



## Role description

<b>Title:</b>	<b>Principal</b>	<b>School location:</b> Roma
<b>Reports to:</b>	Senior Education Leader	<b>Classification:</b> Principal Level 7
<b>School name:</b>	St John's School	<b>Tenure:</b> Fixed Term

### 1.0 Purpose

The Principal is the religious and educational leader of an identifiably Catholic school that provides quality teaching and learning.

The support provided by the role holder will be guided by

- Jesus Christ and his teachings as understood and passed on by the Catholic Church
- other Catholic Church teachings, principles and values
- relevant legislation, government requirements and contemporary, research proven practice
- the TCS Strategic Plan, mission, vision, policies, frameworks, procedures, and guidelines and the school's strategic plan.

### 2.0 Eligibility criteria

#### Essential

- be a committed practicing Catholic
- hold or be eligible to hold, registration as a teacher in Queensland
- have administrative and/or leadership experience
- for Primary schools with enrolments of over 180: Masters qualification in Religious Education, Theology or Educational Leadership
- for Secondary and Prep to Year 12 (P-12) schools: Masters qualification in Religious Education, Theology or Educational Leadership

#### Desirable

**Enrolments: Primary: 0-85 (Level 1); Secondary: N/A; P-12: N/A**

- willingness to complete Masters qualifications in Religious Education, Theology or Educational Leadership (Masters qualifications are essential for Secondary and P-12 schools)
- experience in teaching, and leading the teaching of, Religious Education
- experience in school leadership, or a role providing support and leadership to Catholic schools, or equivalent experience

**Enrolments: Primary: 86-180 (Level 2); Secondary: 105-350 (Level 4); P-12: 0-350 (Level 4)**

- commenced Masters qualifications in Religious Education, Theology or Educational Leadership (Masters qualification are essential for Secondary and P-12)
- experience in teaching, and leading the teaching of, Religious Education

- experience as an Assistant Principal, Assistant Principal Religious Education, Deputy Principal, Head of Campus or Principal, or a senior role providing support and leadership to Catholic schools, or equivalent experience.

**Enrolments: Primary: 181-450 (Levels 3 and 4); Secondary: 351-520 (Level 5); P-12: 351-520 (Level 5)**

- experience in teaching, and leading the teaching of, Religious Education
- experience as a Head of Campus or Principal, or a senior role providing support and leadership to Catholic schools, or equivalent experience

**Enrolments: Primary: 451+ (Levels 5-8); Secondary: 520+ (Levels 6-8); P-12: 520+ (Levels 6-8)**

- experience in teaching, and leading the teaching of, Religious Education
- experience as a substantive Principal

Successful applicants who are new to principalship in Diocese of Toowoomba Catholic Schools will be supported through a Professional Learning and Formation Plan (PLFP) in the first two to four years of employment.

For appointees who do not have Masters qualifications in Religious Education, Theology or Educational leadership, the (PLFP) will include support to reach the equivalent of Masters qualifications.

Principals in schools with less than 180 enrolments appointed without Masters qualifications require two units of masters level qualifications to be completed in each year of employment until the qualification is achieved, with progress to be reviewed during the formative reviews and formally recorded as completed in the initial summative review.

## 3.0 Selection criteria

### 3.1 Religious leadership

Demonstrated ability to foster and grow the religious life of the school, develop and implement an exemplary Religious Education program and provide leadership through personal example.

### 3.2 Educative leadership

Demonstrated ability to develop, implement and maintain high quality learning and education programs.

### 3.3 Staff and community leadership

Demonstrated ability to foster and develop appropriate relationships with staff, students, parents, the parish (where appropriate), the Catholic education and wider community through the selection, support and development of staff enacted via aligned processes, regular reviews, professional learning and effective employee relations.

### 3.4 Organisational leadership

Demonstrated ability to develop and maintain processes to manage personnel, physical and financial resources in order to effectively deliver the religious and educative programs of the school.

### 3.5 Strategic leadership

Demonstrated ability to develop the vision, mission and strategic goals of the school and align them with the broader strategic directions of TCS.

## 4.0 Statement of responsibility

The Principal provides effective leadership within the school community to ensure that students receive a quality education underpinned by Catholic faith and Christian principles.

This is achieved through the principal planning, directing and regularly evaluating curriculum development, teaching programs, co-curricular activities and by reviewing the efficacy of processes to support the core religious and educative dimensions per the TCS Teaching and Learning Framework.

The role holder will engage in performance reviews in accordance with TCS frameworks, policies and procedures.

While at work the role holder must

- take reasonable care for his or her own health and safety
- take reasonable care that his or her acts or omissions do not adversely affect the health and safety of other persons
- comply, so far as the role holder is reasonably able, with any reasonable instruction that is given by the person conducting the business or undertaking to allow the person to comply with the Work Health and Safety Act
- cooperate with any reasonable policy or procedure of the person conducting the business or undertaking relating to health or safety at the workplace that has been notified to workers.

## 5.0 Authority Limits

The principal is delegated to act as an agent for the employer (the Corporation of the Trustees of the Roman Catholic Diocese of Toowoomba).

Full authority to act within the role and enact the duties as outlined above is delegated from the Executive Director: Catholic Schools.

## 6.0 Reporting and other relationships

The principal is responsible to the Executive Director: Catholic Schools through the Senior Education Leader and the Director: Teaching and Learning. Significant relationships also exist with the Executive Leadership Team and other senior staff of Diocese of Toowoomba Catholic Schools.

## 7.0 Statement of duties

Attached to this role description is a **duties statement** that is an indicative selection of activities in which the incumbent might engage. The list is neither prescriptive nor exhaustive.

Principals may also be requested to complete other duties that are directed as needs change or grow, if the duties are consistent with the purpose of this position and any relevant legal and/or industrial obligations.

Executive Director: Catholic Schools

Name: .....

Signature: .....

Date: ..... / ..... / .....

## 8.0 Statement by employee

I have read and understood the role as it has been described above. I agree to be employed under this role description.

Name: .....

Signature: .....

Date: ..... / ..... / .....

## Duties statement - Principal

Under each of the prescribed functions is an indicative selection of activities in which the role holder might engage. The list is neither prescriptive nor exhaustive.

Principals are expected in their leadership of the school, to accentuate the core dimensions of religious and educative leadership. The supporting dimensions of staff and community, strategic and organisational leadership are intended to be implemented to support the core dimensions.

Principals are also expected to display capabilities of leadership which represent an integration of knowledge, skills and personal qualities. The TCS Leadership Framework should be used with this role description to understand the full expectations of the behavioral dimensions of the role.

## Key result areas

### Core dimensions

#### Religious leadership

- articulates and promotes the Diocesan Vision and Mission
- nurtures the Catholic life of the school and the integration of beliefs and values
- promotes school partnerships with parish and Diocesan communities
- provides leadership in faith education
- develops the religious dimension of all aspects of school life
- implements pastoral care policies and programs
- nurtures staff spiritual and theological formation

#### Educative leadership

- develops and promotes a Catholic educational vision
- builds a collaborative learning culture
- facilitates effective pedagogy
- develops and implements a holistic, high quality curriculum
- focuses on student learning outcomes
- provides for diverse student needs
- designs and implements appropriate assessment and reporting processes
- quality assures practices, programs and performance

## Supporting dimensions

### Staff and community leadership

- ensures effective staff selection, recruitment, induction and developmental learning of staff in line with system frameworks, policies and procedures
- implements staff performance and development including monitoring, review and appraisal
- manages staff and workplace practices efficiently and effectively
- facilitates staff spiritual, personal and professional formation
- engages in succession planning and leadership development of staff
- establishes and manages effective employee relations
- facilitates a positive staff culture

### Organisational leadership

- ensures school policies, procedures and activities are aligned with the school strategic plan
- complies with policy and legislative requirements
- ensures effective financial management
- facilitates the implementation of information technology
- manages enrolments within policy and resources
- provides for appropriate risk management
- establishes efficient systems of data and records management and retention
- ensures facilities maintenance within Health, Safety and Environment (HSE) practices
- establishes effective communication and decision-making procedures

### Strategic leadership

- gives local context to the Diocesan Vision and Mission
- ensures school strategic plans engage and align with the TCS Strategic Plan
- manages the annual implementation of the school strategic plan
- promotes a Diocesan perspective in school deliberations
- develops a culture of reflection, self-review and improvement
- facilitates appropriate change
- develops partnerships with parents especially through School Boards, Parents and Friends Associations and other approved models
- promotes and markets the school in the community

This role description is the official TCS statement of expectations of the role-holder. It is drawn from the Leadership Framework and aligns with the TCS Recruitment and Selection Processes and with TCS Performance and Development Procedures.

The role description forms the basis of all performance management processes. The role description clarifies work functions and reporting relationships and helps employees to understand the scope of their role. Role descriptions are consistent across TCS for all persons within the same role group as an aid in maintaining consistent salary and performance structures.