

Role Description

Principal

In an ecumenical school, references in this role description to the Catholic faith, ethos and identity should be understood as referring to the relevant faith partnerships in that school.

1 Position Title

Principal

2 Purpose of the Position

The Principal is the religious and educational leader of a Catholic school within the Archdiocese of Brisbane.

3 Key Result Areas

In partnership with colleagues and through the support of the Archdiocese of Brisbane the Principal in a Catholic school is required to:

Deepen Catholic Identity

Principals commit to and support a re-contextualised Catholic perspective within the context of their school community. Principals enhance student learning outcomes, as well as the spiritual formation and care of their staff, through their support for the Catholic ethos and living of Gospel values.

Focus Direction

Principals gather relevant and credible information from the wider school community, BCE and Catholic leadership. Principals evaluate this information, within the broader context of BCE's strategic purpose and Catholic Identity, and translate it into clear and succinct school vision, mission and goals. These goals inspire a purposeful and continuous shift in the shared outlook of all staff, parents, and students within the school's community.

Create Collaborative Cultures

To enhance student learning, wellbeing and safety, principals consistently foster constructive relationships with staff, students, parents, the parish, the Catholic education community and the wider community. Principals respect and embrace the expertise of all members of the school community to ensure that ideas are shaped into focused coherent change.

Deepen Learning

Principals assist staff in identifying and shaping clear, effective pedagogy based on research and best practice. Principals cultivate and engage with BCE's Catholic learning culture, optimise student learning outcomes and the lifelong learning of both their staff and students. Principals ensure effective leadership of the religious education program.

Secure Accountability

Principals demonstrate and model efficient, ethical, sustainable and transparent stewardship of school resources. Principals prioritise funding towards activities that enhance student learning outcomes and the broader school community. Principals must ensure compliance with legislative requirements and Archdiocesan and BCE policy and procedures. Principals assist staff in understanding their role in compliance and ethical, sustainable and transparent stewardship of school resources.

4 Statement of Responsibility

The leadership and direction provided by the Principal will be consistent with the Archdiocesan vision, policies and directives; Catholic teachings, principles and values; strategic directions; the Leadership Framework; the Religious Education Curriculum and Brisbane Catholic Education policies and procedures.

The Principal provides effective leadership within the school community to ensure that students receive quality education in accordance with Catholic faith and Christian principles. This is achieved by planning, directing and regularly evaluating curriculum development, teaching programs, and co-curricular activities and by reviewing the efficacy of processes to support the core Religious and Educative dimensions.

The Principal ensures compliance with work health and safety legislation, Archdiocesan and BCE policy and procedures. The Principal ensures, models and fosters a commitment to the safeguarding of children and promotes a culture where student protection is the responsibility of everyone.

5 Scope of The Position

Under each of the key result areas is a range of activities undertaken by the role. The list is not exhaustive.

Deepens Catholic Identity

- Leads the spiritual and religious growth of self, staff and students.
- Creates a culture of commitment to and support of the Catholic ethos and living of Gospel values across the school community.
- Promotes a commitment to and actively supports acts of community service and social justice.
- Creates an environment and culture of emotional support and spiritual care to others.
- Leads improvement in educational outcomes, provision of high quality religious education, spiritual formation, and pastoral care.

Focuses Direction

- Gathers relevant and credible information from the wider school community, BCE, the Catholic and secular educational context and critically evaluates it within the broader context of BCE's strategic purpose and Catholic identity.
- Endorses an understanding within the school community of the interactive nature and interdependence of external and internal factors.
- Creates a culture that can work with ambiguity and brings innovative thinking to solve problems or meet new challenges.
- Creates and promotes a school vision that aligns with a shared direction and purpose.
- Purposefully builds a clear plan with specific goals that are aligned to the organizational vision and mission.
- Allocates resources to support strategic directions.
- Decisively moves self and members of the school community to action.

Creates Collaborative Cultures

- Is authentic and acts with integrity when dealing with others.
- Establishes and fosters respectful relationships with staff, students, parents, the parish, the Catholic education community and the wider community.
- Instils a culture that actively embraces diversity and inclusiveness.
- Leads and inspires individual and collective efforts to accomplish shared objectives.
- Models and creates opportunities and expectations for professional learning communities within, across and beyond the school.
- Effectively leads change considering the objectives of the change, demonstrating adaptive behaviour and being cognizant of the impact on members of the school community.

- Creates a culture of high performance ensuring all staff receive regular and effective feedback on performance and are supported in professional growth and development.

Deepens Learning

- Instils a culture of reflection where opportunities for improvement and learning growth are identified and acted upon.
- Promotes a culture where high expectations and aspirations exist focused on a commitment to the belief that all students can learn.
- Creates, within the school, a high performing professional learning community that openly shares practice.
- Exemplifies, within the school, a strong learning culture incorporating effective approaches to performance and development.
- Ensures highly effective, evidence-based professional practice is at the centre of the school's approach to learning and teaching.
- Models and embeds the Catholic context into the school's approach to learning and teaching.

Secures Accountability

- Ensures that people, finances, and resources are effectively led and managed in alignment with legislative requirements and Archdiocesan and BCE policy and procedures.
- Exemplifies effective stewardship of all finances and resources identifying savings and efficiencies where possible and delivering accountable reporting and consultative processes with integrity.
- Models and promotes ethical behaviours that align with our organizational values.
- Ensures compliance with work health and safety legislation, Archdiocesan and BCE policy and procedures.
- Models and fosters a commitment to the safeguarding of children and promotes a culture where student protection is the responsibility of everyone.
- Achieves results aligned with agreed individual, school and organisational goals and objectives.

6 Authority Limits

The Executive Director delegates authority to the role holder to enact the duties as outlined above.

The Principal has delegated authority from the Executive Director to act as an agent for the employer.

7 Reporting and other Relationships

The Principal is responsible to the Executive Director through the Senior Leader Learning and Identity and the Director School Services. Significant relationships also exist with the Leadership Team and senior staff of the Brisbane Catholic Education Office.

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