

ASSISTANT PRINCIPAL – PERFORMANCE and IMPACT

Position Description and Duty Statement

Full Time Equivalent	1.0 FTE Full time Teaching Load: 2 classes
Reports to	Principal

Overview

All staff members of Clonard College are expected to uphold the Kildare Education Ministries Core Values, apply them to their work and ensure their priorities focus on quality teaching and learning, student and staff wellbeing and the careful stewarding of physical and financial resources.

Our College motto *“Strength and Kindliness”* comes to life in each staff member as they demonstrate the strength to do their job well and the kindliness to undertake it with compassion.

Leadership in at Clonard College is inspired and shaped by the document Leadership in a Kildare Education Ministries School and the AITSL Standards for Principals.

Fundamental to the vision of Kildare Education Ministries is the belief, clearly articulated in its foundational documents that education is transformative and that it is underpinned by principles of sound educational practice based in a rich Catholic and spiritual tradition. In KEM schools that spiritual tradition finds its particular expression in the spirit, mission and values of the Brigidine and Presentation congregations, broad vision that has its roots in ancient traditions but which is open to new expressions and structures as new needs and interpretations arise.

The values that guide KEM schools are: Compassion, Justice, Hospitality, Courage, Hope and Wonder.

Primary Objective of the Role

The Assistant Principal: Performance and Impact, as a senior leader in the College and member of the Leadership team, works in collaboration with the Principal with responsibility for:

- Faith leadership of the College
- Co creating the vision and future directions of the College, ensuring animation and alignment to the College vision, core values and graduate outcomes
- Mutual accountability for collective outcomes, improvement and high performance, shaping a culture of high expectations for all
- Strategic advice and support to Principal including:
 - Effective change management for improvement

- Conceptual thinking and complex problem solving
- Ensuring sound governance in areas of responsibility
- Empowering teams and individuals through clear accountabilities and promotion of a coaching culture
- Representing and deputising for the Principal as required

The Assistant Principal: Performance and Impact will contribute to the continuous success of the College through the following areas of responsibility:

- Faith Leadership
- School Improvement Priorities 2022-2024
- Leading Improvement, Innovation and Change
- Leading, Learning, Teaching and Wellbeing
- Leading Self and Others
- Leading the Management of the School
- Engaging with the Community
- Compliance Accountabilities

Statement of Duties

The following duties are aligned to the major areas of responsibility of the Assistant Principal:
Performance and Impact

Leading in Catholic Identity

- Respond to contemporary research and theological thinking through the development and actioning of the school improvement plan
- Ensure theological accompaniment for College initiatives that are an expression of our Catholic Identity
- Facilitate the ongoing development and understanding of the Kildare Ministries Core Values, Living Justice Living Peace Charter and the implications for our way of being at Clonard College
- Support staff to become leaders of the faith formation of others
- Collaborate with Kildare Ministries to offer staff spirituality and formation opportunities
- Plan, prioritise and communicate professional learning activities and faith development/spirituality experiences and professional readings for staff, including support for accreditation
- Lead staff induction processes relating to Catholic Identity

School Improvement Focus: 2022-2024

SIP Initiatives:

- Data Curation and Analysis systems
- Supporting and monitoring target setting across key areas of College life
- Ensuring data and evidence for strategic decision making
- Implementation of College Instructional model
- Systems of Staff Wellbeing for improved resilience and performance
- Developing coaching, observation and feedback systems for teaching and non-teaching staff

Leading Improvement, Innovation and Change

- Co lead, develop and implement change management processes with the whole-school community in an inspirational and logical way
- Provide clarity and leadership of improvement strategies for learning and wellbeing including improvement and development in teacher practice
- Empowering and supporting members of the school community to take on roles and responsibilities to enhance professional development and collaborative team practices.
- Monitor and evaluate improvement strategies for student outcomes and staff development
- Target setting for upskilling staff – continuum tracking

Leading, Learning, Teaching and Wellbeing

- Promote a culture of high expectations for professional engagement of staff
- Research and recommend evidence based high impact professional learning strategies for staff
- Leading the development and implementation of an agreed instructional model with a focus on high quality practices teacher focus
- Provide expertise and modelling in high impact teaching strategies
- Research and engage teaching staff in emerging pedagogies – digital and nondigital
- Collaborate with key leaders in developing professional learning community practices including – cycles of inquiry, data analysis, moderating and examining student work, building collective efficacy
- Develop Learning and Performance Development Culture for individuals and teams including:
 - showcasing/celebrating best practice
 - teaching and non teaching staff
- Develop a coaching culture through:
 - Upskilling of staff
 - Instructional coaching for teaching staff
 - Supports for non teaching staff
- Ensure that reflective practices, structured feedback, peer review and the use of the standards lead to improvement of staff practices and in turn student outcomes
- Establish systematic methods for collective and interpreting evidence to identify excellent practices in learning, wellbeing and engagement and share successful strategies with the school community
- In collaboration with staff and AP: Community and Culture develop evidence approaches to supporting staff wellbeing

Leading Self and Others

- Articulate an understanding of contemporary educational approaches to high quality teacher practices, data and evidence analysis for school improvement and keep up to date with research and best practice
- Build staff capacity in the development of data analysis literacy
- Encourage and challenge staff in their professional development, ensuring that effective professional learning plans and feedback processes are in place

- Collaborate with the Leadership Team to develop the whole school professional learning map annually

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Leading the Management of the School

- Staffing with Assistant Principal: Student Learning and Wellbeing
- Monitoring and reporting student outcomes in learning and wellbeing by providing comprehensive reports to the leadership team on a termly basis across agreed data sets
- Supporting teams to develop data tracking systems responsive to student learning goals
- Review, recommend and develop digital solutions for data and evidence curation and analysis
- Develop and implement systems for Professional Learning planning, approval and impact analysis for teaching and non teaching staff
- Establish career planning conversations for interested staff
- Monitor the ongoing curating of evidence sets for VRQA, Child Safety and SIF reviews
- Lead the induction processes of the College for all staff (with HR Officer supports) ensuring new teaching staff are inducted and supported in implementation of agreed instructional model
- Ensure tracking and communication of annual targets set by learning areas
- Collaborate with the Assistant Principal: Student Learning and Wellbeing and Assistant Principal: Community and Culture about the implementation and analysis of whole school assessments and surveys
- Staff Wellbeing – ensure explicit and intentional opportunities for staff development in developing personal wellbeing strategies
- Lead arrangements for return to work planning for staff, as appropriate, and liaise with Business Manager and HR Officer in relation to all Workcover claims
- Monitor and respond to staff wellbeing issues and inform Principal and/or other key leaders as appropriate

Engaging with the Community

- Collaborate with the Leadership Team to develop processes for student learning, wellbeing and engagement goals that promote partnership with families
- Develop a community profile to support learning and wellbeing partnerships and optimise the diversity and unique characteristics of the community
- Engage as a senior leader of the College at community based events

- Ensure opportunities to celebrate students and staff achievements are shared with the broader community

Compliance Accountabilities

VRQA

- Standard 5 – Staff Employment Standards
- Standards 7 - Minimum Standards for Schools offering a Secondary Course
- Standard 9 – Enhance Principal and Teacher Performance and Professional Development

Qualities and Capabilities

The effective performance of the Assistant Principal: Performance and Impact will be due to their demonstration of a comprehensive range of the following:

Attributes and Dispositions

- respect for the core values of Kildare Education Ministries as lived at Clonard College
- commitment to Clonard Vision
- loyalty, trustworthiness, dependability and reliability
- generates ideas and is committed to continuous improvement and system efficiencies
- proven ability to provide clear and effective communication in a variety of formats to various audiences
- collaborative and flexible participation in professional settings
- compassion, objectivity and clarity when handling difficult situations
- confidentiality and discretion when handling sensitive information
- perseverance and patience in complex and stressful situations

Commitment to Catholic Education

- A demonstrated understanding of the ethos of a Catholic school and its mission
- Demonstrate a commitment to instil in students a respect for each other in accordance with the teaching of Jesus Christ
- Demonstrate a commitment to personal witness as a member of a faith community

Commitment to Child Safety

The Assistant Principal: Performance and Impact will:

- have a demonstrated understanding of child safety
- have a demonstrated understanding of appropriate behaviours when engaging with children
- be familiar with legal obligations relating to child safety (e.g. mandatory reporting)
- be a suitable person to engage in child-connected work

Knowledge and Understandings

- comprehensive understanding of the College's policies and procedures
- the appropriate avenues and resources for seeking support and clarification including when handling sensitive situations and information
- the appropriate referrals to the Principal as required

Skills and Capabilities

Excellent administrative skills demonstrating:

- the capacity to provide leadership that is characterised by a desire for continuous improvement, lateral thinking, and innovation
- a proven capacity to work independently and effectively in the face of changing priorities, deadlines and pressures
- well developed interpersonal and communication skills and the ability to liaise and communicate effectively with others
- the ability to work effectively as a team member
- proficiency in the use of information and communication technologies
- a commitment to ongoing Professional Learning

Risk and Occupational Health and Safety

The Assistant Principal: Performance and Impact will:

- comply with legislated occupational health and safety practices and participate in consultative processes
- observe safe work practices in accordance with training and instruction given
- identify, report and where appropriate, action risks/hazards in order to eliminate or mitigate against the risk recurring (Risks arising in the workplace may be financial, site, task or person specific or related to safety.)
- promote and implement occupational health and safety and risk mitigation processes within the College

Key Communications

The Assistant Principal: Performance and Impact will be directly responsible to the Principal

Internal

Principal

Leadership team

Extended Leadership Team

Wellbeing Leaders

Learning Leaders

Staff Wellbeing Team

Committees

Stewardship Council

Subcommittee

External

Parents

Kildare Education Ministries

Background and Qualifications

- Post Graduate studies in Leadership – Masters level study
- Previous experience of senior leadership in Catholic education
- Accreditation to Teach or Lead in a Catholic School

Other Requirements

- Victorian Institute of Teaching Registration
- Comply with the Clonard College Child Safety Code of Conduct
- Comply with the KEM Child Safety Code of Conduct, KEM Ethical Standards Policy
- Capacity to fulfil the requirements of a Fit and Proper Person Declaration

Contract and Conditions

- The role tenure is for 3 years. If contract is not renewed the staff member will return to an ongoing teaching position.
- Remuneration is aligned to Category B Deputy Principal Scale VCMEA
- The Assistant Principal: Performance and Impact will engage in a formative early contract review in the first year of the role.
- A summative appraisal will take place in the final year of the role with the panel making a recommendation to the Principal in relation to contract renewal.
- The Assistant Principal: Performance and Impact is expected to be available onsite in the week prior to the commencement of the school year and until the gazetted final day
- Representing and deputising for the Principal as required

Authorised by: Principal

Date: May 2021