



POSITION:	Co-Deputy Principal
Position Type	Full time ongoing teacher position at St Catherine of Siena, with a two-year appointment as Co-Deputy Principal
Salary and Benefits	<p>An exciting leadership opportunity exists at St. Catherine of Siena Catholic Primary School for a lead-teacher, demonstrating deep commitment to Catholic education and child safety and who has strong contemporary wellbeing, learning diversity expertise, academic qualifications and innovative leadership qualities.</p> <p>The successful applicant's salary and conditions are implemented according to the Victorian Catholic Education Multi Enterprise Agreement 2018.</p>
Role Description	<p>Ensuring the safety, wellbeing and protection of all children in our care.</p> <p>To undertake the role of Co-Deputy principal including:</p> <ul style="list-style-type: none"> ● Working professionally with and on behalf of the principal. ● Supporting and consulting with the principal on all relevant matters. ● Developing, leading and supporting school improvement initiatives in line with the Annual Action Plan. ● Leading staff in providing a rich and rewarding educational experience for all. ● Leading classroom practice that is developmentally appropriate and promotes learning in a contemporary context and that differentiates accordingly. ● Leading staff to work collaboratively to build a culture of fairness, empowerment and excellence. ● Developing leadership capabilities of all, leading and empowering others to lead professional learning. ● Modelling and nourishing positive, meaningful and committed relationships with students, staff and the wider school community. ● Using evidenced-based data tools to drive and enact whole school improvement. ● Providing structures that engage and empower each member of the school community, in order to develop confident, independent and resilient learners. ● Supporting the principal in leading the school community to develop and nurture a culture of safety, welcome and inclusion. ● Leading and working effectively with other professionals, parents/guardians and members of the broader community to provide effective learning for all. ● Working with the Principal and Co-Deputy principal in regards to school communication, including social media. ● Undertaking school organisation, administration tasks as required.

To co-lead school practice in Wellbeing including:

- Leading Positive Behaviours for Learning approach.
- Supporting teachers to implement the *Rights, Resilience and Respectful Relationships* program and other safety and social-emotional learning initiatives as required.
- Working closely with the school leadership team, wellbeing and learning diversity staff to implement wellbeing and behaviour support programs and interventions.
- Working with students to implement Tier 2 wellbeing intervention programs.
- Developing and sustaining structures and practices that support inclusion of students and families from diverse backgrounds, including Aboriginal and Torres Strait Islanders.
- Lead the collection and analysis of Wellbeing data.
- Working with the school leadership team to implement school improvement related to the Wellbeing sphere.
- Co-ordinating the Student Voice Team.
- Working closely with parent and community stakeholders in regards to Wellbeing.
- Overseeing policy development and implementation in regards to Wellbeing.
- Attending network and cluster meetings as necessary to support school improvement and initiatives.
- Facilitating staff professional learning in the wellbeing sphere.

To co-lead Learning Diversity (with a particular focus on Years Prep-2):

- Alongside the Senior LDL leader, coordinating Learning Diversity support, programs and provision throughout the school in consultation with the Principal and Co-Deputy Principal.
- Monitoring and reviewing all learning diversity students' program provision Prep-2.
- Co-organising and overseeing specialist and allied health support.
- Overseeing all intervention programs, ensuring written parents' permission is secured.
- Overseeing Learning Support timetables and programs in consultation with classroom teachers.
- Overseeing Tier 1 interventions as required.
- Planning, timetabling, coordinating, conducting and minuting Student Support Group meetings for all Supplementary, Substantial and Extensively funded NCCD students (Prep-2).
- Overseeing, coordinating and monitoring Individual Learning Plans for all Supplementary, Substantial and Extensively funded NCCD students, as well as any other students requiring additional support to access the curriculum (Prep-2).
- Co-leading National Consistent Collection of Data (NCCD) compliance.
- Monitoring budgets to meet NCCD funding guidelines.
- Co-leading Learning Support Officer training, meetings and support .
- Supporting teachers to differentiate classroom instruction in line with evidence-based practices.
- Alongside school leadership staff, monitoring student learning outcomes and reviewing the impact of current teaching and learning programs and initiatives on student learning throughout the school.

	<ul style="list-style-type: none"> ● Attending network, cluster meetings and professional learning as necessary to support school improvement and initiatives. <p>The current role excludes regular classroom teaching, but a willingness to undertake teaching duties is required.</p>
<p>Key Selection Criteria For Deputy Principal</p>	<p>The Co-Deputy Principal is an integral member of the school leadership team and supports the Principal in promoting and nurturing the Catholic identity of the school and in ensuring engagement, empowerment and excellence in educational outcomes for all.</p> <p>To be considered for this role, the successful applicant will be able to demonstrate that he or she is an effective leader who:</p> <ol style="list-style-type: none"> 1. Catholic Identity and Child Safety <ul style="list-style-type: none"> ▪ is committed to leading Catholic education and the safety and wellbeing of children and staff ▪ demonstrates support for and the capacity to develop and maintain an engaging and safe learning environment ▪ has evidence of contributing to the Catholic life and positive culture of the school community 2. Curriculum and Pedagogy <ul style="list-style-type: none"> ▪ demonstrates capacity to provide leadership for learning and teaching, particularly focused on differentiation and data-informed practice, for the achievement of quality outcomes for all students ▪ leads a learning culture of shared responsibility focused on quality teaching and engaging learning for all ▪ builds a learning community of shared responsibility for quality teaching and student learning growth, informed by data and evidenced contemporary thinking ▪ develops, leads and implements effective strategies for staff collaborative practice and professional learning 3. School Improvement <ul style="list-style-type: none"> ▪ demonstrates capacity to use strategic thinking and analytical skills and to contribute to educational and wellbeing outcomes at the school and system level in line with the school's improvement and annual action plans ▪ demonstrates the capacity to manage effectively human, financial and physical resources to deliver high quality outcomes ▪ plans and acts strategically and innovatively to drive improvement initiatives within the school and its community 4. School Community <ul style="list-style-type: none"> ● creates a culture of inclusion and hospitality by initiating relevant opportunities to engage with parents, caregivers and the community to build and maintain effective partnerships.

	<ul style="list-style-type: none"> ● demonstrates strong interpersonal skills and the capacity to develop and sustain productive and positive partnerships with parents and the wider community. <p>5. Wellbeing Leadership</p> <ul style="list-style-type: none"> ● demonstrates a strong knowledge and experience of current research-based educational theory and practice in student wellbeing. Experience with Positive Behaviour for Learning and the Resilience, Rights and Respectful Relationships frameworks would be an advantage. ● has experience of leading Wellbeing in a school setting <p>6. Learning and Diversity Leadership</p> <ul style="list-style-type: none"> ● demonstrates knowledge and experience of current research-based educational theory in inclusion, and instructional and regulation practices that support the learning of students with diverse needs ● has expertise in the development and implementation of individual learning plans and behaviour support plans and has experience in the collation of evidence in line with NCCD guidelines ● has experience in working with allied health professionals and learning support staff in an educational setting <p>Qualifications:</p> <ul style="list-style-type: none"> ▪ be appropriately qualified and hold Victorian Institute of Teaching Registration. ▪ have accreditation to teach Religious Education in a Catholic School. ▪ have postgraduate study in Leadership or Learning Diversity, Wellbeing or a commitment to obtain a Masters.
<p>How to apply:</p>	<p>Applications should be made in writing and forwarded via email to the Principal, Donna Bryce donna.bryce@stcatherine.catholic.edu.au</p> <p>Applications should contain the following:</p> <ul style="list-style-type: none"> ▪ Application for Employment at St. Catherine of Siena form ▪ A Cover Letter ▪ A Curriculum Vitae that includes 3 nominated referees, including current employer. ▪ Response to the Key Selection Criteria <p>Applications close: at 5pm on Friday 29th of July, 2022</p> <p><i>St Catherine of Siena School Community promotes the safety, wellbeing and inclusion of all children.</i></p>

