

Principal (Primary/Secondary)

ROLE DESCRIPTION

REPORTS TO

Director of Schools

CONTEXT

The Catholic Schools Office (CSO) is responsible for the leadership, operation and management of systemic schools which educate more than 20,000 students in 44 primary schools, 11 secondary schools, one K–12 school, one flexible learning centre and one special school in the Catholic Diocese of Maitland-Newcastle.

The incumbent commits to working within work health and safety guidelines and code of conduct at all times whilst employed by the Catholic Diocese of Maitland Newcastle. The Diocese of Maitland-Newcastle is committed to safeguarding children and vulnerable adults, preventing those in our care from suffering abuse or neglect. The Diocese is committed to being compliant with the National Principles for Child Safe Organisations and the National Catholic Safeguarding Standards. All employees are required to undergo a National Police Check, retain a valid NSW Working with Children Check and ensure compliance with our safeguarding policies, the Diocesan Safeguarding Commitment Statement, and the Codes of Conduct.

PURPOSE

The Principal will lead across the school community to:

- Model faith in action
- Develop and shape a shared vision focussed on providing quality educational experiences and learning outcomes for all students
- Nurture positive relationships between students, teachers, and all other stakeholders
- Support and monitor the learning and growth of effective teachers
- Set high standards for students and staff performance

VISION STATEMENT

At the heart of everything there is always Jesus Christ.

Catholic schools educate:

- From and for the community of faith
- From and for excellence in learning
- In a rigorous, creative, and critical pursuit of truth

Catholic schools educate from and for vibrant, welcoming, and diverse communities with a particular commitment to the poor; for justice, integrity and peace; and with hope for the future.

CRITERIA/EXPERIENCE

1. Practising Catholic active in the life of a Eucharistic community, with an understanding of their baptismal call to share and witness the good news of Jesus Christ
2. Demonstrated ability to articulate and create a shared improvement agenda that aligns with system priorities and embeds an evidence-based practice with high expectations for student learning and teacher practice.
3. Proven strong interpersonal and communication skills with demonstrated capacity to build solid trusting relationships with students, staff, families, and all stakeholders
4. An ability to effectively analyse and respond to student data on Catholic identity, academic performance, behaviour, and wellbeing to enhance learning outcomes.
5. Demonstrated ability to effectively optimise the school's human, financial and physical resources to deliver high quality organisational and educational outcomes

6. Demonstrated understanding of relevant legislative and legal frameworks including equity and diversity, work health and safety and performance management principles in the management of staff and the capacity to implement relevant plans and policies to ensure strong governance

Desirable

- ▶ Experience in the role of Religious Education Coordinator (primary schools), or in the roles of Ministry Coordinator and/or Leader of Learning Religion (secondary schools)
- ▶ Experience working across more than one school setting
- ▶ Active participation and leadership in education forums (i.e. Principal/Assistant Principal Professional Associations/Networks)

QUALIFICATIONS/ACCREDITATION

- ▶ Qualifications as a four-year trained Teacher/Master of Education qualification (or approved as Three-year trained due to significant prior experience as a Teacher within the system)
- ▶ Postgraduate qualifications in Religious Education, Theological Studies, or a willingness to enrol and complete within four years of appointment
- ▶ Postgraduate qualifications in Educational Leadership combined with a minimum of ten years teaching experience or an equivalent combination of experience, training, and achievement
- ▶ Active NESA Accreditation
- ▶ Current paid NSW Working with Children Check (WWCC) number
- ▶ Completion of anaphylaxis training

KEY WORKING RELATIONSHIPS	
Staff directly reporting to role	<ul style="list-style-type: none"> • Assistant Principal(s) • School Staff
Internal	<ul style="list-style-type: none"> • CSO staff and designated Assistant Director
External	<ul style="list-style-type: none"> • School and CSO networks • Family and community partners

LEADERSHIP FRAMEWORK

The Leadership Framework captures the characteristics and behaviours of effective leadership articulated through six leadership capabilities that staff at all levels can practise and develop.



Guided by Gospel Values, the **Principal** is accountable for the following:

LIVE YOUR FAITH

By giving witness to Catholic faith and cultural tradition and setting an example of faith, hope and love in word and action

RESPONSIBILITIES	EXAMPLES OF IMPACT <small>(To be assessed by Assistant Director based on ongoing school data and feedback, COSI and performance review feedback from participating stakeholders. The Australian Professional Standard for Principals (AITSL) can be used by Principals to guide self-reflection on professional practice)</small>
<ul style="list-style-type: none"> • Building a shared vision that is distinctively Catholic and provides excellent education through setting of high learning expectations and values that support student outcomes • Building a harmonious community that ensures opportunities for the school community to share and develop their faith through work, reflection, celebration, and prayer • Developing own faith and fostering partnerships between parents, staff and parish communities and supporting families in the education, moral and faith formation of their children • Willingness to Comply or Compliance with the CSO Accreditation to Work, Teach and Lead Policy. Category E – Accreditation for Senior Leadership 	<ul style="list-style-type: none"> • A clear educational philosophy which integrates faith within the culture and curriculum of the school • Ongoing commitment to faith development of self and others • Effective pastoral care of students and staff • Involvement in parish and promotion of the school within parish life • School programs, and policies that are embedded with the fundamental concepts of human dignity, social justice, and environmental stewardship

LEAD TEACHING AND LEARNING

By promoting a shared understanding and clarity around how and what to teach

RESPONSIBILITIES	EXAMPLES OF IMPACT
<p>In partnership with the school community and CSO staff, working to improve student outcomes through:</p> <ul style="list-style-type: none"> • Developing and articulating the school's vision, priorities, and targets, which are reflected in the annual school plan and translated into practice • Maintaining expert knowledge of curriculum and personalised learning and leading others to develop exemplary teaching and learning strategies • Ensuring a focus on the analysis of individual student needs which impact upon school priorities and targets and teaching and learning programs • Integration of teaching, learning and technology 	<ul style="list-style-type: none"> • Promotion of school improvement strategies to students, staff, and families • Promotion of professional dialogue regarding application of current research in pedagogy and student engagement • Innovation and integration of technology in teaching and learning • Promotion of school values through a flexible and diverse curriculum to meet the needs of all students • Setting of high expectations for every learner, including students, staff, and self

- Fostering a commitment to equity and a culture of inclusion through responding to the diverse learning needs of all students

LEAD IMPROVEMENT INNOVATION AND CHANGE

By working purposefully to support a shared system and school vision and the delivery of improvement initiatives

RESPONSIBILITIES

- Motivating and engaging staff to ensure that the vision and strategic plan is actioned, and that plan goals and intentions are realised
- Ensuring the authentic integration of the Australian Curriculum's General Capabilities into teaching programs
- Creating opportunities for people to innovate and empowering people to take on new challenges
- Working with school and CSO staff to facilitate effective long-term change in the school and system of schools

EXAMPLES OF IMPACT

- Recognition and sharing of student and staff achievements
- Building commitment and confidence in a shared understanding of the vision for the school
- Effective Strategic and School Improvement plans and priorities to ensure ongoing school improvement
- Leadership that is responsive to the stage, growth, and development of the school
- ▶ Evaluation of the impact of change on student growth outcomes over the short, medium, and long-term

MAINTAIN FOCUS ON EVIDENCE AND IMPACT

By identifying and implementing evidence-based strategies to deliver improved student outcomes and engaging with the community to focus on what matters most

RESPONSIBILITIES

- Ensuring a focus on the analysis of student literacy, numeracy, and wellbeing data in order to guide school priorities and improve student learning outcomes
- Production and implementation of clear, evidence based Strategic and School Improvement Plans and policies for the development of the school
- Ensuring individual and team accountabilities are clearly defined in school documentation, and are appropriately monitored to support staff development

EXAMPLES OF IMPACT

- Ongoing collaborative planning and monitoring of the effectiveness of learning with appropriate action to address gaps in school performance
- Using multiple sources of evidence to monitor progress towards school and system improvement targets and adjusting implementation as required
- Modelling timely support for and management of performance issues and difficult conversations

DEVELOP SELF AND OTHERS

By demonstrating commitment to building capacity through self-reflection, own professional learning and supporting the professional learning of others

RESPONSIBILITIES	EXAMPLES OF IMPACT
<ul style="list-style-type: none"> Working with and through others to build a culture of shared learning and ownership for continuous improvement in teacher expertise and student learning outcomes Supporting all staff to develop leadership capacity through facilitating effective continuing professional learning and performance feedback Demonstrating commitment to personal health and wellbeing; ongoing professional learning and exhibiting self-management in order to prioritise and manage the complexity of the role 	<ul style="list-style-type: none"> Establishment of effective and collaborative professional learning communities and modelling of learning walks and talks Provision of opportunities for staff to engage in professional learning and receive formal and informal feedback linked to professional standards and PP&D goals Identification of leadership potential in others and provision of opportunity for others to demonstrate leadership Engagement in external Leadership Courses, and with external organisations to build school expertise

ENGAGE AND WORK COLLABORATIVELY WITH THE COMMUNITY

By building and maintaining respectful relationships with students, colleagues, families, parish and external agencies and considering the impact actions and decisions have on others

RESPONSIBILITIES	EVIDENCE OF IMPACT
<ul style="list-style-type: none"> Fostering inclusive and collaborative relationships with staff, students, families, the broader school community and system of schools Recognising, supporting and responding to the individual needs of students, families and carers Supporting the operation of school-based parent committees which may involve community members Actively engaging with other school communities to build effective learning communities and promote Catholic education 	<ul style="list-style-type: none"> Evidence of engaging with and responding to the local community in a manner that positively promotes the school and the professionalism of staff Carer and family awareness of school vision, strategy, child's learning progress e.g. reports, student led conferences, newsletters, social media, annual report Respectful communication and effective resolution and decision-making processes with families and within the school Engagement with the School system network to deliver continuous improvement and share learnings

MANAGE RESOURCES EFFECTIVELY

By implementing and supporting structures and processes that contribute to the effective management of school and system resources and policies

RESPONSIBILITIES	EVIDENCE OF IMPACT
<p>In partnership with the school community and CSO staff, working to improve student outcomes through:</p>	<ul style="list-style-type: none"> Annual evaluation of the impact of resource allocations on learning priorities and school strategic plan

- Effective governance practices, and strategic alignment with CSO priorities, policy, and audit requirements
- Inducting staff in the Code of Conduct; policy requirements and mandatory training procedures
- Implementing Diocesan policy and developing a school-wide framework for student wellbeing and positive behaviour support
- Addressing the individual needs of each student in a safe, responsive, and harmonious teaching and learning environment
- Leading school in data informed review processes ensuring a whole school approach to improving student outcomes

- Effective measures in place to record student attendance and monitor and follow up student absences
- A detailed school maintenance and building plan ensuring ongoing improvement of available physical and financial and technological resources
- Implementation of an effective safety management system
- Policies, training programs and practices which promote the safety, self-esteem and welfare of staff and students

FUNCTIONAL REQUIREMENTS

- Sedentary to light physical work
- Frequently sits or stands at an issued desk
- Occasional bending, lifting, pulling, or carrying, bending, squatting or crouching, stretching and twisting
- Occasional to frequent repetitive neck, upper body, wrist, hand, and finger movements may be required
- Occasional stretching, climbing, and twisting may be required
- Voice used extensively while communicating, instructing, and supervising students