

POSITION DESCRIPTION

ASSISTANT PRINCIPAL



POSITION: Assistant Principal

EMPLOYMENT TYPE: 3 years full time contract with the option of an additional 3 years subject to ongoing successful Performance Reviews

LOCATION: Holy Trinity Primary School, 13 Bardia St, West Wagga NSW 2650

PURPOSE OF THE POSITION

As a faith leader, the Catholic School Assistant Principal models faith in action, supporting the Principal in leading the school community to develop a shared vision that focuses on the provision of a high quality Catholic education for all students.

The Assistant Principal:

- Is a key member of the school Leadership Team.
- Exercises a unique professional relationship of support and loyalty to the Principal and to the school Leadership Team.
- Contributes to the collaborative decision-making processes.
- Assists the Principal in the planning, implementation and evaluation of school improvement.
- Monitors and evaluates the implementation of effective teaching practice within the school to improve student achievement.

POSITION SPECIFIC REQUIREMENTS

(a) Essential Requirements

1. Demonstrates a commitment to the Catholic faith and regularly participates in the sacramental life of the Church.
2. Postgraduate academic qualifications additional to initial teacher training and evidence of personal responsibility for ongoing relevant professional learning.
3. Accreditation for Senior Leadership in a Catholic School (Category E, Accreditation to Work Teach and Lead in Systemic Catholic Schools, Catholic Education Diocese of Wagga Wagga) or working towards Accreditation.

(b) Areas of Responsibility

Area of Responsibility	Aspects of the Responsibility
Leading Catholic Identity and Mission	<ul style="list-style-type: none"> ● Gives witness to the distinctive educational, moral and social purpose of the Catholic school in accordance with God’s Mission. ● Provides leadership in the Religious Education curriculum and assists in the integration of Catholic values across the curriculum. ● Fosters partnerships between parents and staff and supports families in the education, moral and faith formation of their children. ● Enables all stakeholders in the school community to participate in the practice of Christian witness and the core of social teaching, through appropriate activities and social justice opportunities.
Leading Learning and Teaching	<ul style="list-style-type: none"> ● Exhibits exemplary practice and leads colleagues to plan, implement and review the effectiveness of their learning and teaching strategies and programs to develop student knowledge, understanding and skills. ● Demonstrates and leads by example the development of productive and inclusive learning environments across the school by reviewing inclusive strategies and exploring new approaches to engage and support all students. ● Maintains currency on educational issues and leads staff in dialogue around implications for practice. ● Uses an inquiry based approach to support the analysis of school-based and system-wide student assessment data which impacts upon school priorities, targets and teaching and learning programs. ● Initiates strategies and leads colleagues to implement effective classroom management and promote student responsibility for learning.

Area of Responsibility	Aspects of the Responsibility
Developing Self and Others	<ul style="list-style-type: none"> • Works with and through others to build a culture of shared learning and ownership for continuous improvement in teacher expertise and student learning outcomes. • Uses current research to support all staff to develop leadership capacity through facilitating effective, continuous professional learning and performance feedback. • Develops and maintains effective strategies and procedures for staff induction and professional learning in partnership with CEDWW. • Identifies, initiates and builds on opportunities that engage parents/carers and community members in the school context.
Leading Improvement, Innovation and Change	<ul style="list-style-type: none"> • Works with school staff to critically analyse a wide range of data sources to ensure strategic alignment and facilitate effective change in the school. • Contributes to the production, implementation and evaluation of clear, evidence based improvement plans and policies for the development of the school. • Supports the Principal in motivating and engaging with staff to ensure that the school improvement plans are actioned and that accountabilities are delegated and monitored. • Enhances communication with and participation of all stakeholders.
Leading the Management of the School	<p>In partnership with the school Leadership Team:</p> <ul style="list-style-type: none"> • Critically analyses data to ensure that the school's resources and staff are efficiently organised and managed to provide an effective and safe learning environment. • Ensures accreditation, compliance and governance accountabilities are met through the completion of delegated tasks. • Supports the implementation of a comprehensive wellbeing policy. • Exercises a significant role in the effective daily administration of the school and efficient management of available resources.

Area of Responsibility	Aspects of the Responsibility
Engaging and Working with the Community	<ul style="list-style-type: none"> ● Fosters trusting and collaborative/partnerships relationships with staff, students, families, the broader school community and system of schools. ● Engages with the local community and parish(es) in a manner that positively promotes the school and the professionalism of staff. ● Supports the needs of students, families and carers from communities facing complex challenges. ● Forms effective partnerships with business and industry where appropriate. ● Actively engages with other schools to build effective learning communities and promote Catholic Education. ● Supports an ethos of respect taking into account the spiritual, moral, social and physical health and wellbeing of students and staff. ● Recognises the multicultural nature of Australia's people and fosters understanding and reconciliation with Aboriginal and Torres Strait Islander cultures and histories.

Adapted from the [Australian Professional Standards for Teachers \(2012\)](#) and the [Australian Professional Standard for Principals and the Leadership Profiles \(2015\)](#).

KEY WORKING RELATIONSHIPS

Internal	<ul style="list-style-type: none"> ● School Leadership Team ● School Staff ● Students ● CEDWW Central Office Personnel ● CEDWW Principals and Leadership Teams ● Parents/Carers
External	<ul style="list-style-type: none"> ● Parish and Local Community ● New South Wales Education Standards Authority (NESA)

CATHOLIC EDUCATION DIOCESE OF WAGGA WAGGA (CEDWW) WORKFORCE CAPABILITY FRAMEWORK

The CEDWW Workforce Capability Framework describes the capabilities expected of employees at every level of the organization. It also provides examples of observable effective behaviours reflective of each capability. The behavioural descriptions need to be interpreted as illustrative of each capability and as such are neither exhaustive, nor prescriptive.

Capabilities for the Position

Listed below are the capabilities, the Leadership Level and examples of effective behaviours required for this position.

FROM THE CEDWW WORKFORCE CAPABILITY FRAMEWORK		
Capability	Leadership Level	Examples of Effective Behaviours
Strategic Thinking in Action	Leading Others	<ul style="list-style-type: none"> Promotes the purpose, vision and values of Catholic Education. Develops an evidence based approach to the school improvement agenda. Plans and implements school decisions. Implements plans that address both current and future requirements. Seeks alignment with strategic priorities.
Interpersonal Effectiveness	Leading Others	<ul style="list-style-type: none"> Tailors communication to the audience to ensure understanding. Fosters teamwork, cooperation and collaboration, while using appropriate and respectful strategies. Identifies opportunities to work collaboratively and with other teams to solve issues and develop better processes and approach to work. Supports initiatives that create an environment in which diversity is valued.

<p>Performance Excellence</p>	<p>Leading Others</p>	<ul style="list-style-type: none"> • Ensures staff understand expectations and goals and there is acknowledgement of success. • Uses own and others expertise to achieve work outcomes. • Seeks and plans for opportunities for professional growth and learning. • Strives for and encourages others to achieve quality outcomes. • Identifies and acts on opportunities to learn new skills and develop strengths.
<p>Personal Attributes</p> <ul style="list-style-type: none"> - Resilience - Courage - Integrity - Self-Management 	<p>Leading Others</p>	<ul style="list-style-type: none"> • Represents the school in an honest, ethical and professional manner and encourages others to do the same. • Demonstrates professionalism to support a culture of integrity within the team. • Shows commitment to achieving strategic and personal goals. • Supports the implementation of school change and promotes positive action.