process in line with the appropriate policy and recourses
- Assists in all matters pertaining to the recruitment, appointment process for staff and relief
- Using effective decision-making processes, independently and in consultation with the Principal as and when required
- Oversees mentoring and induction programmes, and graduate support for new and early career teachers, and parents and volunteers at our school
- Oversees pre-service/university student placement in the school liaising with university and vocational organisation CEDC workforce capability team and supervising classroom teachers
- Oversees tasks and workflows associated with maintenance plan and maintenance of buildings plant and equipment in accordance with Diocesan and legislative requirements

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
- Facilitates the compliance to relevant policy and legislative requirements for workplace health and safety and facilities management
- Coordinates efficient systems of data and records management and retention within the school
- Advocates for effective human, financial and material resourcing within the relevant component of the school budget
- Provides support to staff with student engagement, in learning and well-being

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

- Supervises services staff including grounds and tuckshop, in accordance with Diocesan policies and guidelines
- Exercises a significant role in effective communication within the school
- Supports and implements the MTSSE in consultation with parents when required
- Assists in the general administration of the school
- Supports the communication, training, and supervision of staff particularly school operations
- Supports the preparation and update of the school's expectations and operations (eg STS Staff Handbook and Parent and volunteer handbook etc, policy review schedules)
- Maintains a presence at school events and functions
- Engages in processes to build community
- Develops partnerships and ensure appropriate communication with parents on all platforms
- In consultation with the principal oversees promotion and marketing of the school in the community
- Observes and provides feedback to staff on performance and classroom management
- Attends STS Community (formerly P&F) and STS Governance Committee meetings as required
- Works collaboratively with and across teams in the school (eg. L&T, Diversity, Engagement)

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 (SAIP) and all other plans such as the School Data Plan
- Is an effective leader of change and improvement and supports quality change process
- 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 and reviewed 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
- Engagement in PL opportunities areas such as workplace health and safety and facilities management
- Supported by the Executive Assistant to the Principal to prepare and implement feedback survey questionnaire
- Supports the development and review of school policies in collaboration with the principal and the school board

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, self-review 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 PGIAP and SAIP

HUMAN RESOURCES

- Support the Principal in the annual teacher placement processes
- Organise and manage relief staff (school mobile phone is provided) including maintaining the relief staff contact list
- Web Self Services (WSS) -Management of the Timesheets Planner and Reconciliation to approval stage
- Engages in professional development based on PGIAP and SAIP

Genuine Occupational Requirements

- 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 and/or classroom environment
- Maneuvering within the office/school environment appropriate to the position
- Frequent use of telecommunication and electronic equipment

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:

- The appointee to this position will be required to complete a period of 6 months' probation, in accordance with The Fair Work Act 2009.
- 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.